Athena SWAN School of Medicine Action Plan

SAP2019:001: Governance

Topic	Ensure effective committee structures and methods of working to achieve School and Faculty wide change by: ■ Review of governance and configuration of self-assessment team (SAT) ■ Supporting EDI awareness across the School and Student community Covers Sections 3(iii), 5.4(iii), 5.6(iii)
Action Level	**High Priority**
Responsibility	**Lead responsibility:** Dean of the School of Medicine **with support from:** School Core Leadership Team and School Leadership Board **with input from:** EDI Director

Rational/Activity to date

■ Current SAT has been primarily focused on gender equality but need to incorporate representation and actions for other protected characteristics and intersectionality (race and disability currently represented).

■ Institutional review and development of a new Equality, Diversity and Inclusion strategic plan started in 2018, and reviewed and updated since.

■ Annual review of membership demonstrates declining numbers of males on the SAT.

■ Variable commitment from students.

University of Nottingham, School of Medicine (SoM): April 2019 Renewal Submission - Silver Action Plan (SAP)

Planned Actions and Outcomes

Planned actions	Measurable outcomes of success	Timeline
a) A full governance review of all School Committees in Summer 2019, to ensure team works effectively to deliver actions. This review wlinform how we reconfigure our SAT. Need to survey the SAT committee to analyse perceptions and effectiveness of the EDI governance. (and also measure the perception of the how overall structure is working)	Committee survey shows consensus (>80%) that committee structure is perceived as effective or very effective.	Review: Summer 2019 New SAT in place: January 2020 People Committee in place: June 2021 Actual completion date target: Sept 2023
b) Following on from the governance review and the ART project, a key action is to review these governance changes to see if they have been effective and have completed what was intended.	Committee Survey shows consensus (>80%) that governance of EDI across committee structure is perceived as effective or very effective.	Substantive Dean of Medicine appointed January 2023 Actual completion date target: Sept 2023
c) SAT needs to have a range of expertise to be able to represent all protected characteristics. The SAT structure is in line with university governance changes for EDI initiated by the PVC for EDI.	Membership is fully representative (within 10 percentage points) of school's composition) of gender. Conduct an expertise audit to confirm representation.	EDI Director appointed October 2021 Data point: Sept 2023

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Planned actions	Measurable outcomes of success	Timeline
d) Increase UG and PG student engagement by promoting Athena SWAN and EDI at inductions, Welcome and Personal, Professional Development (PPD) events.	Active By-stander training is passed by 95% of all SoM Students (new and existing) students (measured by – Moodle data) Mock NSS Survey: Awareness of Athena Swan/EDI initiatives - are you aware of the work we do?	Annual data points
e) Student reps ensure equity of opportunity for all students to raise feedback at Learning Community Forums This action covers UG, PGT and PGR students.	100% of Student Reps have undertaken EDI training each year to enable equity of representation. Student Survey Question – 80% of students confirm that they know who their Staff Student Consultative Committee student rep is. Student Survey Question – 80% of students confirm that they have had an opportunity to give feedback at the Staff Student Consultative Committees. (Y/N question) Student Survey Question - 80% of students know where to find the minutes of the LCFs "Do you know where to find the minutes of the Staff Student Consultative Committees (Y/N) "	Student Survey 2023
f) Ensure that students and staff are aware of the tools in place to enable reporting of incidents and complaints in the School of Medicine and University.	Survey Question: 80% of students know where to report an incident (if they have one). Survey Question: 80% of students know how to find the guidance to make a complaint (if needed).	Student Survey 2023

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Planned actions	Measurable outcomes of success	Timeline
g) Review University Report & Support Data to identify issues that the school needs to address	100% of issue themes raised, and the groups affected in UoN Report & Support in an academic year are reviewed by People Committee to inform training, support and change.	January 2023, and then every 6 months
h) Equality Impact Assessments are a university requirement for all new processes, projects and procedures. The governance of these comes under the remit of The People Committee.	All School Equality Impact Assessments are reviewed and approved by The People Committee.	2022 onwards

SAP2019:002: Undergraduates

Topic	Increase applications from men to our undergraduate courses through improved recruitment and selection processes. Assess admissions, progression and academic outcomes of gender and BME on: ■　　Foundation in Medicine course compared with direct entrants ■　　BSc Medical Physiology and Therapeutics (MPT) ■　　Medicine 5-year course ■　　BSc Cancer Sciences Covers Sections: 4.1(i), 4.1(ii), 7
Action Level	**High Priority**
Responsibility	**Lead responsibility:** Dean of Medical Education and Director of Undergraduate Admissions **with support from:** Teaching Committees

Rational/Activity to date

2022

- Over the past 5 years the student population has continued to become more female. The UG population has declined 4 percentage points since 2018/19 and the most recent data in 2021/22 shows a male population of 33%.
- All interviewers and Student Ambassadors are EDI and Unconscious bias trained.
- Continued differences in BMedSci awarding across gender and ethnicities.
- Continued differences in BMBS completion across gender and ethnicities.
- Similar patterns in awarding gaps for Cancer Sciences and MPT but need to be aware of the low student numbers for these.

2019

- Data on student numbers and application success rates collated, analysed and reviewed across all undergraduate courses for gender, BME, disability and intersectionality.
- More women apply across the UG courses, and acceptances by males of offered places fell in 2018.
- Foundation in Medicine course for students from less advantaged backgrounds has high proportions from BME backgrounds.
- More women apply and more are granted places.
- Difference in degree awarding (specifically Pass with Honours) by BME and gender in the clinical medicine course – previous actions have not focused on improving BME degree attainment.

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Planned Actions and Outcomes

Planned actions	Measurable outcomes of success	Timeline
a. Undertake review of marketing and recruitment materials (including web pages) and refresh to use more male role models in publicity material and videos.	Using 2021 data as a baseline increase visibility by; • 10% in males by 2023, and then 5% increase per year over the next 3 years across promotional materials for BSc and 5-year Medicine courses. • 10% BME students in promotional materials for the 5-year Medicine and GEM courses.	For 2021 entrants, and then review annually
b. Work with engagement managers to visit secondary schools/academies and Widening Participation teams to promote course to males and attract more male applications to our undergraduate courses. Need to try and ensure that materials are gender appropriate for the admissions actions.	A minimum of 20 WP events per year take place (online or virtual). Cancer Sciences/MPT – no benchmarks available. Benchmarking; Using GMC UG completion data across all Universities. The gender split is; UoN is 60:40 (F/M), and the GMC is 58:42 (F/M).	Each annual admission cycle
c. Setup a APP EDI sub-committee to focus on closing the awarding and completion gap for UG students. Further actions and measures to be defined and added to this action plan.	Committee setup and actions and measures defined.	Note: due to degree lengths, we do not anticipate measuring success in degree outcomes within time frame of action plan.

