

# Project Juno Code of Practice

Advancing women's careers in physics higher education

*June 2007*



# About the Code of Practice

- Developed in response to a recommendation of the *International Perceptions of UK Research in Physics and Astronomy* report that a special focus to attract and retain women is needed.
- Based on best practice identified from the Institute's *Women in University Physics Departments: a Site Visit Scheme*, which ran from 2003 to 2005.
- Sets out practical ideas for actions that departments can take to address the under-representation of women in university physics and emphasises the need for dialogue, transparency and openness.
- Complementary to the *Athena SWAN Charter* and will help departments on the journey to achieving Silver recognition status.

There are two levels of engagement with the Code of Practice.

- **Supporter:** physics departments endorsing the five principles set out in the Code of Practice
- **Champion:** physics departments confirmed as meeting the five principles set out in the Code of Practice

**IOP** | Institute of Physics  
**Juno Supporter**

**IOP** | Institute of Physics  
**Juno Champion**

Suitability for becoming a Champion is judged by a panel using the key actions and assessment criteria set out under each principle. Departments that have Athena SWAN recognition will automatically be eligible for Champion status if they have made a formal commitment to supporting the Code of Practice.

## Benefits of becoming a Champion

Becoming a Champion can help your department to:

- develop an equitable working culture in which students and staff, men and women, can achieve their full potential;
- achieve Silver Athena SWAN recognition;
- meet the requirements of the Gender Equality Duty;
- be recognised as a best-practice department through being eligible to use the Supporter or Champion logo;
- assess gender equality performance against a robust framework;
- promote discussion of gender and other equality issues in your department.

Departments applying for recognition under the Code of Practice receive individual, independent feedback through pre-assessment consultation and post-assessment feedback. For departments in universities that have not yet joined the Athena SWAN Charter or gained recognition, the Code of Practice is also a route to having their contribution to increasing the representation of women acknowledged.

# The Five Principles, Key Actions and Assessment Criteria of the Code of Practice

## Principle 1:

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

#### **1.1 Monitoring and evidence base**

- 1.1.1 Monitor over time, by gender, all student admissions and performance, and all staff recruitment and promotion.
- 1.1.2 Survey staff satisfaction and engagement.
- 1.1.3 Identify any discrepancies in gender representation, progression and satisfaction and identify factors that might be causing them.

#### **1.2 Action plan**

- 1.2.1 Clear link to evidence base.
- 1.2.2 Clear accountability for implementation and resources allocated time and money.
- 1.2.3 Challenging but achievable targets for progress identified.
- 1.2.4 Evidence of senior management commitment.
- 1.2.5 Effective consultation, communication, monitoring, evaluation and reporting mechanisms.

## Principle 2:

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

#### **2.1 Transparent processes and procedures**

- 2.1.1 Ensure that selection criteria are appropriate and inclusive.
- 2.1.2 Ensure all staff are aware of promotion criteria and process.
- 2.1.3 Regular positive review of all staff who are eligible for promotion.
- 2.1.4 Clear policy on how career breaks are considered in appointment, promotion, selection and eligibility for grants, etc.
- 2.1.5 At least one woman and one man on each interview panel.

#### **2.2 Positive action**

- 2.2.1 Monitor applications, shortlists, appointments and promotion, looking at the proportion of women at each stage.
- 2.2.2 If the percentage of appointments at a particular level that are women is not representative of the proportion in the level immediately below, look for reasons why this might be the case.
- 2.2.3 Take positive action as appropriate. (Positive action is where employers encourage and support people from certain groups who are under-represented in the workplace to apply for jobs and promotions. It does not imply that the best candidate is not appointed.)

## **Principle 3:**

### **Departmental structures and systems that support and encourage the career progression of all staff and enable men and women to progress and continue in their careers.**

#### **3.1 Proactive and transparent appraisal and development**

- 3.1.1 Appraise all staff, including research assistants and research fellows. Appraisers should not be directly involved with the research of the appraisee.
- 3.1.2 Mentoring scheme in place with training and guidance available for both mentors and mentees. Mentors should be from a cognate discipline outside the department.
- 3.1.3 Provide induction for all new staff, including research assistants, on appointment.
- 3.1.4 Provide impartial career guidance for research assistants.

