



University
of Suffolk

Equality, Diversity & Inclusion

Annual Report 2022/23

OUR VALUES

TRANSFORMATIVE

PROFESSIONAL



Introduction

At the

at risk of experiencing systemic barriers

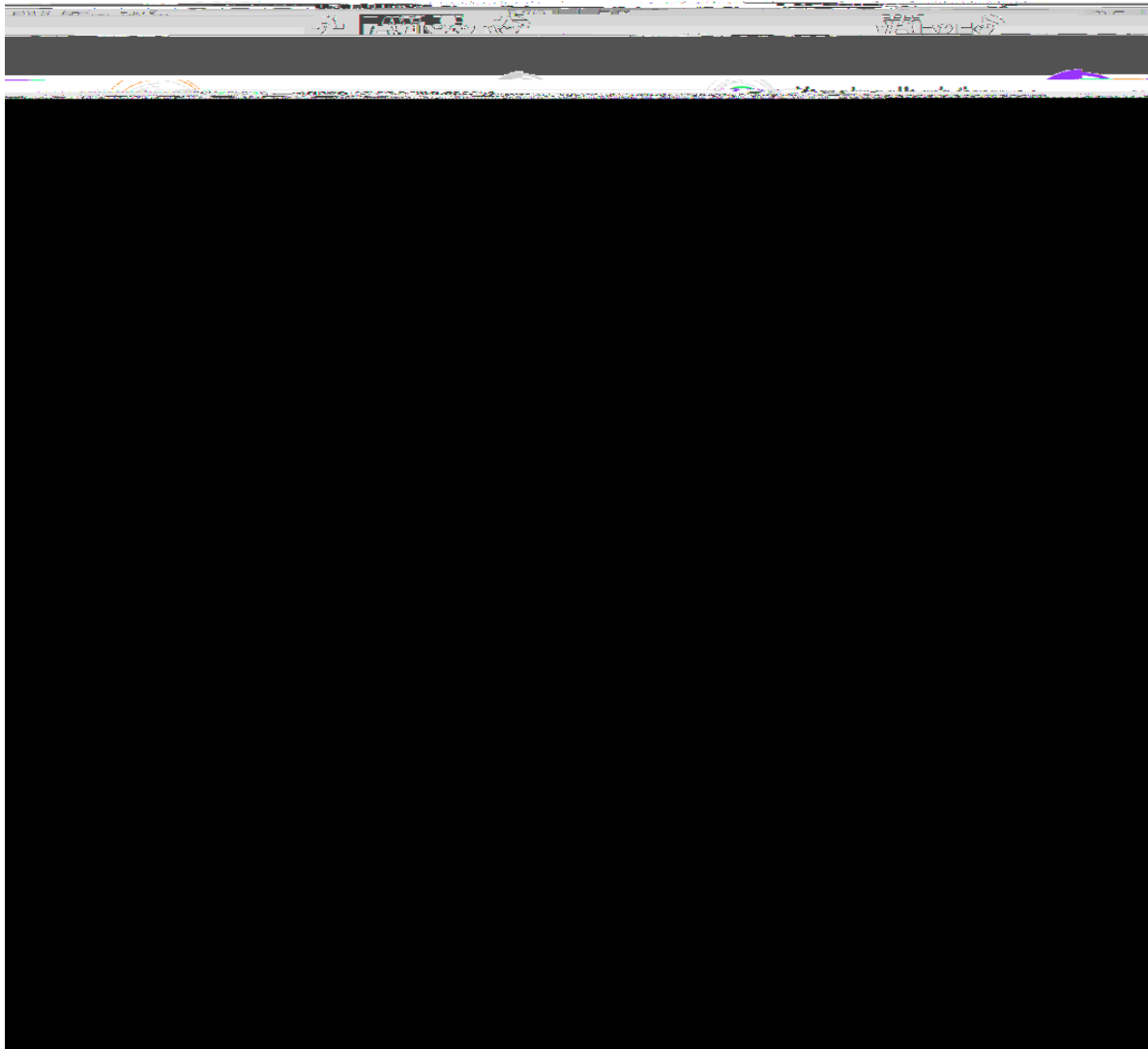
EDI Committee

- „ Lead responsibility for assuring the institution's equality obligations and commitments.
- „ Reports to the Executive.