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Planned actions	Measurable outcomes of success	Timeline
d. Increasing awareness and understanding around awarding/completion gaps. Examples of activities follow; • Personal Tutor training • Highlighted at the DIMEC (Spring 2023) • Athena Swan targets on Admissions Committee Agenda - Sept 2023	10% year on year increase of eligible staff completing the compulsory accessibility training. (Baseline measure in 2023 is 61%). 70% of teaching staff have taken part in EDI events/activities (measured through the staff survey). 70% of teaching staff have taken part in Inclusivity training (measured through UoN training system).	Note: due to degree lengths, we do not anticipate measuring success in degree outcomes within time frame of action plan. Staff Survey 2023
e. Need to positivity recruit male interviewers.	Increase males by 5% year on year. Baseline from 22-23 is 40.6% males.	23-24 application round
f. Work with new Director of Assessments to ensure strategies in place to understand and reduce awarding gaps.	TBC	Director of Assessments in post Sept 2023
g. Clinical Sub Deans recruitment, work towards an over representation of males in comparison to the School workforce profile.	At least 40% male.	2023
h. Personal Tutors, work towards over representation of males in comparison to the School workforce profile.	At least 40% male.	2023

SAP2019:003: Graduate Entry Medicine

Topic	This action covers the following aspects; • Maintain equity of applicant success rates on the Graduate Entry Medicine course Covers Sections: 4.1(ii), 7
Action Level	**High Priority**
Responsibility	**Lead responsibility:** GEM Admissions Lead **with support from:** Director of UG Studies, Dean for Medical Education

Rational/Activity to date

2022

■ Since 2019/20 the number of female students has continued to rise from 204 (55%), to 250 (59%) in 21/22. Even though the numbers of male students have increased by 10 over the same period, the decline is 4 percentage points. Over the five-year period since 2017/18, the percentage and number of men on the GEM course has fallen significantly from 55% to 41% in 2021/22, and the percentage and number of women on the course has increase substantially (in both numbers and percentages). This trajectory is leading us away from gender balance.

■ The course is more attractive to female applicants. Over the past 5 years, applicant numbers have increased for both males and females, however the female percentage has stayed steady at approx. 62%.

■ Need to understand and address the issue of men not being attracted to apply for GEM course.

2019

■ Higher numbers of females applying to GEM relative to offers made identified.

■ In 2018, more females registered for GEM than males for the first time.

■ Analysis of decliners' profile highlighted other universities scheduling interviews and offers earlier.

■ Review of characteristics of applicants (subject of first degree, first degree class attainment, and GAMSAT scores) by gender.

Business As Usual Items

■ Decliners' survey in place for the 2018 admissions cycle. Finished in 2022.

■ Mandatory EDI and UB training for interviewers.

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Planned Actions and Outcomes

Planned actions	Measurable outcomes of success	Timeline
a) Activities to increase male awareness of the GEM courses; - Develop and utilise Case Studies/Testimonials from male role models previous male GEM students. - Hopper buses adverts - Adverts in UoN Sports venues	Increase male applications from UoN graduates by 5% over the course of this action plan.	2024 applications process
b) Investigate further if GAMSAT is a barrier by gender.	Analysis of GAMSAT data achieved, and further actions developed. Post a) above.	July 2023
c) Open days attendances for student ambassadors and staff contributors needs to work towards gender balance.	Gender balance for the following; - student ambassadors. - staff contributors.	Open days 2023, and 2024.
d) Continue to conduct decliners' survey annually.	Decliners survey is run annually.	2019 onwards (not run after 2023).

SAP2019:004: Postgraduate Taught Courses (PGT)

Topic	This PGT actions covers the following aspects; ■ Expand part-time study provision and improve equity of recruitment, mode of study and outcomes on our Postgraduate Taught courses Covers Sections: 4.1(iii)
Action Level	**Medium Priority**
Responsibility	**Lead responsibility:** Director of Postgraduate Taught Education and Student Experience **with support from:** Members of the PGT Committee.

Rational/Activity to date

- More female students are attracted to our PGT courses and numbers of male applicants are declining.

- Review shows that many of our courses (e.g. Applied Psychology) have expanded numbers to meet the market but appeal more to women.

- Proportions of students studying part- time lower than national averages.

- Larger proportion of part-time males than part-time females are awarded distinctions/merits: - blind marking, access to reasonable adjustments already in place.

Planned Actions and Outcomes

Planned actions	Measurable outcomes of success	Timeline
a) Review and refresh diversity (gender/ BME) in images, and promotional materials.	A good diversity of refreshed images available as follows; • 50/50 gender balance • 75-25 Ethnic Diversity/White.	Review Complete: Sept 2022
b) Conduct a review of all relevant PGT promotional online materials during 2022/23 academic year using Gender Decoder.	100% of PGT promotional material content have been put through Gender Decoder and changed appropriately.	Review Complete: Sept 2022

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Planned actions	Measurable outcomes of success	Timeline
c) Review Gender Composition for last 5 years of student body on each PGT course.	100% of PGT courses reviewed for student gender composition and any >60% of any gender where numbers >10 to have a remedial action in place by end of 2022/23 academic year.	Over the lifetime of this action plan
d) Highlight to course directors the gender balance and enable support/ encouragement for male course representatives.	Increase in male course representatives over the next two academic years.	From 2023
e) All new PGT courses to offer part-time in addition to full-time study options.	All new courses and ≥80% existing courses offering part-time study	Initial assessment complete Oct '22. And continue over the lifetime of this action plan
f) Indicative contact hours and study days are available in advance for those who enquire about the course, applicants and offer holders before registration, as well as existing registrants	All PGT courses to have an indicative timetable on the website by Jan '23.	Oct-22 – 14/15 courses achieved.
g) PGT survey to explore why students chose to study full time/part time and what barriers and facilitators influence choice of full or part-time study.	PGT survey results analysed to confirm if any future recommendations.	Over the lifetime of this action plan
h) Collect data at registration on first degree (subject and degree class). Utilise this data to determine if first degree related to outcome.	Data collected and utilised to inform support for students with lower first-degree class/ less aligned first degree subject.	Collect data: 2021 onwards Focus groups: Spring 2020/Tutee Survey 2020

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Planned actions	Measurable outcomes of success	Timeline
i) Determine if equal treatment is disadvantaging one group: undertake single-sex, mode of study stratified focus groups of students' preferences for teaching/learning/assessment modalities to understand facilitators and barriers of degree attainment.	PGT survey results analysed to confirm if any future recommendations.	Annually

SAP2019:005: Postgraduate Research Courses (PGR)

Topic	These PGR actions cover the following aspects; ■ Recruitment, Career options, Supervisor training Covers Sections: 4.1(iv-v)
Action Level	**High Priority**
Responsibility	**Lead responsibility:** Director of Doctoral Programmes **with support from:** Careers Service, Graduate School Research Manager, and members of the DPC.

