

Good Practice Guide: Principle 1

EXTRACTS
FROM
SUCCESSFUL
SUBMISSIONS

Robust organisational framework

“We see our Juno work as a catalyst for more general equality and diversity work.”

Dr Mark Hughes
University of Manchester

A robust organisational framework to deliver equality of opportunity and reward.

Establish organisational framework

Your expected achievements:

- Your Juno committee is meeting regularly and is well established in your reporting structure.
- Senior staff are visible on the committee and E&D is an effective standing item on the senior-management committee and other executive/strategic decision-making committees.
- Juno is well promoted and there is a web presence (eg both internal and external).
- You have a clearly identified budget for Juno work, support for the Juno committee and allocations in the workload model for E&D/Juno activities.

Moving towards good practice:

- The Juno chair is involved in the long-term strategic planning and is on the executive decision-making committee.
- Responsibility for E&D is embedded into role descriptions and committee business.
- The staff intranet or departmental web pages have comprehensive information about Juno and all working practices relating to equality and diversity.

Monitoring and evidence base

Your expected achievements:

- You have clear mechanisms in place for data collection disaggregated by gender.
- Since Practitioner, there have been further surveys and/or focus groups to identify the impact of any activities or new initiatives and to evidence priorities for further action.

Moving towards good practice:

- There is an analysis of data trends over a longer period of time.
- There is more detailed analysis of data trends such as student module or year marks, length of time for staff promotion by grade, data broken down by group or section.
- There are regular staff and student surveys and/or focus groups with particular groups of staff or students embedded into the reporting cycle.
- You are considering your Juno Excellence activities or beacon activities for Athena SWAN Gold.

- The Juno Equality Action Plan has been incorporated into the school's strategic plan for the next three years and the requirement to monitor equality and diversity has been written into the role description of the head of school.
- All heads of groups are asked to report on their own group's Juno activities annually to the all-staff meeting.
- Department communications are cascaded down and up through heads of groups at group meetings. Groups meet monthly in term time and Juno is a standing item on their agenda.
- Practices are now embedded within different administrative hubs, providing an in-depth appreciation of the undergraduate gender statistics, undergraduate final-year motivation survey, PhD five-year review and generic reasons for drop out, research assistant destination statistics, and recruitment of academic and research assistant staff. National, university and departmental surveys have helped us to form a clearer understanding of outstanding gender issues.
- The Research and Resources Committee is responsible for the allocation and monitoring of departmental resources. The chair of the Research and Resources Committee and head of department approve funding for Juno events.
- The degree of senior-management commitment is further demonstrated by the substantial financial assistance committed to the project. This includes funds to recruit and employ a postdoctoral research assistant to the Juno Project and resources to support the PhD project of a student whose thesis explores the perception, participation and performance of women in undergraduate physics.
- A year-by-year breakdown of the percentage of female staff in all roles is presented. Over the course of five years, the fraction of women in academic roles has remained fairly static. The comparison to the national average shows that the school has consistently had a higher fraction of female academic staff than average for the sector.
- Research assistants felt that they were not properly represented in the department, which has now been addressed with the formation of the Research Assistant Committee, which will meet regularly and report at head of group meetings.
- The department's gender statistics compare favourably with national figures, except that we have a slightly lower proportion of female postgraduates. There has been considerable growth of women at lecturer and senior lecturer grades in percentage terms over the monitoring period. Given women's percentage representation in the UK pipeline, we have focused on retention and support of the existing staff in the department. The action plan addresses improvements in the male/female balance at postgraduate, postdoc and lecturer grades.
- Our bespoke front-end database was modified to include gender-disaggregated analysis tools. In addition, when the university implemented a simple reporting system, showing long-term trends in applications, conversion and admittances for all university admissions tutors, gender disaggregation was implemented in direct response to a request by the physics department.
- The results of the university staff survey for the department of physics were encouraging, with scores on most questions higher than the university average. Particularly relevant for this submission, the statement that the department respects gender equality had a positive response from 98% of staff (compared with 91% for the university). In addition, 93% of staff said that they were generally able to work flexible hours and/or had flexible-working arrangements (compared with a university average of 77%).
- In the focus group recently held with postgraduate research assistants they all felt that they can work flexibly and this flexibility is seen as embedded within the culture.
- Examples of actions taken this year include: ensuring that when women postgraduate candidates were interviewed, they met at least one female academic and a current female postgraduate or researcher; holding a meeting of the Women in Physics Committee with final-year MSci female undergraduate students in order to give them as much general information as possible about doing a PhD; ensuring that a female academic presented at postgraduate open day; including images to illustrate the diversity of the postgraduate admissions web page; populating the department, particularly the foyer, with posters to illustrate diversity.