EDI Embedded

EDI runs through the heart of the University of Suffolk. Inclusivity is embedded as a core value and our staff tell us that the thing we do best is “treating everyone with dignity and respect, regardless of gender, race and ethnicity, sexuality, age, religion and other protected characteristics listed in the Equality Act 2010”. With a staff rating of 8.5/10 in our 2024 engagement survey, we are very proud of this outcome.

Our Values and Behaviours



Our values and professional behaviours are embedded in our culture and in the employee lifecycle – starting with values-based recruitment, through to behavioural objectives at probation and appraisal. We support staff to live the values and challenge when negative

indicators are seen. Our values work has received significant praise from staff via free text survey comments in 2023 and 2024, and our values have become our common language.

INCLUSIVE



Inclusivity is one of our six core values, and this is underpinned by the behaviour of respect, which we expect to see demonstrated by our staff and student population.

We are a community built on respect, fairness and compassion. We debate our differences sensitively and celebrate the strength and creativity that a diverse community gives us.

Positive indicators

- „ Open-minded and embracing a diverse range of opinions, approaches and ideas.
- „ Creating an environment in which everyone feels they belong and will be valued.

Negative indicators

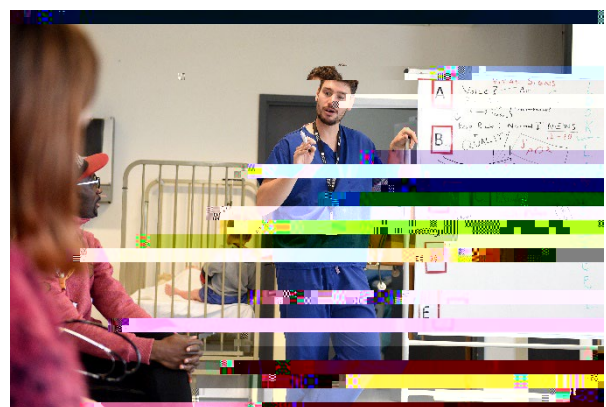
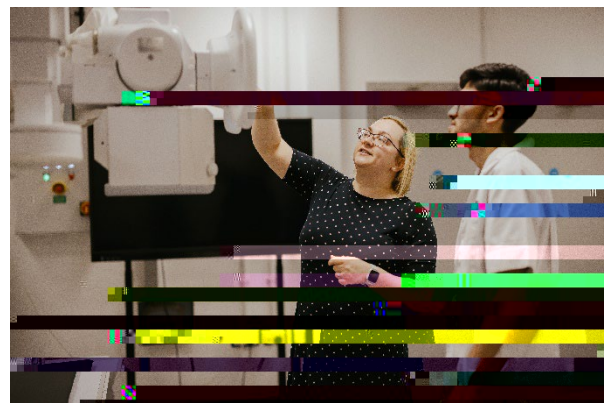
- „ Unable or unwilling to recognise the value that diversity offers; having a narrow perspective.
- „ Having a ‘one size fits all approach’ which potentially excludes or marginalises colleagues, students and members of our communities



Successful EDI outcomes in Academic Progression

During 2022–2023 improvements were made to the academic progression routes to align more closely with the appraisal process, and importantly for the process to expressly consider the effects resulting from specific individual circumstances such as absence due to maternity, paternity, parental or adoption leave, caring commitments, part-time or other flexible working arrangements. Whilst no dilution of the required quality would be expected, the quantity of the contribution would be considered.

As a result of this we have seen improved outcomes, and in 2023–2024 we were proud that 68% of all academic promotion applications were successful, 71% of which were women. There were also good success rates from underrepresented groups (50% of those from Global Majority background and 86% of those who were part time). This change reflects the effectiveness of our efforts to address gender equity and diversity, providing tangible evidence that our initiatives to support female and underrepresented groups career progression are yielding positive results.



