EQUALITY, DIVERSITY AND INCLUSION (EDI)

Annual Report 2021–2022

University of Suffolk

Contents

Introduction

At University of Suffolk (UoS), Equality, Diversity, and Inclusion (EDI) is core to our being; it is one of our six core values. We recognise that a diversity of backgrounds is a key part of our community and will therefore positively influence our successes as a community education provider. We very much wish to see a continued broadening in the diversity of our People – both staff and students - and we remain committed to providing an environment where everyone is supported to flourish and fulfil their potential, irrespective of their background.

Our staff tell us (through our annual staff survey) that our best scoring area (at institutional level) is that within our Schools and Directorates, everyone treats each other with dignity and respect regardless of protected characteristics. In addition, our staff tell us that people of all cultures and backgrounds are respected and valued here.

We understand that there is more that we need to do to be as authentically inclusive as possible. We know that we are on a journey and that we aspire to be both more inclusive and diverse as both an educator and an employer. This report provides our Equality, Diversity and Inclusion (EDI) metrics, highlights and areas for further development at the close of the 2021—academic year and outlines our aspirations and priorities as we look forward.

Mohammad Dastbaz – Deputy Vice Chancellor and Chair of EDI Committee & **Julie Burton – Director of People & OD and Deputy Chair of EDI Committee**

November 2022

Part 1: Staff

People profile

We are pleased to present our 'People profile' in infographic and chart format – showing differences from the previous year via +/- to illustrate areas of change.

Staffing data is taken from our HR Information System: Resourcelink (Zellis). University of Suffolk does not hold any responsibility (and therefore data) in relation to the staff of our partner organisations, and these individuals do not form part of this report.

Our staffing profile remains broadly static – indicating that not much movement has been seen in the 'make-up' of our staffing. Some small gains have been made as documented in the 'highlights' section – including increased declaration in some areas – with some notable decreases of 'prefer not to say' – which we consider to be positive.
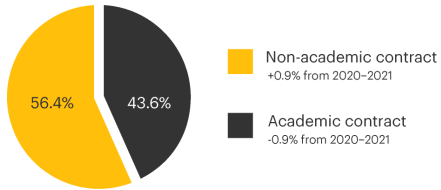
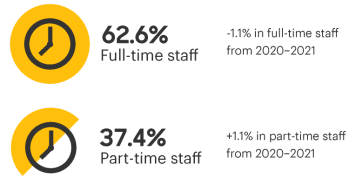**Infographic 1: University of Suffolk Staff 'Snapshot' 2021-22**

University of Suffolk

Staff Snapshot 2022

2021–2022

Staff by area

56.4% Non-academic contract +0.9% from 2020–2021

43.6% Academic contract -0.9% from 2020–2021

Full/Part-time

62.6% Full-time staff — -1.1% in full-time staff from 2020–2021

37.4% Part-time staff — +1.1% in part-time staff from 2020–2021

Gender

65.9% female +1.8% from 2020–2021

33.5% male -2.2% from 2020–2021

0.6% non-binary +0.4% from 2020–2021

Disability

93.4% Staff with **no known disability** +0.3% from 2020–2021

5.9% Staff with a **declared disability** -0.1% from 2020–2021

0.7% Prefer not to say -0.2% from 2020–2021

Ethnic group

89%
3% 3% 1% 1% 3%

White
Black, Black British, Caribbean or African +1% from 2020–2021
Asian and Asian British
Mixed or multiple ethnic groups
Other ethnic groups
Not available

Sexual orientation

66.4% Heterosexual +5.3% from 2020–2021

28.2% Prefer not to say -6.5% from 2020–2021

5.4% LGBTQ+ +1.2% from 2020–2021

Length of service

Time (yrs)

| 0–2 | 3–5 | 6–10 | 11–15 | 16–20 | 21–30 | 30+ |

Employees

44.8% +2.8% from 2020–2021
19.4% +2.4% from 2020–2021
15.8% -3.2% from 2020–2021
10.7% -1.3% from 2020–2021
4% -1% from 2020–2021
4.2% +0.2% from 2020–2021
1.1% +0.9% from 2020–2021