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Good Practice Guide: Principle 2

EXTRACTS
FROM
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Appointment and selection

“There is an increased awareness of equality issues and of the need to avoid unconscious bias.”

Prof. Sally Jordan
Open University

Appointment and selection processes and procedures that encourage men and women to apply for academic posts at all levels.

Ensure that recruitment and selection processes are open and transparent, and that everyone is treated fairly

Your expected achievements:

- There is evidence that career breaks are taken into consideration during recruitment or promotion.
- There is an induction process for all new staff and PDRAs.
- You are monitoring the take-up E&D and/or unconscious bias training and you are ensuring that all staff who interview have undertaken this training, or have a plan for implementing this.

Working towards good practice:

- There are demonstrable results (data) that the career-break policy works and has had an impact.
- There is regular gender awareness/E&D training for all staff and students.

Take positive action to encourage under-represented groups to apply for jobs

Your expected achievements:

- You are monitoring the number of applications, shortlists and appointments by gender.
- You have reflected on whether your appointment and shortlisting data have identified any barriers within the recruitment process and at what stage.
- You are taking actions to encourage more women to apply for posts.

Working towards good practice:

- There is a process for reviewing single-gender shortlists.
- There are active search committees in place tasked with encouraging applications from those who are under-represented.
- You provide robust feedback to those who are unsuccessful to encourage career development.

- Staff on selection panels are required to attend the “Recruitment and Selection” training provided by HR. This covers the legal aspects of recruitment as well as covering the concept of unconscious bias and how to mitigate for it in substantial detail. Further to this, in order to chair a recruitment panel it is necessary to either attend longer, more detailed training, or to have a member of the HR team in the room to observe the interview.
- All university employees are required to take part in training on diversity and equal opportunities, for which human resources provides an online module “Diversity in the Workplace”. The department requests data from human resources to ensure that the Juno Committee monitors uptake annually.
- An extensive induction programme is in place for new staff, which is fully documented on the department intranet. Human resources collect feedback on the induction process, to ensure that it is working as it should and this feedback is disseminated to the department.
- We are particularly pleased at the positive response by new staff to our extensive induction process, involving departmental and central activities. This is supported by an extensive dedicated area on the department’s intranet with information to help orientate new staff to the workings and culture of the department. This same programme runs for research staff as well as academic staff. The induction process is embedded in department practice by having it initiated automatically by the department administration and by having the process set out publicly on the departmental web pages.
- Of the research positions filled over the last five years, the proportion of female applicants was a consistent 15–17%. In three of the four years covered by these statistics the proportion of all women applicants shortlisted was equal to or greater than that for men.
- The figures show that the women in the department are distributed across the academic grades somewhat differently to their counterparts in other UK universities, with proportionally more of the women at the professor grade and fewer at the research grade.
- The university’s registry office tracks gender information relating to applications and offers for post-graduate positions. Over the past five years 28% of all PhD applications were made by women, and women made up 33% of all offers and 27% of all entrants. We have steadily kept above the national average of female PhD students. These sets of data would appear to demonstrate that there is no problem with women being shortlisted or appointed, although the latter statistics are heavily affected by the small numbers considered. A gender bottleneck is present at the application level so that strategies for increasing the number of women applicants should be searched for. The department is now publicising its commitment to gender equality in every job announcement as well as in its publicity material, highlighting the Juno Practitioner and university Athena SWAN Bronze awards. The department will be considering how it can take forward an action to proactively seek out more female applicants.
- The department has put in place the following actions:
 - identification and encouragement of high-quality female applicants internal to the department through the mentoring and staff review and development schemes;
 - identification and encouragement of eligible females external to the department to apply for posts;
 - an explicit statement about equal opportunities on all job adverts, and provision of Athena SWAN material and a family/carers information sheet as part of the further particulars;
 - the presence of at least one female academic on all search and interview committees;
 - coverage of childcare costs for female interview candidates and the requirement that all academic staff have completed the university’s specific equality and diversity online training course.