Equal pay audit

During 2023–2024 we undertook a gender equal pay audit

From the equal pay audit undertaken there was one area marginally exceeding the 5%

Our Staff EDI data

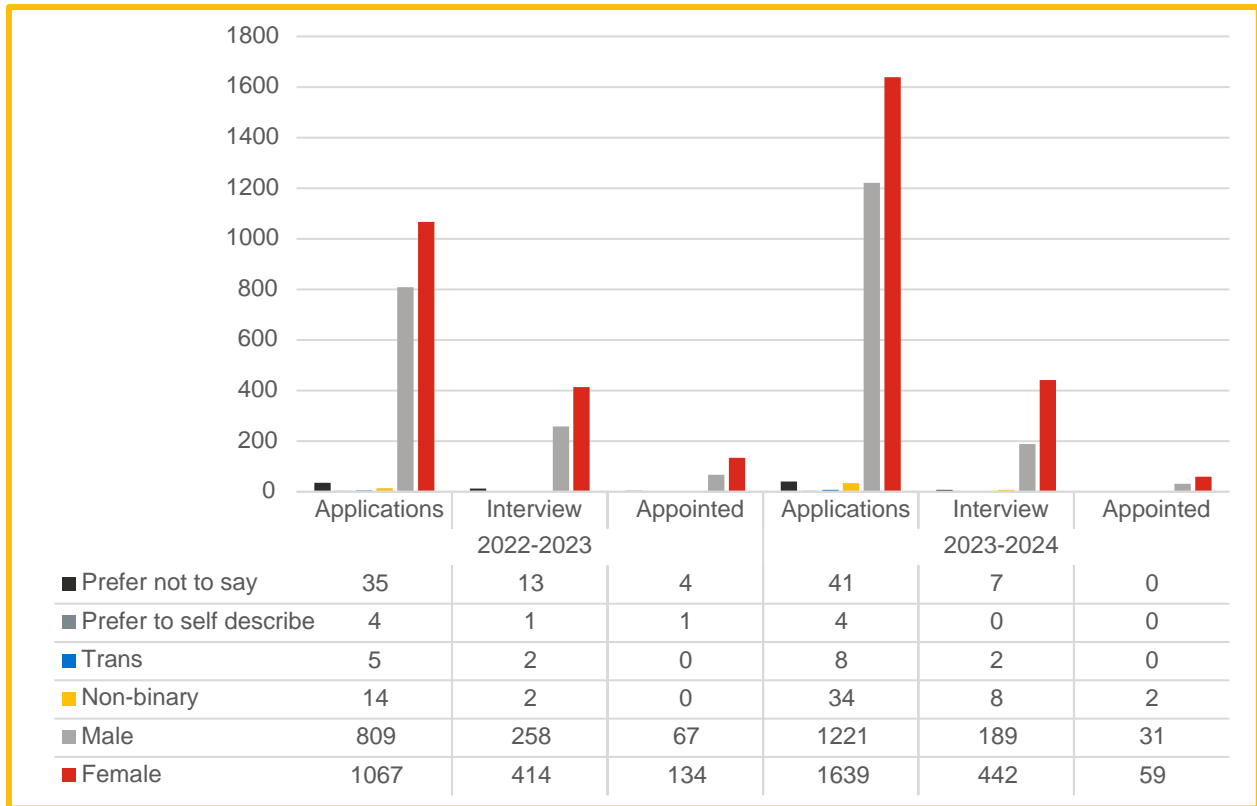
We are pleased to present our 'People profile'– showing differences from the previous year via +/-

Disability Pay Gap (DPG)



Staff Recruitment – Gender identity, Ethnicity and Disability

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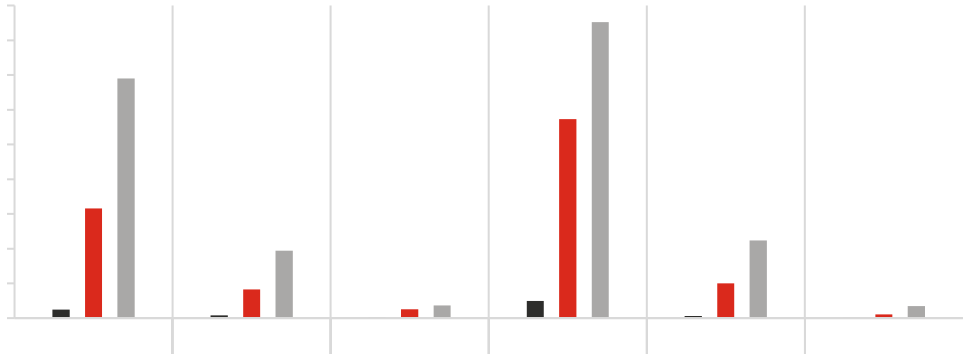