## **Principle 4:**

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

#### **4.1 Promote an inclusive culture**

- 4.1.1 Gender awareness included in the training for all staff and demonstrators.
- 4.1.2 Promote inclusive social activities and other opportunities for mutual support and interaction.
- 4.1.3 Use positive, inclusive images in both internal and external communications.
- 4.1.4 Encourage and support outreach activities.
- 4.1.5 Ensure, over a period of time, that the percentage of female seminar speakers is representative of the proportion of women at postgraduate level.
- 4.1.6 Consider the impact of departmental processes, procedures and practices on staff with caring responsibilities or who work part time. Ameliorate any adverse effects.

#### **4.2 Transparent work-allocation model**

- 4.2.1 Recognise the full range of types of contribution and departmental role, including administration and welfare activities.
- 4.2.2 Ensure all staff are aware of the criteria used to develop the model.
- 4.2.3 Make allocation for the year freely accessible to staff.

## **Principle 5:**

**Flexible approaches and provisions that encompass the working day, the working year and a working life in SET and enable individuals, at all career and life stages, to maximise their contribution to SET, their department and institution.**

### **5.1 Support and promote flexible working practices**

- 5.1.1 Transparent and consistently applied policy on part-time and flexible working.
- 5.1.2 Promote the benefits of flexible working for both men and women.
- 5.1.3 Clear support of head of department for flexible and part-time working.
- 5.1.4 Explicit support for those returning from career breaks or maternity leave (e.g. allowing them initially to concentrate on re-establishing their research).
- 5.1.5 Encourage take-up of paternity and other caring leave.

## **Make a commitment to supporting the Code of Practice**



Letter from head of department endorsed by senior office of the university (e.g. vice-chancellor, head of faculty).

Accessible contact point nominated.

### **Department eligible to use the Supporter logo.**

Name of department published in list of Supporter departments.

Two years in which to apply for confirmation.

## **Collect evidence**



Applications for recognition should briefly describe how the department is meeting the requirements of each of the principles and can be supported by documentation in the form of:

- action plans;
- policies and procedures;
- results of monitoring or surveys;
- evidence of the impact of policies, procedures and actions;
- pre-assessment consultation available prior to submitting evidence.

## **Submit evidence**



## **Evidence assessed by panel**

Panel appointed by Diversity Committee of the Institute of Physics.

Assessed against the key actions and assessment criteria for each principle.

## **Feedback and decision on approval**



If successful, department eligible to use the Champion logo for three years.

Names of successful departments published in list of Champion departments.

If unsuccessful, an action plan based on the feedback can be developed and submitted by the department and a further one year allowed for successful confirmation.

## **Renew recognition after three years**

Evidence of action on feedback and further progress required.

# Sources of further information

## **The Institute of Physics**

*Women in University Physics Departments: a Site Visit Scheme 2003–2005*, February 2006.

*Best Practice in Career-Break Management: a guide produced by the Institute of Physics*, January 2006.

Available to download from [www.iop.org/activity/diversity](http://www.iop.org/activity/diversity) or hard copies can be obtained by e-mailing the Diversity Team at [diversity@iop.org](mailto:diversity@iop.org).

## **Athena Project**

The Athena Project has published a range of best-practice reports and case-studies on:

- personal and professional support and development, mentoring and networking;
- career progression, appointments and promotions;
- the organisation and culture of SET employment and SET departments.

These are available to download from [www.athenaproject.org.uk](http://www.athenaproject.org.uk).

## **Athena SWAN Charter**

The Athena SWAN Charter is a recognition scheme for UK universities and their science, engineering and technology (SET) departments. It aims to assist in the recruitment, retention and progression of women in SET. See [www.royalsoc.ac.uk/athenaswan](http://www.royalsoc.ac.uk/athenaswan).

## **Royal Society of Chemistry and Athena Project**

*Good Practice in University Chemistry Departments*, December 2004.

Available to download from [www.rsc.org/scienceandtechnology/policy/documents/diversity.asp](http://www.rsc.org/scienceandtechnology/policy/documents/diversity.asp).

## Project Juno Code of Practice

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For more information about the Project Juno Code of Practice, contact the Diversity Programme.  
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