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Good Practice Guide: Principle 3

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Career progression and promotion

“For the next generation of women physicists, making small changes will make a huge difference.”

Prof. Val Gibson
University of Cambridge

Departmental structures and systems that support and encourage the career progression and promotion of all staff and enable everyone to progress and continue in their careers.

Transparent appraisal and development

Your expected achievements:

- You have an appraisal process in place for all staff and PDRAs, with take up monitored. If there is no scheme in place, there are plans to develop one, particularly for PDRAs.
- PDRAs have access to career-progression reviews or discussions with someone other than their line manager.
- PDRAs are encouraged to access impartial guidance on academic and non-academic careers, whether this is through your own local or wider initiatives.

Working towards good practice:

- There is an impartial person to undertake career-progression reviews for all staff.
- There are surveys or feedback on how useful staff perceive the appraisal process and plans in place to improve the process if not perceived as useful.
- There are plans to introduce or promote a mentoring scheme for all staff and PDRAs. Feedback on its usefulness is obtained.

Transparent promotion processes and procedures

Your expected achievements:

- There is evidence of both staff awareness and perception of the promotions process (eg survey data) broken down by gender and category of staff.
- All staff are encouraged to apply for promotion.
- There is equitable support for all staff applying for promotion.

Moving towards good practice:

- Your promotions process is fully open, fair and transparent – i.e. all staff are considered for promotion annually.
- Staff have access to a mentor to help them prepare their promotions cases.
- You run promotions workshops, for example on CV building, career building, etc.
- There is a promotions process for PDRAs in place.

- The appraisal process considers all aspects of the individual's working life (research, teaching and administration) and anything that would affect it, including personal circumstances, career breaks, life-changing events and flexible-working opportunities. The system has been running for several years and is now embedded across the whole university. The completion rate for last year was 91% for the university as a whole and 100% for the faculty, which includes physics.
- Postgraduate students have their own appraisal system, run by the central postgraduate service office and conducted every term with their supervisor, deputy supervisor and their independent advisor. This system ensures that postgraduate students have an opportunity to give feedback regarding their programme that is independent of their meetings with their supervisor.
- The department aims to provide an environment in which all staff are valued and able to flourish. A key part of this provision is the staff review and development scheme, which provides an opportunity for individuals to discuss and plan career development with a senior colleague, and to review achievements and issues arising in the course of their work. Last year, 100% of academic staff and advanced fellows were reviewed. Research staff are reviewed by their line manager (usually the grant holder), and optionally another member of staff. PIs are required to confirm completion of reviews in the annual budget allocation forms. These are submitted annually in June by all PIs and are used to distribute part of the school operations budget based on research-group numbers. The HoS follows up with PIs with low rates of compliance.
- The department has introduced a revised mentoring scheme for all staff that requires research groups to actively assign mentors to new staff members and report on the uptake (providing the name of a mentor within a one-month probationary period). There are also career-development seminars for early-career women researchers.
- The criteria against which each promotion is judged have been recently reviewed at university-level and new criteria were introduced. The new procedures are intended to be more transparent, and have an increased focus on meeting specific criteria, rather than requiring a convincing narrative.
- All academic staff are considered for promotion annually through the academic staff review. There is no sense in which staff are required to "put themselves forward for promotion". There are clearly defined criteria of achievements that must be demonstrated for promotion available on the website. All academic staff are required by the department to put forward their CV for consideration by the departmental academic staff review committee. The committee is aware of those staff who have had a career break and this is explicitly taken into consideration. The departmental academic staff review committee decides who, in their opinion, meets the promotion criteria. These staff are put forward and there is no "cap" on numbers.
- One of the first issues that the Juno Committee tackled was drawing up a document to explain the early stages of the promotion process to make it more transparent. It was one of the points raised when the women academics in the department were interviewed by the member of the Juno Committee who comes from staff development. The document was finalised with agreement from all the heads of group and is on the departmental website.
- The head of department invites all academic staff to submit an annual "summary of achievement" record. A review by the Juno Committee suggested that women were less likely to respond to the invitation. Action will be taken in advance of the next promotion round to encourage more women to submit.
- Due to changes in the promotions policy at the university level, in future all members of staff eligible to be promoted will submit an application each year for consideration by the HoD. This will remove the requirement to encourage people to apply and will remove any remaining bias in application rates from different groups. It will be necessary for the HoD to ask for an indication from staff as to whether they are intending that their application be taken forward, and whether they therefore feel their application has been rejected if they do not receive support from the department, so that accurate data can be collated for monitoring purposes.