Age group

2.1% 3.1%
8.9% 10.5%
10.1% 12.9%
11.5% 15.6%
13.1% 12.2%

Under 25yrs +0.1% from 2020–2021
45–49yrs +0.1% from 2020–2021
25–29yrs +0.5% from 2020–2021
50–54yrs +0.5% from 2020–2021
30–34yrs +0.1% from 2020–2021
55–59yrs +0.1% from 2020–2021
35–39yrs +0.4% from 2020–2021
60–64yrs +0.9% from 2020–2021
40–44yrs +0.8% from 2020–2021
65yrs+ +0.1% from 2020–2021

Religion

31.6% 37.7% 26.7% 4%

Prefer not to say -5.4% from 2020–2021
No religion +2.9% from 2020–2021
Christian +1.9% from 2020–2021
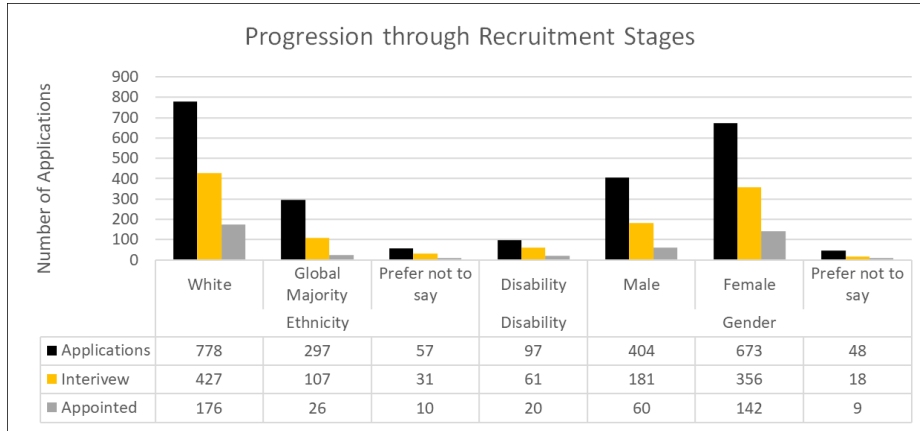Buddhist, Hindu, Jewish, Muslim, Sikh and other +0.6% from 2020–2021

Recruitment

Table 1. Progression through Recruitment Stages

No of Applications Differential from 2020-21	ETHNIC ORIGIN			DISABILITY	GENDER		
	WHITE	GLOBAL MAJORITY	PNTS	YES	MALE	FEMALE	PNTS
Application	-302	76	-24	-27	-107	-147	-20
Interview	-1	52	0	-15	13	32	-10
Appointed	39	16	4	7	28	27	4

Progression

Table 2. Academic Progression by characteristic
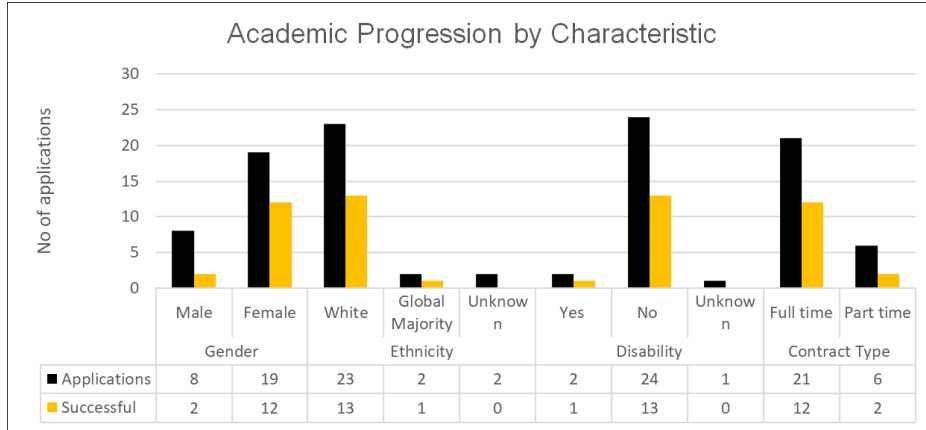
Differential from 2020/21	Gender		Ethnicity			Disability			Contract type	
	Male	Female	White	Global Majority	Unknown	Yes	No	Unknown	Full time	Part time
Applications	-2	1	2	-1	1	2	-3	1	-5	4
Successful	-3	4	3	-1	0	1	1	0	0	2