Rational/Activity to date

2023

■ PGR Student population has increased to 73% female from 65% five years ago. Both females and males have similar conversion rates (% of offers accepted) of 82% and 83% respectively.

■ Male success rate slightly higher than Female for PGR recruitment in 22/23 round.

■ The PGT exit responses has shown that over the past 2 years, 5 females have progressed to PGR studies, and zero males (at the UoN or other institutions).

■ Need to continue to survey as low numbers. This result is contradictory to the 2019 data, and the focus shown be changed to encouraging male progression.

2019

■ Increasing numbers of applications from women and declining numbers from men.

■ The number of men applying has decreased but the proportion of men who are successful has started to increase.

■ Male applicant success rates are lower than for female PGR applicants (issue noted within Faculty).

■ PGR population is significantly more female than male and is even more female than the sector benchmark/ UoN PGR population, this has been increasing since 2017.

■ PGR pipeline shows reduced numbers of females progressing from PGT to PGR.

■ Current PGR pipeline only assesses students staying within the School for further studies.

Other

■ PGR student feedback indicates they want more information on post-PhD career options.

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- Review the EDI split for take up/ engagements (appts and events).
- Engagements 2022: 68/117 were female (58%)
- In 2018/19: 57 Engagements 44 were Female. (77% female)
- In 2018: 177 Engagements, 143 Female (81%)
- Although female PGR student conference attendance is not lower than males, they report more barriers to attending international conferences in PGR survey.

Planned Actions and Outcomes

Planned actions	Measurable outcomes of success	Timeline
a) Increase in percentage of applications from male students for PGR programmes to achieve gender balance in line with national benchmarks (for both home and international students).	PGR populations are within 5 percentage points of the national benchmark. Measure % by home and international students.	Over the lifetime of this action plan
b) Ensure visible male participation in marketing materials and School events. Conduct a review and refresh diversity (gender/ BME) in images and quotes in promotional materials.	A good diversity of refreshed images available as follows; • 50/50 gender balance • 75-25 Ethnic Diversity/White Testimonials: • 40/60 Male/Female gender split	Over the lifetime of this action plan Review complete Sept 2022. Testimonials complete by Summer 2023.
c) Supervisor training to incorporate selection processes, highlighting lower male success rates, thereby increasing awareness of gender imbalance.	Success rates equal between men and woman	Over the lifetime of this action plan
d) Prepare and publicise case studies on male PhD students, to encourage male applicants and achieve gender balance in line.	Achieve gender balance with PGR testimonies.	Case studies available by 2020. Gender balance target is 2024.

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Planned actions	Measurable outcomes of success	Timeline
e) Organise future careers events, focusing on non-medical careers and highlighting the facilities provided by School Careers Service; three/year rotated across sites (Derby, Nottingham City Hospital, and Queen's Medical Centre).	Increased awareness (>80%) of career paths measured through PGR survey. Increased engagement (30%) with the School Careers Service measured through PGR survey.	2021 onwards
f) Enhance access to Careers' & Employability Service.	10% year-on-year increase in access made to Careers' & Employability Service. The baseline is from 2018/19.	From 2019 onwards - over the lifetime of this action plan
g) Enhance access to Careers' & Employability Service – ensuring the minority groups (gender) are especially contacted and involved in understanding career options.	Careers events engagement for other is > 5 percentage points of the School composition, which is 64% female and 36% male in 2022 data.	2019 onwards
h) Enhance access to Careers' & Employability Service – ensuring the minority groups (BAME) are especially aware of how to contact and involved in understanding career options.	Careers events engagement for BAME is > 5 percentage points of the School composition, which is 22% BAME in 2022 data.	2019 onwards
i) Develop exit questionnaire/survey for PGT students to explore what barriers and facilitators influence choice of progression to PGR studies. Students career progression may be to PGR in other institutions.	10% increase in numbers of male PGT students in the School progressing to PGR over lifetime of action plan.	2019 onwards
j) Publicise PGR opportunities to PGT students to encourage progression to PGR, including information regarding funding available.	80% of respondents have awareness of careers opportunities/events in UoN.	Questionnaire: summer 2019 and annually thereafter PGR annual survey 2020 and if barriers identified focus

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Planned actions	Measurable outcomes of success	Timeline
k) Increase awareness of University's Conference and Training Care Fund through inclusion in supervisor training and publicising to students. Explore other barriers to attendance through questions in the PGR student survey.	80% of respondents have awareness of careers opportunities/events in UoN.	Annually through PGR survey

SAP2019:006: Support for Early Career Staff* (Researchers and Teaching Assistants).
*ECRs defined as R only L4, L5. R&T L4, L5

Topic	This action covers the following aspects; ■ Consolidate and improve current career development programmes ■ Provide new opportunities and alternative career options for Level 4 non-clinical females Covers Sections: 4.2(i), 4.2(ii), 5.1(i), 5.3(iii) 5.3 (v)
Action Level	**High Priority**
Responsibility	**Lead responsibility:** Director of Research and Knowledge Exchange and Deputy Director of Research and Knowledge Exchange **with support from:** The People Committee, RKE Committee, ECR Working Group

Rational/Activity to date

2022

■ Disproportionate recruitment success rates by gender for L4s and L5s. Imbalance is biased towards females, in 2022 Female: 33%, Male: 24%

Other

■ Attracting females into early career roles and supporting career progression is key to ensuring more females in senior academic roles.

■ Females represent a much higher proportion of staff at Level 4 and have low satisfaction rates (in surveys and focus groups) with career pathways and levels of support provided.

■ Level 4 researchers are generally employed on time-limited grant-funded research projects.