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Open and inclusive culture

“Through Project Juno we have people in the department talking about important matters of how the department runs.”

Dr Lyndsay Fletcher
University of Glasgow

Departmental organisation, structure, management arrangements and culture that are open, inclusive and transparent, and encourage the participation of all staff.

Promote an inclusive culture

Expected achievements in place:

- Everyone can participate in departmental meetings, colloquia and seminars, particularly through a core hours policy.
- Juno is well communicated so that staff understand the commitment to addressing equality issues.
- Regular E&D training is provided for all staff and demonstrators.
- Regular social events are inclusive and encourage interaction at all levels.
- You are monitoring the data on seminar speakers by gender and taking action to make improvements where necessary.

Working towards good practice:

- E&D training for all academic staff and all demonstrators is mandatory.
- The impact of changes to departmental culture, such as increasingly positive responses to staff survey questions, is reflected on.
- There is an agreed target for women seminar speakers, broken down by group or section area.

Transparent work-allocation model

Expected achievements in place:

- There is a workload model with a description of what is covered in the model and how it is made available to all staff.
- There is evidence that staff have been involved in agreeing allocations or developing the model.
- It is publicly available to all staff

Working towards good practice:

- Workload model evolves to take account of heavy and light workload years and changes to personal circumstances.
- Workload model has been gender tested.

- In the last few years the department has initiated staff training workshops and events that include undergraduates, postgraduates and staff to increase connectivity. Minutes of meetings and news highlights are now updated regularly on the main departmental websites. New prizes have been created for staff and students, celebrated annually.
- A few years ago, the department established a policy to hold seminars and colloquia during core hours, avoiding late afternoon slots to ensure that those with family obligations are able to attend. A similar policy is also in place for committee meetings. The policy has now become ingrained in the department culture, so that family friendliness is no longer seen as a “demand”, but is part of the established procedure.
- All positions of responsibility are available for rotation and are openly advertised. These carry an allocated workload tariff and staff are strongly encouraged to apply for these positions, regardless of gender. Some roles (dean, associate deans, HoDs) also come with additional remunerations.
- The department aims to ensure that speakers from under-represented groups are actively sought. Gender monitoring of speakers at departmental colloquia, divisional seminar programmes and other similar events is reported on.
- We regularly review the departmental undergraduate admissions publicity material (leaflets, web pages, etc) to ensure female representation in images and student profiles, and this has contributed towards the portrayal of a gender-balanced image to prospective applicants. There is a healthy female proportion of UCAS student guides on UCAS days, and part of the “mini lectures” on UCAS days have been given by female members of staff.
- We have made significant investment in our outreach activities, appointing a full-time outreach officer and working with a freelance journalist to produce a suite of YouTube videos. These videos have collectively attracted millions of hits worldwide. This medium has provided particularly high visibility for several of our female academics.
- The whole department workload data appear to show that female academic staff consistently reported spending ~5–10% more time on teaching than male academic staff and ~5–10% less time on research. Women report doing slightly less knowledge exchange and slightly more admin.
- Steps were taken to consolidate the workload model to ensure fair distribution of the teaching, examining and committee workload across all members of academic staff. The scheme is now operating smoothly. In particular, we are monitoring workload by gender across the department and within each subdepartment.
- For many years we have had a transparent workload model. Every year a spreadsheet is sent to all academic staff showing the jobs and number of hours allocated. The spreadsheet is useful for staff to see the number of hours allocated for particular work, such as running a module or particular school roles. We have a policy of staff running a module for only six years after which it becomes available.
- The distribution of departmental teaching, administration and research duties among academic staff is guided by a work allocation model, in which a nominal number of hours are assigned for each task. The total number of hours is computed for each academic staff member. The entire spreadsheet is e-mailed to all academic staff and presented annually at the Physics Committee. The spreadsheet is managed by our director of teaching and by the head of department (for research). Any staff member who has concerns about their share of the workload can discuss the situation with the DoT and/or the head of department. This system has been in place for many years (but with the addition of research allocation in the last couple of years) and has seemed to work well, with modifications being made to accommodate requests wherever possible. It is an excellent example of transparency and fairness, yet it can and will be improved by changing the procedures to systematically include longer-term (as opposed to just one academic year) information about each staff member’s workload. This will ensure that where a staff member has a disproportionately heavy load for a few years, they can be given a lighter load in subsequent years in the interests of fairness.