Table 3 - Professional Services Annual Grading Review by characteristic
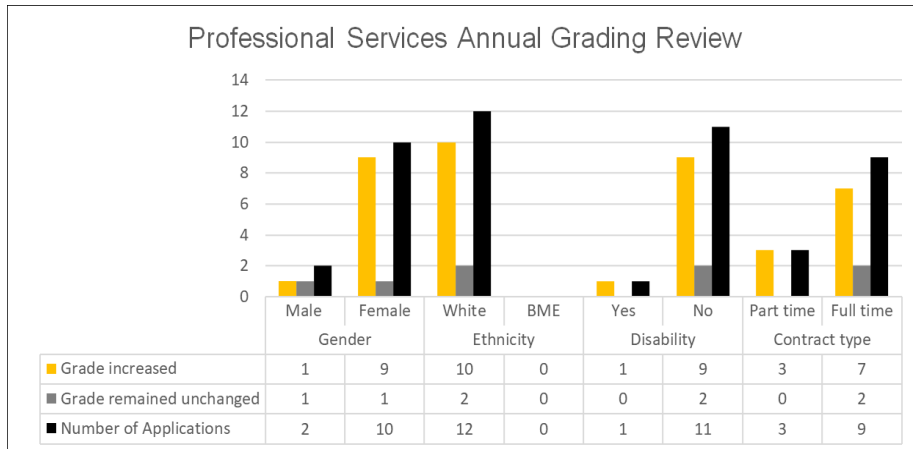
Differential from 2020/21	Gender		Ethnicity		Disability		Contract type	
	Male	Female	White	Global Majority	Yes	No	Part time	Full time
Grade increased	-1	8	7	0	1	6	2	5
Grade remained unchanged	1	1	2	0	0	2	0	2
Number of Applications	0	9	9	0	1	8	2	7

NB: those applications which remained unchanged had been put on hold pending a wider Directorate review.
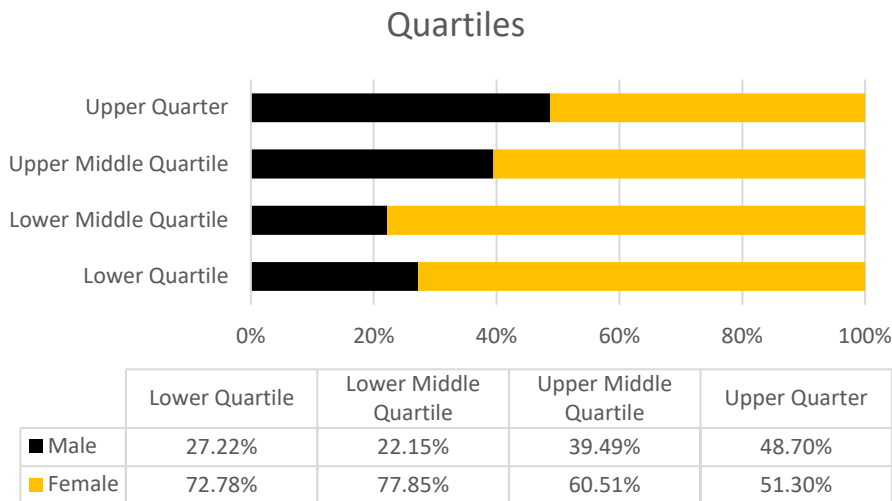
Gender Pay Gap (GPG)

The Gender Pay Gap refers to the percentage by which the average pay for female members of staff is lower than the average pay for male members of staff. The University's Gender Pay Gap is shown below.