In terms of success of different gender identities through the recruitment process, in a year when 92 appointments were made:

Gender identity	Male	Female	Non-Binary	Trans	Prefer not to say	Prefer to self-describe
% success rate of all appointees	34%	64%	2%	0%	0%	0%
% success rate of each gender identity (i.e. % of appointments from applications of each gender identity)	2.5%	3.6%	5.88%	0%	0%	0%

Our recruitment data shows that the success rates at recruitment by gender (male and female) is very close to our staff profile gender split.

Progression through Recruitment Stages by Ethnicity 2023–2024



NB — the difference in the total applications relate to eight roles which were appointed through recruitment agencies, and we therefore do not have this information on applicants/appointees as these did not go through our Applicant Tracking System.

In terms of success of Global Majority and white applicants through the recruitment process, appointments made in 2023–2024 were:

Ethnicity	Global Majority	White	Prefer not to say
% success rate of all appointees	23%	76%	1%
% success rate by ethnicity (i.e. % of appointments from applications of each ethnicity)	1.83%	4.10%	1%

Success rates for white applicants are still higher proportionally than for those from a Global Majority background; however, they are lower than the broader ethnicity makeup of our staff base, which is positive, and which indicates that this should be making a positive change to increase our diversity across the institution.

Progression

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Staff Engagement

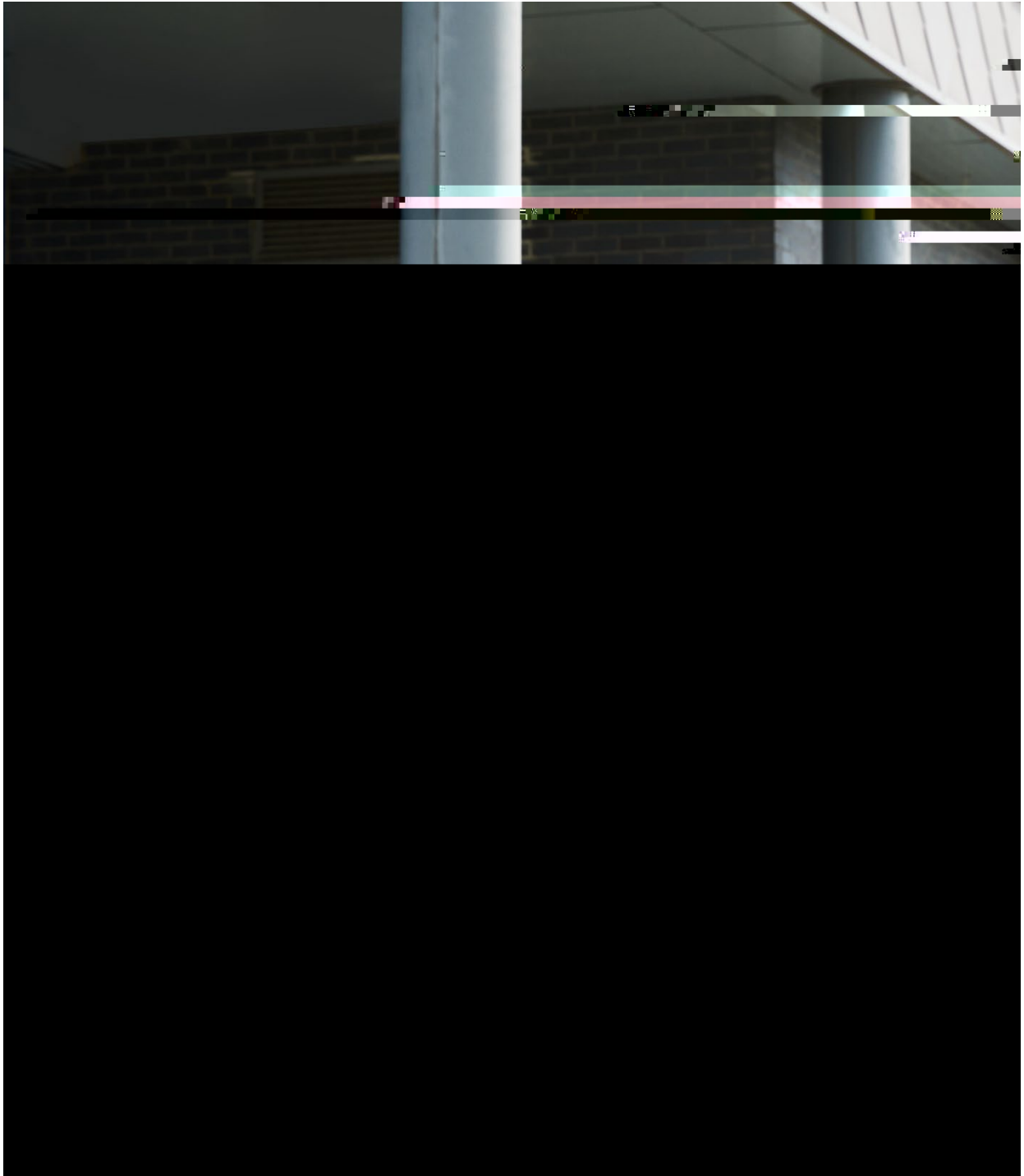
The third and final staff engagement survey using the 'HIVE' platform was undertaken in March 2024. Further improvements to our overall scores were seen and we were encouraged that EDI remains an area that our staff feel has good outcomes. The questions relating to EDI have been selected and included below. Most responses fell within the 'high' scoring area (10 to 7) with other responses marginally below at the higher end of 'moderate' (which spanned 6.9 to 5).