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Good Practice Guide: Principle 5

Flexible working

EXTRACTS
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“Our notable successes include new policies for maternity leave and return-to-work.”

Prof. Graham Turnbull
University of St Andrews

Flexible approaches and provisions that enable individuals, at all career and life stages, to optimise their contribution to their department, their institution and to SET.

Support and promote flexible-working practices

Your expected achievements:

- There is evidence that there is a policy for part-time and flexible working for academic staff and it is clear how staff apply for flexible working or for changes to their teaching commitments that reflect their external responsibilities.
- There should be evidence of a returners' scheme and details of staff remaining in post following career breaks.
- There is evidence of how paternity or shared parental leave is promoted.

Working towards good practice:

- There is a returners' scheme for all, including shared parental leave career breaks, allowing for reduced or no teaching load to allow return to research.

- All departmental meetings are held during the main part of the working day (10.00 a.m. to 4.00 p.m.); termly staff meetings are held at 3.00 p.m. to ensure that we can include those with childcare/carer commitments.
- The university has a widely advertised policy that flexible and part-time working will be accommodated when possible, and the department supports this fully. In recent years, we have had academic and research staff on part-time contracts, on job-share arrangements and on career breaks, which have been arranged to meet the personal circumstances or career development of individuals.
- We have a long tradition of being supportive of more permanent flexible working arrangements, from part-time working to other variants such as working at home or finishing/starting at different times. These are utilised by all academic staff up to professor level. Both male and female staff have agreed changes to their usual working week to accommodate child care. The main enhancement that we realised we needed was in communication of these opportunities. Consequently, we now have an annual email sent by the head of school reminding staff of flexible working opportunities. Importantly, the timetable for such reminder emails are part of the head of school administration's (HoSA) calendar and so will continue annually even if the head of school changes.
- The school has developed and implemented a formal return to work policy for individuals returning to work after a career break and/or extended period of leave, including maternity or paternity leave. Academic staff members returning to work have a period of two years over which they build up again to a full teaching load. Administrative responsibilities are also minimised to enable the staff member to focus on their research.
- A major new initiative was a new designated baby/child room in the department, fully equipped with baby-changing facilities, a sink, microwave, kettle, a small fridge for storing baby food/milk along with a comfortable chair for nursing mothers. The room can be locked for privacy and the lights dimmed to create a more relaxing environment.
- In a focus group with research staff in the department, the ease and openness of paternity leave was mentioned, as well as the flexibility around needing to take time off at short notice for children for a variety of reasons, including illness, dropping them off/picking them up from school.
- The university's policy for flexible working is well advertised; a link to the university human resource site is posted on the website to remind staff that the department recognises the many forms of flexible working and to provide guidelines on how to obtain a suitable flexible-working arrangement. We plan to raise awareness of our flexible-working policy, in particular through the "Families at the Lab" website.
- The department has assigned a maternity mentor (female) who discusses pre- and post-maternity arrangements with individuals requesting maternity leave. The department accommodates requests, consistent with our child policy, such as provision of breast-feeding/expressing facilities and keeping-in-touch days. The maternity mentor provides further support prior to maternity leave and during the return-to-work period.
- On return from maternity leave, female academics are relieved from lectures in the first term and no new lecture courses are assigned in the first 12 months.
- All staff have good access to childcare through the university nurseries (one located adjacent to the department) and the university play scheme, which runs during the school holidays. The university also runs a returning carers scheme that provides teaching "buy-out" or covers the cost of a family member/nanny to accompany new mothers to conferences, and a salary sacrifice scheme, which, in effect, provides tax-free nursery provision. We will continue to monitor maternity and paternity leave rates, and account for leave in the workload model.