Table 4 – GPG mean / median

YEAR	Mean (average)	Median (middle)
2022	13.23%	16.18%
2021	15.89%	17.72%
Change (+ / -)	-2.66%	-1.54%

Table 5 – Gender Pay Quartiles

	Lower Quartile	Lower Middle Quartile	Upper Middle Quartile	Upper Quarter
■ Male	27.22%	22.15%	39.49%	48.70%
■ Female	72.78%	77.85%	60.51%	51.30%

+/- Differential from 2021

	Lower Quartile	Lower Middle Quartile	Upper Middle Quartile	Upper Quartile
Male	5.64%	-7.35%	-2.24%	-3.47%
Female	-5.64%	7.35%	2.24%	3.47%

Gender by quartile 2021-22

Employee Engagement

Our Staff Survey (SS22) undertaken in March 2022 using the HIVE platform, provided an invaluable insight into the thoughts and feelings of our staff about what it is really like to work for University of Suffolk. 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	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)	8.3
People of all cultures and backgrounds are respected and valued here	8.3
My School/Directorate leadership actively supports gender equality (Athena Swan)	7.9
I feel comfortable being myself when I am at work	7.6
I have conversations with my line manager regarding my performance and development	7.5
My line manager supports my career development (Athena Swan)	7.5
Positive professional behaviours are displayed by employees in the organisation	7.5
Agile working is truly embraced in my School/Directorate (Athena Swan).	7.3
I feel confident that incidents of harassment and bullying would be addressed appropriately within my School/Directorate (Athena Swan)	7.3
I feel like I belong at the University of Suffolk	6.9
My contributions are valued in my School/Directorate (Athena Swan)	6.7
This organisation demonstrates a commitment to meeting the needs of employees with caring responsibilities (Athena Swan)	6.7
I am comfortable voicing my opinions, even if they are different from others in my School/Directorate	6.6
This organisation demonstrates a commitment to meeting the needs of employees with disabilities (Athena Swan)	6.6
I believe that my wellbeing is supported in my School/Directorate (Athena Swan)	6.5
I would feel comfortable in talking openly about my mental health with my line manager (Athena Swan)	6.5

In addition, supplementary data was gathered (self-selected) and is presented below. This supplements the quantitative data provided in this report and triangulates our employee profile data.

Religion / Belief				
	Christian	**No Religion**	**Non-religious belief**	**Spiritual**
I am comfortable voicing my opinions, even if they are different from others in my School/Directorate	7.0	6.9	7.3	7.0
I feel like I belong at the University of Suffolk	7.5	7.4	7.4	7.2
Sexuality				
	Bisexual	**Gay or Lesbian**	**Heterosexual**	**Pansexual**
I am comfortable voicing my opinions, even if they are different from others in my School/Directorate	8.3	7.8	6.9	5.7
I feel like I belong at the University of Suffolk	8.4	7.8	7.3	5.9

Staff Networks

The following staff networks are in operation at UoS:

- Anti-racism collective / Global Majorities group
- Disability Network
- LGBTQI+
- Menopause

During 2021 all Network Chairs were given the opportunity to identify activities that required support / funding and the EDI Committee were pleased to be able to support via funding for LGBTQI+ Network for speaker / educational costs; Suffolk Pride (major supporter) and use of UoS car park and Waterfront reception facilities; Menopause Network – line manager awareness training. No requests for support were submitted by the Anti – racism/ Global Majority group or the Disability Network (which was inactive at the time).

Response to our Staff data

We are proud to highlight the following areas of progress or improvement which have occurred over the past year. In addition, we recognise some 'challenge' areas in our data which we hope to see further improvement of via the interventions and work planned for 2022-25.