■ However, for researchers on fixed-term contracts accessing training is difficult due to prioritisation of project goals and lack of formal recognition of protected time by PIs.

■ We currently support early career researchers in the following ways:
  ○ run a 6-session grant-writing training course twice per year, which supports early career researchers to transition into writing their own grants and provides dedicated time for writing. This course also includes six protected places for junior clinical academics
  ○ established an early career network and organised annual events
  ○ travel awards available for all staff and students to allow attendance at conferences and training events
  ○ attendance on leadership courses promoted and encouraged
  ○ mentoring and shadowing opportunities provided

■ PI Toolkit developed to signpost to appropriate resources and contacts when developing their grant applications.

■ The proportion of female teaching assistants has decreased although there are only small numbers of staff within this group.

Planned Actions and Outcomes

Planned actions	Measurable outcomes of success	Timeline
a) To support career development protected time included within role profile/job descriptions to access training or teaching opportunities.	Survey question: Are you able to spend up to 10% of your time on CPD/Citizenship.	ECR Survey 2023 and 2024
b) Increase communication and demonstrate awareness of opportunities available to contract ECRs to deliver lab based supervision of UG students. Applies only to non-tenured ECRs (Contract Researchers).	Survey question: 80% of ECRs - Are you aware of the opportunities to engage in UG project supervision?	ECR Survey 2023 and 2024
c) Increase communication and demonstrate awareness of opportunities available to contract ECRs to deliver lab- based supervision of PGR students.	Survey question: 80% of ECRs are aware of the opportunities to engage in PGR?	ECR Survey 2023 and 2024
d) Develop a new 1-day 'Focus on Fellowship' Workshop to run alongside the grant-training programme for early career researchers. Aim to recognise, support needs, raise awareness of available resources, support career choices and create cohesive learning groups to continue to work together on ongoing basis. Aim to run the fellowship workshop annually.	Evaluation measure – 70%, out of who attended now feel this has helped them to feel confident about applying for a fellowship now and in the future.	Course in place 2021, and then run biennially
e) Annual early-career academics' gala and careers' event to take place, with other Schools within the Faculty and support from University's Professional Development team.	70% satisfaction with event and increased knowledge of options available compared with before and after attendance.	2021, and 2022

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Planned actions	Measurable outcomes of success	Timeline
f) Development of Action Learning Sets (COALS) for early stage and contract researchers to provide peer support in navigating the challenges of career development.	Action Learning Sets established and >60% of attendees report positive feedback/impact on future career development.	Over the lifetime of this action plan
g) Enhance access to Careers & Employability Service.	10% year-on-year increase in engagement with the Careers' & Employability Service.	From 2019 onwards - over the lifetime of this action plan

h) Raising awareness across the following;
 	
  ➢ Focus on Fellowships Events
 	
  ➢ Day Retreats including Fellowship application writing courses
 	
The above all support the process for applying for Fellowships, this is supportive for career progression for postdocs.
	Survey question: 80% of ECRs - Are you aware of the opportunities available to you (Focus on Fellowships and Writing Courses)	ECR Survey 2023 and 2024

i) Scrutinise proportion of female staff in this group and devise an action if needed.	Gender balance in teaching assistants staff group.	Action complete: 2021/2022 Review again in 2024 to check the balance hasn't changed.
j) Investigate how Engineering has achieved anonymous recruitment for academic roles to see if process is appropriate for SoM pilot.	Anonymous pilot in place, and success is known.	2024
k) Setup a formal ECR Committee to ensure a stronger voice for the community within the School.	Formal ECR Committee setup and roles recruited to. Committee composition - Gender representation inline with the ECR population in the School. (approx. 40% male representation)	June 2024 August 2024

SAP2019:007: Career progression/promotion and recruitment of non-clinical academic staff

Topic	This action covers the following aspects; ■ Maintain numbers of non-clinical females at Level 6 and Level 7 ■ Increase number of T&L females at Level 6 and Level 7 Covers Sections: 4.2(i), 5.1(i), 5.1(iii)
Action Level	**High Priority**
Responsibility	**Lead responsibility:** The People Committee and Head of Operations **with support from:** RKE Committee, T&L Committee **with input from:** Leadership and Management Academy

Rational/Activity to date

2022

■ The proportion of female staff falls for research-active non-clinical academics (R, R&T) along the career pipeline into more senior grades. (for females L4: 70%, L5: 60%, L6: 63%, L7: 47%).

Non-Clinical Academics

■ Research Track – the biggest group is Level 4 with over 200 staff. Large imbalance towards females (70%) and has been like this for the past few years.

BME Gender Intersection

■ Non-clinical academics: White Females are 64%, White Males 36%, BAME Females are 62%, BAME Males 38%.

Full time/Part Time

■ Due to the School being majority female, full-time/part-time roles are still majority female across all staff groups. The School population is currently 61% permanent and 39% fixed term contracts.

Recruitment

■ The ideal is a balance across all the 4 steps – Applications / Shortlisted / Offered / Accepted. i.e. in 2019 data shows balance across all stages of recruitment.

■ 2022 data: 54% of applications from females, and 64% offered the role – Shows inequality in this area.

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■ Gender/Ethnicity data: 3rd largest group of applications is white females at 23%, and 43% got the job – Shows inequality in this area.

2019

■ Increasing proportion (c.20%) of males at R5, levels.

■ Encouraging trend to increased Research-active females at R6.

■ Previously stable proportions of females at R&T7 (c.50%) fell during 2016-18 associated with an increase in L7 men who had been in grade below for longer.

■ The proportion of women in non-clinical academic job families compares favourably to benchmarks.

■ Fewer part-time staff than full time staff, regardless of gender, apply for promotion overall. However, part-time female staff who apply are more likely to be successful.

■ More female staff perceive gender influences promotions success (Females: 53%; Males: 40%).

■ 'Diversity and Design' project set up by University using an external consultancy and a sector-leading recruitment approach to increase diversity in our recruitment processes.