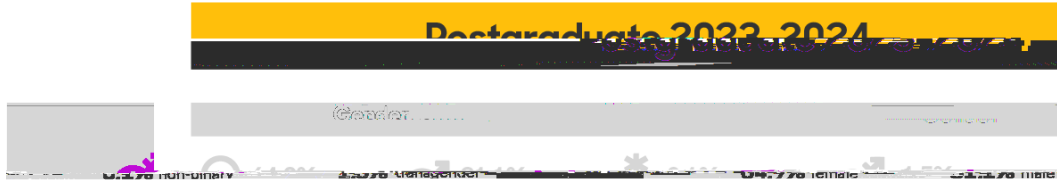
Question	2024 score	2023 score	2022 score
Everyone in my School/Directorate treats each other with dignity and respect, regardless of gender, race and ethnicity, sexuality, age, religion and other protected characteristics listed in the Equality Act 2010)	8.5	8.4	8.3
People of all cultures and backgrounds are respected and valued here	8.3	8.3	8.3
My School/Directorate leadership actively supports gender equality (Athena Swan)	8.1	8.1	7.9
I feel comfortable being myself when I am at work	7.7	7.6	7.6

Our Student EDI data

We are pleased to present our 'Student profile' — showing differences from the previous year via +/- to illustrate areas of change.

All data relating to students includes both Ipswich campus students and those who are enrolled with our partner organisations (excluding Unicaf), and for whom University of Suffolk is their course awarding institution. Student data is taken from the internal Student Record System.







Building belonging and an inclusive learning experience

Our compassionate pedagogy, Block and Blend, has had significant positive impact on the academic experience of our staff and students, and on students' ability to stay in study. Previous reports have noted increases in continuation for those students from under-represented groups, and particularly students of the Global M

Listening rooms, a method of data collection first developed at Sheffield Hallam University and used in HE for data collection since 2017 (Parkin and Heron, 2022) were also conducted with 10 pairs of students exploring the impact of block on a sense of belonging.

Three themes were elicited from iterative facilitated discussion as part of round table analyses

Embedding a whole -university approach to mental health and wellbeing

Wellbeing is front and centre of our People Strategy and our everyday approach. We have worked hard over recent years to re-set our People Culture to one which is inclusive, pro-active and engaged. Our annual staff surveys have put the voice of 'our People' at the heart of changes we are making, and we have made great strides forward in establishing the University as an Employer of Choice.