Data	Highlights	Area for Development
Staff by type	Static staffing base with a slight increase in professional services employees. No concerns.	Ongoing monitoring and assessment against vacancy rates.
Full / Part time status	Small increase in part time staff	Ensure flexible (part time) working requests continue to be fairly considered, where roles are full time.
Length of Service	Almost 46% of employed staff have between 3- and 15-years' service meaning there is a good base of loyal and retained staff, with organisational memory/history.	Nearly 45% of our staff have less than 2 years' service. Focus must be on retaining staff to ensure reduced turnover and increased organisational memory, whilst balancing that with the merits that 'fresh perspectives' of new employees can bring.
Gender	0.6% of staff identify as non-binary – a small but noticeable change from last year (+0.4%) indicating that individuals are increasing in confidence to self-declare or that our recruitment processes have increased our staffing base in this respect.	We have seen a small reduction in male employees in a workforce which is already female-heavy. An increase in male employees, particularly within the lower and mid pay quartiles is a key area for development.
Disability	There has been no worsening of our disability profile.	Negligible change in our disability profile indicating we still have work to do to improve recruitment and retention of those who may have disabilities.
Ethnic Group	Our employee ethnicity profile is representative of our local population.	Our ethnicity profile has remained static with only a very small increase in Black, Black British, Caribbean, or African representation of 1%. The influence and impact of a lack of diversity in our local population can be seen in our data but this means we must consider more broadly the ways in which we can be more inclusive and improve our ethnicity profile.
Sexual Orientation	We have seen a 6.5% decrease in those declaring that they 'prefer not to say' in respect of sexual orientation. Our LGBTQI+ staffing population has grown by 1.2%	We are aware that more (+5.3%) staff are heterosexual. The increase may be due to the improved 'prefer not to say' position (see highlight column).

		The perceptions around belonging and voicing opinions for our pansexual staff require monitoring via the next staff engagement survey.
Age	There has been no worsening of our staff age profile.	Our age profile remains static – with minor increases across all age groups. Our representation in the younger age group of under 25 requires development. An increased apprenticeship offering may support this development.
Religion	We have seen a 5.4% decrease in those declaring that they 'prefer not to say' in respect of religion. We have seen small increases in individuals who affiliate with a religion or belief. Our staff survey data tells us that those with and without religious affiliation feel that they belong at UoS and are comfortable voicing their opinions.	Ongoing monitoring and review including against the next staff engagement survey.
Recruitment	People & OD (POD) are offering additional / refresher training covering unconscious bias in recruitment as some recruiters may have undertaken recruitment training some time ago. POD are widening the 'trained recruiter' pool to include staff for whom recruitment is not a core job responsibility – thus offering a 'stretch' opportunity to develop our staff and facilitating a pool of recruiters who we hope will bring different characteristics and backgrounds – to support more inclusive recruitment	We would like to improve the 'narrative' around our equal opportunities data capture to encourage completion in a way which provides specific rather than 'prefer not to say' data, to aid better understanding of any challenges or barriers within our current recruitment processes. Digitisation of the equal opportunities form which has been put in place from 2022/23 is hoped to make completion easier and therefore positively impact on completion rate and content. Nearly 20% of all applicants have not declared their gender or ethnicity. This impacts our overall understanding of our recruitment profile and the severity of challenges in the process. Data indicates that 9% of Global Majority applicants were appointed overall (compared to 22% of white applicants). Of those shortlisted, 24% were successful at interview (compared to 41% for white applicants). Focussed attention needs to be put on both the shortlisting stage and the interview stage. The POD Resourcing team

		have commenced 'real time' review of shortlisting and interview outcomes – to review for signs of unconscious bias (i.e., assumptions based on candidate's use of language, assumptions around culture or team 'fit'). This work has been restricted by team capacity to look at every recruitment campaign. It remains a priority improvement area in the period ahead.
Staff Progression - Academic	Academic progression for those from a Global Majority Background and those who have a declared disability sits at 50%. This is on a par with white and non-disabled staff (56% and 54%)	A review of the progression routes is currently underway to provide more clarity on the progression routes and pathways at all levels and to ensure that individual circumstances such as absence due to maternity, paternity parental or adoption leave, caring commitments, part time or other flexible working arrangements are considered and do not negatively affect outcomes. The EIA for this will be reviewed and updated. Based on the academic workforce profile on 1 April 2022, 69% of lecturers with a declared disability and 92% of those from a global majority background had less than 3 years' service and therefore would unlikely have been ready for promotion at that time. It remains important that we continue to closely monitor our workforce and ensure that our processes do not disadvantage any group and that staff are supported with their career progression. There appears to be an imbalance in the progression of academic males this year – who have seen a 25% success rate (compared to 63% for females) in 2021-22. This requires ongoing monitoring. Part time progression rates sit at 33% compared to 57% for full time staff. This requires ongoing monitoring. It should be noted that our data sets remain small.
Staff Progression –	The outcomes of this year's Professional Services re-grading showed no disadvantage to individuals who are	We will continually review the effectiveness and outcomes of our professional services progression opportunities to