Planned Actions and Outcomes

Planned actions	Measurable outcomes of success	Timeline
a) Review, monitor and evaluate the measurable characteristics of attendees participation and success on COALS.	Review the data and confirm further actions.	Over the lifetime of this action plan
b) Continue to provide promotion Masterclasses (COALS) but review where focus/support is needed to improve applications for those groups not represented. This will help with the focus needed for promotions in the School for research active females from L6 to L7, to close the gap at L7.	Work towards increasing percentage of male attendees (approx.36% in line with the School workforce population).	Over the lifetime of this action plan

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Planned actions	Measurable outcomes of success	Timeline
c) Run a one day session to support sharing information about applying for promotions, this is for all academic staff. (Promotions Masterclass).	Encourage uptake for 2024 by 50%.	Over the lifetime of this action plan
d) Communicate the new streamlined academic promotions process and support engagement.	New process in place. Applications increased by 10% from 2023 numbers in 2024.	2023/2024
e) Improve transparency and perception of staff regarding promotion, particularly around male and part-time staff. Highlight promotion information for the School. Information on success rates more visible to staff (workshops, intranet pages, newsletter)	Case studies show diverse groups and part time success stories.	2023 and 2024
f) Raising awareness of the HE Nottingham Recognition Scheme Fellowship support.	Survey question: 80% of staff - Are you aware of the support that the Nottingham Recognition Fellowship Scheme can give you when applying for fellowship of the Higher Education Academy.	Staff Survey 2024

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Planned actions	Measurable outcomes of success	Timeline
g) Communicate successful promotion journeys widely. Via the SoM Intranet pages and a feature in the newsletter.	Gender balance in promotional stories in line with School population.	2023 and 2024
h) Feature successful male and female promotion applicants in School newsletters and feature success rates.	Gender balance in promotions in line with School population.	November 2022
i) Feature on 'preparing for promotion' and the COALs lead to talk about the scheme with the aim to encourage men to join – School Open meeting (May and Oct/Nov time).	Highlighted at the SoM Open meetings (May and Oct/Nov time).	School Open meetings – start in 2023 (May and Oct/Nov time).
j) Improve recruitment practices to ensure advertised posts appeal to and attract applicants from, all groups and there is gender balance in success rates of applicants – through engagement with the University's 'Diversity by design' project.	University's 'Diversity by design' project initiated in the School. Gender balance through improved recruitment practices.	Autumn 2019 2022
k) Woman in Medicine in Science (WiMS) – Undertake a review to understand the focus going forwards (also relevant for Clinical Academics)	Review complete and further actions confirmed.	Autumn 2023

SAP2019:008: Clinical academic career progression

Topic	This action covers the following aspects; ■ Clinical academic career progression ■ Clinical academic appraisals Covers Sections: 4.2(i), 5.1(i), 5.1(iii)
Action Level	**High Priority**
Responsibility	**Lead responsibility:** Director of the Clinical Academic Training Programme Lead, EDI Director **with support from:** Director and Deputy Directors of the Clinical Academic Training Programme

Rational/Activity to date

2023

■ The proportion of Level 6 clinical academics has increased to 45.5%, this has become progressively more female over the past 5 years.

■ 15% of level 7 clinical academics are female. The majority in the L6 to L7 promotion pool in 2021/22 is majority female at approximately 60%.

2019

■ Increase in the number and proportion of female clinical academics (2014:23%; 2018:28%).

■ The proportion of Level 5 and Level 7 females similar to national benchmarks (Females: CA5: School: 44%; MSC: 44%; CA7: School: 17%; MSC: 17%).

■ The proportion of Level 6 female clinical academics remain below national benchmarks (CA6: School: 29%; MSC Similar Specialties: 38%).

■ HEE-local indicates support for applying Nottingham's 'Academic Career Track' i.e. CATP processes to Clinical Lectureships it funds.

■ Women in Medicine and Science (WiMS) Network established and focus on supporting the career development of women with three well-received events per year.

■ Whilst the career pipeline has improved for female   clinical academics, we recognise that a large disparity still exists between proportions at L6 and L7.

■ Female clinical academics report feeling most pressured from the complex demands of academia, clinical responsibilities and life-outside- work.

■ Fewer women apply to our clinical academic posts but female applicants are more successful.

SAP2019:010: Appraisal Scheme and NRS

■ Clinical academics have joint appraisals by academic and clinical reviewers.

■ SAPSilver2015 reviewed, and appraisal process, amended. Since then high levels of satisfaction:
  - 100% had both clinical and academic reviewer
  - 87% had joint meetings
  - Satisfaction levels: Females:75%; Males:94%

University of Nottingham, School of Medicine (SoM): April 2019 Renewal Submission - Silver Action Plan (SAP)

Planned Actions and Outcomes

Planned actions	Measurable outcomes of success	Timeline
a) Evaluate barriers and facilitators to career progression to Level 6 through surveys and focus groups in NHS colleagues eligible for recruitment to Level 6 posts (i.e. those who are not entering the academic pathways).	Level 6 females academic numbers to increase towards the national benchmark figure of 38%.	Focus group/ survey complete September 2020
b) Encourage and support females to work towards L7 promotion. (long term action)	Level 7 female academic numbers to increase towards the national benchmark figure of 17%	Lifetime of this action plan and beyond
c) Increase support for NHS staff to transition to University role at Level 6. Facilitated by offering broader access to University support across the following; ■ Grant-writing course ■ Research Business Manager support for new MRC/ NIHR / CARP funding opportunities ■ Focus on Fellowships ■ RDS engagement ■ Research Office engagement	Work towards gender balance with L6, particularly focusing on female appointees.	2022 and 2023
d) Inspire and support clinical academics in training to apply for intermediate senior fellowships through promoting opportunities and highlighting successful applications.	Increase senior fellowship awards to females by 15%.	2022 and 2023
e) Offer and promote honorary appointments to research active NHS staff.	Increase in honorary appointments offered to female NHS staff by 5% per round.	2022 and 2023

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Planned actions	Measurable outcomes of success	Timeline
f) Extend CATP's successful 'Nottingham Academic Career Track' to Clinical Lectureships funded by HEE.	'Nottingham Academic Career Track' extended, and first participants recruited.	September 2021 (Recruitment Complete)
g) Increase support for clinical academic Level 6 staff in post: ■ Review induction processes for clinical academics (see SAP2019:009)	80% of responses reported positive feedback following the event.	Summer 2023
h) Increase support for clinical academic Level 6 staff in post: ■ Resource pump-priming grants utilising Nottingham Academic Career Track' criteria acknowledging impact of career-breaks	Pump priming grants awarded.	2024
i) Increase support for clinical academic Level 6 staff in post: ■ Resource 3 months protected academic time after medium/long term leave including career-breaks.	Utilisation of the protected academic time after medium/long term leave with survey of those utilising on impact.	2023 / 2024
j) Increase support for clinical academic Level 6 staff in post: Protect academic time	Workload planning is implemented for clinical academics in 2021-22. Measure to be considered further.	May 2022
k) Resource: Administration support for clinical academic leadership roles to enable releasing time for research.	Gender equality across research applications submitted in 2019 and in 2023.	June 2023