Our whole-university approach to wellbeing spans both our staff and students and ensures we have a golden thread of wellbeing in all that we do. Our Wellbeing Model (based on the Theory of Change approach) supports the embedding of wellbeing throughout the organisation. When assessing new policies/approaches/ideas from an equality perspective, we also assess from a wellbeing perspective. Our model can be seen below:

To enhance our a whole-university approach and mission to become a place that promotes the mental health and wellbeing of all members of the University community, a University Mental Health Charter Project Group embarked upon Student Minds, 2023–2024 Un–2024 U.5(m)- Tw 2.446 0-.004

In 2023–2024, the project group:

- „ Deepened understanding of the UMHC Charter framework and its one hundred+ principles of good practice across eighteen themes and domains (Learn, Support, Work, Live).
- „ Identified existing good practice and areas for enhancement.
- „ Disseminated learning and practice for adoption; sharing practice on developing emotional resilience particularly when teaching (or study

Student communication and compassionate communication

A project began in February 2024 and will continue through 2024–2025 academic year where workstreams have been identified to explore communication and students' experience through difference lenses. The workstreams identified include:

- „ Map student communication / information touchpoints across the university lifecycle.
- „ Understanding student experiences of communication and information touchpoints throughout the university lifecycle.
- „ Review of communication associated with transition, induction, and welcome activities.

At year end, the project group have undertaken the following:

- „ A review of communication and the channels used in the transition and induction period.
- „ Design and implementation of a tailored communication plan designed to connect with and orientate new students to key information, easing their transition and arrival to the University.
- „ An evaluation plan has been designed and this will commence in October 2024.
- „ Mapping of student communication 'as-is' across the academic lifecycle.

The project group remain cognisant of intersecting sector developments which relate to this project, such as the [Higher Education Mental Health Implementation Taskforce](#) (HEMHIT) workstream related to '[Student Commitment](#)' which aims to address concerns about content and tone of communication through the adoption of compassionate communication principles. Staff training delivered in 2023[†]-2024 has aimed to refresh understanding of and a commitment to compassionate communication.

In 2024–2025, there are plans to disseminate the transition and induction co.

EDI in Research at University of Suffolk

It is important to note in relation to research, that some national funders reference EDI considerations for research grant applications to their schemes. For example when applying for UKRI funding the applicant does not specifically need to include a section on EDI considerations, however in submitting an application the applicant needs consider EDI principles as detailed in UKRI policies and T&Cs: [UKRI-020424-FECGrantTermsConditionsApril2024.pdf](#) (section 3.4) and Guidance for equality, diversity and inclusion – UKRI.

National Institute for Health and Care Research (NIHR) have their own policies on research inclusion and applicants are asked to consider this in terms of research teams and participants: [Research inclusion | NIHR British Council have specific questions on EDI.](#)

An example of EDI embedded in research practice is the current University of Suffolk Project 'Empowering Vulnerable Communities on Smart Home Ecosystem: Building Security and Privacy Awareness' led by Felix Ngobigha.

This project ensures equal and meaningful opportunities for people of different genders to be involved throughout the project as a priority. In terms of research and innovation, inclusive practices are being promoted to foster diverse perspectives and contributions. Collaborative decision-making processes are encouraged to ensure that diverse voices are heard and valued throughout the project's lifecycle. The project anticipates significant positive impacts on individuals of different genders, emphasising equitable opportunities and benefits throughout its implementation and beyond. By prt361999tio1644 0

EDI and our estate

Equality, Diversity, and Inclusion (EDI) are not just guiding principles but core drivers in the strategic development of our University estate. By leveraging insights from a recent AccessAble report, we are taking an evidence-based approach to shaping spaces that respond to the nuanced needs of our diverse population. This involves not only improving physical access, such as through better pathways, ramps, and signage, but also addressing less visible barriers. For instance, we are incorporating design elements that cater to neurodiverse individuals,

Acknowledgements

The following staff are thanked for their input in

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