Professional Services	disabled or part time – with 100% of applications in both areas being successful.	ensure these remain as accessible and inclusive as possible.
Gender Pay Gap (GPG)	Our Gender Pay Gap (GPG) has reduced by 2.66% (mean) and 1.54% (median). Although a small shift, a reduction has been made. We believe the improvement was due (in part) to our participation in the 'Kickstart' scheme. 73% of those recruited into Senior Staff & Management roles (grade 7 and above) were female. Also, during the reporting period, several key appointments/promotions were made increasing the number of females on the Senior Leadership Team and Executive. We have increased our Professoriate during 2021/22, 62% of whom are female. The salary banding for these are reflective of their knowledge and experience and standing nationally, internationally or world leading. For those on SPOT salaries, account is also made for additional responsibilities they have in addition to their Professorship such as Director of Institute etc. More females were promoted during the year, of those who applied 72% were successful.	Submission for Athena Swan Bronze award. Review of recruitment processes throughout the stages for signs of unconscious bias. Increasing the diversity of our interview panels. Wider external promotion of job opportunities, to increase the number of male employees in our junior roles. Review of our progression pathways to ensure our processes do not disadvantage any group and staff are supported with their career progression.
Employee Engagement	79% participation in our new annual staff survey (SS22) with highest 'scoring' area for the institution (8.3) - Everyone in my School / Directorate treats each other with dignity and respect regardless protected characteristics - People of all cultures and backgrounds are respected and valued here Bisexual, gay or lesbian staff report feeling more comfortable in voicing their opinions (even when different	We aspire to exceed our participation rate when our second annual survey launches in March 2023. We hope to maintain or exceed the levels of engagement and opinion around EDI related questions, as a true test of authentic / embedded employee experience at UoS. As more of our estate is redeveloped, we will ensure appropriate Agile spaces are created which enable the most positive connections with colleague and campus.

to others) and indicate high levels of 'belonging'. This demonstrates that the 'employee experience' at UoS is one which is positive and inclusive. Agile working – available to 97% of our employed posts is viewed by staff as a positive move – and achieved an engagement score of 7.3 in our recent staff survey. Anecdotal information suggests that one of the benefits of Agile working is that individuals can better manage health and wellbeing challenges (menopause symptoms, phased return to work) etc within our agile working framework.	

Progress against our People EDI aspirations 2021-22

2021-22 saw our People (staff) approach refreshed and some key areas in respect of EDI progressed. Our achievement against these areas is charted below:

'People' Focus	Achievements 2021-22
Talent & OD	EDI related training offered and delivered: - 'Minding the Blindspot' / Unconscious Bias offered and delivered. - Menopause Awareness training (95% attendance / take up) - Inclusive conversations - Recruitment and Selection of staff and students - Supporting Mental Health, Sleep and Resilience We were proud to support the employment of 7 'Kick-starters' via the 6-month government funded Kickstart scheme – aimed at young people up to the age of 24 at risk of long-term unemployment.
Culture	Staff Survey undertaken (79% participation) with opportunity for individuals to directly comment on how we (as an institution) can be more inclusive. Commenced Athena Swan data capture and analysis in preparation for submission in 2022-23 Completed a comprehensive review of our Equality Impact Assessment (EIA) Policy and associated processes – including inclusion of a wellbeing focus within the assessment. 20 staff have been trained as EIA assessors and will support others to robustly review EIA's.

	Setting up of a Network Chairs' forum with the People Culture team – to improve communication and progression of shared aims and objectives. Recruitment of Business Partner – Culture to contribute to driving the EDI, Wellbeing and Engagement agenda further.
Performance	Review and updating of 90% of People policies and completion of associated EIA's
Digital	HR system upgraded, which will now enable us to more easily capture update employee data via self-service functionality. HR system now includes fields relating to trans and non-binary (which our old system did not).