Planned actions	Measurable outcomes of success	Timeline
l) Support clinical academics (Levels 6 and 7) in local clinical excellence awards. A masterclass is to be arranged regarding applying for clinical impact awards.	Increase in applications for clinical impact awards.	2023 onwards
m) Conduct 1-to-1 interviews with a proportion of female clinical academics to understand the challenges around career advancement and appraisal satisfaction.	Interviews completed through the Dianne Trussen report and proposed actions developed and implemented.	Appraisal feedback form / Staff Survey 2023

SAP2019:009: Induction

Topic	This action covers the following aspects; ■ Improve efficacy of induction and satisfaction scores for local induction. ■ Tailor induction to academic role Covers Sections: 5.1(ii), 5.2(i)
Action Level	**High Priority**
Responsibility	**Lead responsibility:** EDI Director and the People Services Operations Manager **with support from**: People Services Team, Operations Managers, Academic Unit/Platform Directors

Rational/Activity to date

■ Increased satisfaction with generic induction, however the local induction scores were slightly lower than anticipated (SAP2015:017).

■ Survey feedback identified need to focus on key aspects of induction for further improvement.

■ Additional targeted information requested by Clinical Academics.

■ EDI/UB training has peaked at 98%. However, maintaining uptake in new starters and recording courses undertaken by our clinical staff through other providers could be improved.

Planned Actions and Outcomes

Planned actions	Measurable outcomes of success	Timeline
a) Create a new dedicated Staff Induction section on the School Intranet to support staff during the first few weeks of joining. This will include pages for Academic Unit/Platforms as well to cover local level information and key contacts.	90% of staff report being signposted to the Induction part of the intranet in their first week. Measure through the staff survey.	Induction pages available September 2023. Staff Survey 2023
b) Initiate a 30-day post-induction check-in, to check new colleagues are settled and to support mandatory training. This action will also support gaining additional feedback on induction.	90% of post-induction check-in forms returned to People Services.	From March 2023 onwards.

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Planned actions	Measurable outcomes of success	Timeline
c) Continue engagement with the EDI/UB training (or certificates provided for CA staff) for new starters.	Increase completion of EDI/UB training by 5% all staff per year. Baseline is 2023 data - For 2024 the target will be EDI training (67%), and UB training 70%.	From 2019 onwards
d) Continue the Induction/Welcome event every quarter for all new staff. Existing staff are invited to attend if they would like to receive a refresh of information.	80% of attendees report following the event that they would recommend the event to others.	From 2019 onwards
e) Develop clinical academic induction to give guidance on expectations and competing demands of academic and NHS roles and to promote joint academic and clinical job planning.	Clinical academic induction developed and embedded with 30% of new starters confirming participation measured in the School Staff Survey. (in the first year of the induction being introduced – split data by levels 4/5, and 6+).	Staff Survey 2023

SAP2019:010: Appraisal Scheme (ADC) and NRS

Topic	This action covers the following aspects; ■ Supporting the University's new Appraisal & Development Conversation (ADC) process ■ Raising awareness of training opportunities ■ Encouraging participation of CPD Covers Sections: 5.3(i-ii)
Action Level	**High Priority**
Responsibility	**Lead responsibility:** The People Committee **with support from:** People Services Team, Academic Unit/Platform Directors

Rational/Activity to date

2022

- UoN wide Nottingham Reward Scheme (NRS) scheme active from 2020.
- There is an imbalance across many BAME/gender themes. The awards gap between BAME and White has risen from 8% to 13% between 2021 and 2022.
- The White Males groups awards gap increased from 2% to 7% between 2021 and 2022.
- Across the staff training attendance data covering courses offered via the UoN - engagement from females is higher in proportion than males when compared to the Schools workforce gender profile.
- The 2021/22 training data shows that approx. 71% of courses attended was by females vs 29% male.
- The workforce profile of the School is currently 64% female and 36% male.

2019

- Annual PDPR/appraisals are held for all staff.
- Non-clinical staff have a PDPR meeting. Satisfaction is high: compliance with goals against PDP Females: 93%; Males: 91% (2018).
- New University-wide revised ADC process to appropriately acknowledge good performance from 2019.
- Clinical academics have joint appraisals by academic and clinical reviewers.
- SAPSilver2015 reviewed, and appraisal process amended. Since then, high levels of satisfaction:
  - 100% had both clinical and academic reviewer
  - 87% had joint meetings

       ○   Satisfaction of appraisal process: Females:75%; Males:94%

Planned Actions and Outcomes

Planned actions	Measurable outcomes of success	Timeline
a) New appraisal (Appraisal & Development Conversation (ADC) processes for all Professional Services Staff and non-clinical academics to be implemented in May/June 2019.	New Appraisal & Development Conversation implemented.	May/June 2019
b) Produce School relevant guidance for ADC process.	School-relevant guidance produced and cascaded to all staff.	October 2019
c) In partnership with University's Professional Development team, deliver training in Appraisal & Development Conversation for line manager appraisers and staff appraises.	Training in Appraisal & Development Conversation delivered, and uptake 40% in the first year.	January 2020
d) To move towards equality of NRS outcomes by gender, BAME. This to be supported by; Raising awareness of NRS and outcomes at School Open Meetings, AU/Platform Meetings, Weekly Newsletter items, standing item on School committees and guidance to writing a successful nomination developed and communicated.	Awards gap is reduced by 5% points for BAME and White Males.	NRS data review in March 2023, and then annually
e) Raise awareness and support for CPD, across all job families.	Increased uptake in training from males in 2024 dataset by 10%.	2024

Planned actions	Measurable outcomes of success	Timeline
f) Raise awareness and support to attend Conferences and CPD, by collating information across the following and sharing via all communications channels; ■ PS CPD Fund – awareness ■ Academic funding – UoN funding ■ Staff Development Fund – awareness ■ Joan Brown Fund (academics/students) – ask AW ■ Training and conf care fund ■ School RKe funding	Increased communications, awareness and applications for Staff Conference and Training Fund as evidenced by 10% increase in applications and 20% increase in awareness of scheme in staff survey.	Staff Survey 2023

SAP2019:011: Training Opportunities: Leadership and Management

Topic	This action covers the following aspects; ■ Supporting participation in the University's Leadership and Management Academy Covers Sections: 5.3(i), 5.3(iii)
Action Level	**Medium Priority**
Responsibility	**Lead responsibility:** EDI Director **with support from:** Academic Unit/Platform Directors, Line Managers, FMHS Mentoring Team

Rational/Activity to date

2022

■ Those already in key decision making and leadership roles should participate in all mandated training.