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Good Practice Guide: Principle 6

EXTRACTS
FROM
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Professional conduct

“We are playing our part to make sure physics is free from discrimination and harassment.”

Professor Paul Hardaker
Institute of Physics

An environment where professional conduct is embedded into departmental culture and behaviour.

Ensure that all staff and students are aware of expected professional conduct.

Your expected achievements:

- All new and existing staff and students are made aware of any university codes of conduct on appropriate behaviour.

Working towards good practice:

- You have developed your own set of values and behaviours including what you determine to be professional conduct.

Address bullying, harassment and misconduct

Your expected achievements:

- You ensure all staff and students are aware of how complaints of bullying, harassment or other misconduct will be dealt with.
- You provide training for all staff on addressing harassment and bullying.

Working towards good practice:

- You have staff trained to be able to deal with complaints about misconduct.
- There is a confidential reporting system either within the department or university to record incidences of misconduct.

- Our school calendar includes the annual message from the head of school around dignity at work and the importance of being polite and courteous to one another.
- All undergraduate students entering the university receive training in unconscious bias, understanding consent and in good academic practice, which includes some aspects of discrimination.
- The head of department will remind staff by email of the department's values and expectations and of the university's policy on bullying and harassment, via the head's weekly update. They will advise staff that they can contact their line manager or other senior management members confidentially to discuss issues of concern.
- In our survey we asked whether staff/students believed that the department was clear that unsupportive language/behaviour were unacceptable. 51% agreed, but 16% did not; the majority of these were PhD students.
- In our survey we found that 76% of staff/students were confident that their line manager would effectively deal with any complaints of harassment, bullying or offensive behaviour; 13% disagreed but there was no trend associated with gender or job role.
- HR provides a course on respect in the work place (that covers bullying and harassment). These courses run monthly in the university and are available to all staff to sign up for. In addition we have been running sessions within physics to enable as many people as possible to attend.
- The university has a very strong policy on bullying and harassment that we reiterate on our departmental website. 77% of respondents in the survey indicated they agreed that we had a clear policy on bullying and harassment. Only 60% of respondents said they were aware of their harassment contact. Since the survey we have provided additional staff and student training in this area as well as now advertising the university harassment contact network on our website. We have held training sessions specifically on this issue for all staff (including PDRAs, technical staff and support staff) and for incoming and current PhD students.
- We will develop a clear and robust school-level harassment policy, including staff trained in listening specifically for bullying and harassment cases.
- Fixed-term respondents and PhD students responded most negatively regarding knowledge of harassment contacts, and also reported the largest gap between whether the department was a good place to work for women and men. We hope to address these issues via the targeted sessions we are running on bullying and harassment for PhD students, which, as a result of this survey, we now realise must also be open to PDRAs.
- There are new harassment officers now in place (of both genders and different seniority levels). All have attended focused induction course provided by the university; regular networking lunches are held for harassment officers, organised by the university's Equality and Diversity Unit, plus an extensive array of excellent, easily accessible specialist training sessions to help maintain and develop their skills. The existence and role of the harassment officers extensively advertised through notice boards, induction courses, at head of department talks to staff and through the revised equality and diversity website.
- As a result of our 2013 staff survey, we now have three members of staff acting as dignity at work advisors. These are independent members of staff who can be contacted confidentially if someone feels they are subject to harassment or bullying.
- The university policy and procedures for dealing with harassment and bullying (including sexual harassment) can be found on the human resources web pages, with the relevant information copied to the school equality and diversity web pages. Reports of harassment and bullying happen occasionally in the school; in the past year two complaints were resolved by the head of school. Currently, the school webpage encourages people who experience or witness this behaviour to speak to the head of school or a member of the equality and diversity committee, or to contact the university diversity and inclusion officer.
- The school has four members of staff who are trained open-door listeners for the LGBTQ community. We hope to expand this scheme, in collaboration with central university bodies, to have listeners who are trained specifically for bullying and harassment.

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