■ LMA data shows that majority of uptake of LMA programmes is by females, somewhat in line with the School population.

■ Remains necessary to encourage men to participate in LMA opportunities.

2019

■ School actively supports staff to attend training courses evidenced by attendance data.

■ "In-house" bespoke training developed and delivered.

■ University Leadership and Management Academy (e.g. Institutional Research Leadership Course, Future Leaders, VC Mentoring) programmes launched and leaders resourced to   provide bespoke programmes. Female attendance higher with a proportionally greater number from T&L job family.

■ Proportions of males attending training courses much lower than females across the board.

■ Given males are in many key senior decision-making and leadership roles need to further promote this training to senior male staff.

■ Fewer part-time female academics feel they receive same opportunities to attend training courses than male colleagues.

■ ADC checklist supports discussions around training and personal development.

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Planned Actions and Outcomes

Planned actions	Measurable outcomes of success	Timeline
a) Work with University's Leadership and Management Academy to deliver programmes with a more accessible format for our staff particularly clinical academic and part- time staff.	Faculty lobbied (via School and FEDIG) to adapt programme delivery for maximal access.	2020
b) Survey staff for possible barriers to participation.	Staff survey completed.	Staff Survey 2023
c) Include in line management training, awareness of encouraging males to attend LMA programmes.	Work towards a minimum of 5 men per year attend an LMA course for three years from 2023 onwards.	2023 and annually onwards
d) Active encouragement of men to apply for LMA programmes – Invite men to get involved/discuss barriers at next open meeting prior to ADCs.	Work towards a minimum of 5 men per year attend an LMA course for three years from 2023 onwards.	2023 and annually onwards

Open Meeting – April 2023, and September 2023 |
| e) Active encouragement of men to apply for LMA programmes - Include a piece in the weekly newsletter to actively encourage male take up prior to ADCs, and again prior to the LMA application time around September | Work towards a minimum of 5 men per year attend an LMA course for three years from 2023 onwards. | 2023 and annually onwards

April 2023, and September 2023 |

SAP2019:012: Career Development for Professional Services Staff

Topic	This action covers the following aspects; ■ Career development for Professional Services staff ■ Raising awareness of training opportunities ■ Encouraging update of CPD Covers Sections: 4.2(i), 5.2(ii), 5.3(i), 5.4(i), 5.4(iii), 7
Action Level	**High Priority**
Responsibility	**Lead responsibility:** Head of Operations, EDI Director and The People Committee **with support from:** Head of Operations, The People Committee, Professional Development

Rational/Activity to date

2022

■ Recruitment data from application to shortlisting for Professional Services roles shows imbalances between gender and diversity.

2019

■ APM/TS action plan group formed; staff survey data analysed, interpreted and action plan developed and delivered (24 actions delivered).

■ Actions delivered include: intranet resources for Professional Services Staff; bespoke time management training; biennial Conference.

■ Staff survey shows low levels of engagement amongst Technical Services Staff L1-3 (satisfaction, feeling part of a team, communication, workload, development opportunities for part-time staff) and respondents indicating a lack of time/cover to attend training.

■ Low uptake of mentoring.

■ Low take up of the Individual Development Fund.

■ University's Professional Development Course dates not rotated to enable part-time staff to attend.

■ Lower proportions of BME APM staff than local population.

■ White female APM applicants have highest success rates and BME males are least successful.

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Planned Actions and Outcomes

Planned actions	Measurable outcomes of success	Timeline
a) Delivery of P&S Staff conferences developed using staff feedback and anticipate needs from School strategy. Bespoke training sessions offered.	For Dec 2022 Conference: Following the event the overall feedback rating is equivalent to 4 stars. For July 2023 conference: 80% of attendees report following the event that they would recommend the event to others.	2021 onwards Measure achieved: January 2021 December 2022
b) Undertake feedback groups with Professional Services staff to review the Professional Services restructure which took place during 2021 (Launch was 01 Dec 2021).	50% of Professional Services staff to attend the focus groups to increase engagement.	Focus groups planned for Mar/Apr 2023. Action plan to be developed October 2023.
c) Encourage Professional Services staff to utilise their CPD entitlement to support their development.	50% of Professional Services staff report they are aware of their CPD entitlement in the staff survey.	CPD Entitlement launched Dec 2022. Staff survey 2023.

Planned actions	Measurable outcomes of success	Timeline
d) Regular communication and promotion of existing UoN development opportunities e.g. work learn and qualify apprenticeship opportunities, short courses, individual development fund, LMA scheme, Faculty Mentoring Scheme, ILM Courses and other relevant items	50% of staff have awareness of the various development opportunities measured through school staff survey.	Staff Survey 2023
e) Produce case studies of successful mentoring relationships to promote as career development opportunities	Case studies available.	Complete October 2022.
f) Raise with FEDIG the lack of rotation of University led training opportunities for part-time staff.	FEDIG to raise with University AS SAT and relevant departments for action.	Spring 2019
g) Improve recruitment practices to ensure advertised posts appeal to and attract applicants from under-represented groups through engagement with the university's 'Diversity by Design' project.	100% of PS vacancies have used anonymous recruitment processes.	Spring 2024

SAP2019:013: Flexible Working (Formal and Informal)

Topic	This action covers the following aspects; ■ Raise awareness of flexible working opportunities for all staff, in particular; male clinical academics, male APM and female technicians. Covers Sections: 5.5(vi)
Action Level	**High Priority**
Responsibility	**Lead responsibility:** The People Committee **with support from:** Academic Unit/Platform Directors and Operational Managers

Rational/Activity to date

2022

■ Relevant background guidance exists relating to Hybrid working, meetings, agile working principles and policy documents. These are not currently shared routinely with all staff, although they are available on the University's SharePoint site.

■ Raising awareness of these policies is important as the policies themselves, whilst robust, are only effective if understood and utilised.

2019

■ All formal requests approved where they meet University HR criteria.

■ Many staff work flexibly through informal arrangements.

■ Survey findings showed:
   o Overall, females more likely to work flexibly than males.
   o Different patterns of flexible working are seen by staff groups; male Clinical Academics, male APM and female technicians are less likely to work flexibly.

Planned Actions and Outcomes

Planned actions	Measurable outcomes of success	Timeline
a) Promote flexible working policies to these staff groups directly including formal flexible working, hybrid working, flexi time, dependents leave, returning from mat leave, in order to increase awareness of the breath of support available.	80% of staff aware of the different types of flexible working.	Staff Survey 2023

SAP2019:014: Cover and support for maternity/paternity/adoption/parental leave

Topic	This action covers the following aspects; ■ Raise awareness of flexible working opportunities for APM/TS staff and Clinical Academic staff Covers Sections: 5.5 (i)
Action Level	Medium Priority
Responsibility	**Lead responsibility:** EDI Director and The People Services Manager **with support from:** EDI Coordinator

Rational/Activity to date

■ School maternity/ adoption/shared parental leave planner introduced.

■ School staffing team send planner to line manager/staff member to use to inform discussions (Business as usual).

■ Upon notification of maternity/adoption leave, staff are offered a meeting with trained University HR team members to provide 1-to-1 support/advice.

■ Focus group with maternity returnees and staff survey feedback highlighted that the School's planner was very useful.

■ Breastfeeding/expression rooms available across the School.

■ Increased recording of paternity leave (2018: up 230%) plus three shared parental leave. However, modest increases for a School of our size.

Planned Actions and Outcomes

Planned actions	Measurable outcomes of success	Timeline
a) Encourage usage of School planner to support before/during/return from planned leave.	75% of staff are aware of the School planner. 75% of staff taking up maternity / adoption /shared parental leave have used the planner. 75% of staff using the planner have found it useful. Evaluate to determine satisfaction levels between Male and Female are within 10% each other.	Staff Survey 2023
b) Audit and confirm that all School (research funded) maternity extension requests are approved.	100% of requests through the Case of Need process are approved.	2022

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Planned actions	Measurable outcomes of success	Timeline
c) Raise awareness of the entitlement to paternity and shared parental leave amongst staff and line managers and encourage uptake.	75% of staff and line managers are aware of these options.	Staff Survey 2023

SAP2019:015: Communication and Culture

Topic	This action covers the following aspects; ■ Improve communications to increase staff engagement Covers Sections: 5.4(i), 5.6(i)
Action Level	**High Priority**
Responsibility	**Lead responsibility:** Dean of the School of Medicine and Communications Coordinator **with support from:** School Executive, Marketing

Rational/Activity to date

- Communications Survey run in January 2022 and was completed by approximately 7.5% of staff. (Comms Data)
- New style weekly newsletter created based on feedback in July 2022 but has seen falling readership levels in comparison to previous Weekly Bulletin (From approximately 500 views to 200 views). (Comms Data)
- A new Intranet was implemented to improve access to information and allow for data collection. Regularly visited by around 500 to 600 people every week (Around 53% to 63% of School staff population) with around 15,000 visits every month.
- Lack of communications about decision making especially from committee meetings raised in Communications survey
- Months of committee minutes missing from Intranet
- Staff feel lack of transparency in communications, especially from Executive Team. (Affinity at Work Report)
- Tone of communications raised as an issue in Affinity at Work Report, mainly around bluntness, incivility, and a lack of patience with colleagues.
- School Open Meeting attendance from 2020 to 2022 ranges from 128 to 301. Average attendance for 2022 is 263 or 28% of School staff population. (EDI Data)
- Dedicated School Marketing Coordinator recruited November 2021.
- EDI section of Intranet given greater visibility and EDI Spotlight added as regular feature of Staff Newsletter.
- Culture action plan developed to collate together all cultural actions together.

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Planned Actions and Outcomes

Planned actions	Measurable outcomes of success	Timeline
a) Re-run the Communications Survey to understand changes to the School Climate	Increased engagement with survey (achieve over 10% of staff) Over 50% of staff rating communications areas as Satisfactory, Good or Very Good.	2023 survey complete. 2024 survey to run in January 2024.
b) Trial another style of weekly newsletter to regain previous readership levels and seek other opportunities to improve readership	Average view count of Weekly Newsletters become approximately 500	Trial to run for 20 issues (about 5 months) – Complete end of April 2023
c) Complete information transfer for Intranet including Research and Teaching and Learning content Introduce new content as required to help meet needs of the staff (for example, more health and wellbeing information and more EDI information)	Increase Intranet usage to 60% of staff.	Information transfer to be completed by September 2023 New content requirements to be reviewed every 3 months
d) Hiring a Operations Manager (Governance) to manage the Committee system	100% of committee minutes uploaded to Intranet within 2 weeks of ratification.	Governance Officer recruitment process intended have the new person in post by April 2023
e) Introduce a regular method of communicating committee decisions to staff	50% of staff rating transparency of the School as Satisfactory, Good or Very Good.	Expected improvement to be checked in 2024 communications review
f) Improve consistency of publication of Exec Team minutes	100% of committee minutes uploaded to Intranet within 2 weeks of confirmation	Initial review following communication survey re-run – results in March 2023

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Planned actions	Measurable outcomes of success	Timeline
g) Increase engagement opportunities between Exec Team and units/platforms including open meeting and town halls	50% of staff rating transparency and quality of communication for senior leaders as Satisfactory, Good or Very Good.	Follow-up in early 2024
h) Introduce a School-wide behaviours /EDI principle policy to guide staff tone and enable accountability where staff don't meet expected standards	50% of staff rating the quality of communication and tone of communication from main contacts as Satisfactory, Good or Very Good.	Follow-up in early 2024
i) Review frequency, content, and opportunities to engage at Open Meetings	Increase of Open Meeting Attendance by approximately 10% (approx.38%)	December 2023
j) Develop a School Communications Strategy to direct the approach to communications throughout the School	50% of staff rating communications areas as Satisfactory, Good or Very Good.	December 2023
k) Create new content for School Intranet focusing on EDI information	50% of staff are aware of the EDI intranet pages.	Staff Survey 2023
l) Investigate options for improving engagement with EDI content in Staff Newsletter	50% of staff are aware of the EDI spotlight feature in the weekly newsletter	Staff Survey 2023
m) Culture action plan developed and embedded.	Survey Question: 50% of respondents enjoy working in the School of Medicine.	Staff Survey 2023 and 2024