Our People objectives and aspirations for 2022-25

Our key People (staff) EDI objectives for 2022-25 are provided in Part 4 and form part of our institutional EDI action plan.
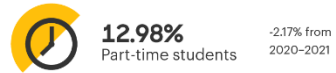
Part 2: Student / Institution profile

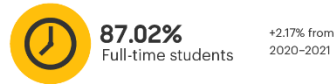We are pleased to present our 'Student profile' in infographic format – showing differences from the previous year via +/- to illustrate areas of change.

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.

Infographic 2: University of Suffolk Student 'Snapshot' 2021-22
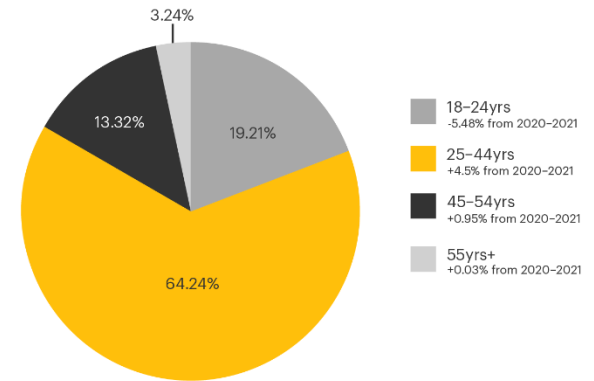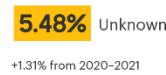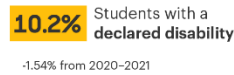

Student Snapshot 2022

University of Suffolk

2021-2022

Full/Part-time

87.02% Full-time students — +2.17% from 2020–2021

12.98% Part-time students — -2.17% from 2020–2021

Gender

53.69% female — -1.45% from 2020–2021

45.37% male — +1.23 from 2020–2021

0.03% non-binary

0.85% trans — +0.13% from 2020–2021

0.06% gender not declared

Disability

84.3% Students with **no known disability** — +0.22% from 2020–2021

10.2% Students with a **declared disability** — -1.54% from 2020–2021

5.48% Unknown — +1.31% from 2020–2021

Ethnic group

- White/other white -2.89% from 2020–2021
- Black, Black British, Caribbean or African -0.84% from 2020–2021
- Asian and Asian British +0.26% from 2020–2021
- Mixed or multiple ethnic groups -0.07 from 2020–2021
- Chinese and other +0.75 from 2020–2021
- Not available +3.36 from 2020–2021

63.64% | 10.3% | 14% | 1.27% | 2.32% | 8.47%

Sexual orientation

75.12% Heterosexual — -1.75% from 2020–2021

12.32% Prefer not to say — -4.83% from 2020–2021

12.56% LGBTQ+ — +6.57% from 2020–2021

Age group

3.24%
13.32%
19.21%
64.24%

- 18–24yrs -5.48% from 2020–2021
- 25–44yrs +4.5% from 2020–2021
- 45–54yrs +0.95% from 2020–2021
- 55yrs+ +0.03% from 2020–2021

Religion

9.86% | 23% | 47.68% | 16.48% | 2.99%

- Prefer not to say +1.19% from 2020–2021
- No religion -5.89% from 2020–2021
- Christian +4.41% from 2020–2021
- Buddhist, Hindu, Jewish, Muslim, and Sikh +0.27% from 2020–2021
- Other +0.02% from 2020–2021

Response to our Student data

We are proud to highlight the following areas of progress or improvement which have occurred over the past year. In addition, we recognise some 'challenge' areas in our data which we hope to see further improvement of via the interventions and work planned for 2022-23.

Data / Focus activity	Highlights	Area for Development
Full / Part time status	There has been a slight increase in full time students and decrease in part time students.	Continue to monitor data related to part-time and full-time students.
Gender	Data shows a small increase in male and trans students and a very small decrease in female students. Female students have long been a majority student group, and this trend is reflected across the sector as can be seen in the Higher Education Statistics Agency (HESA) data available for 20/21 (See Bulletin SB262).	Continue to monitor student data related to gender considering the publication of the Trans Equality Policy in 2021/22.
Disability	The student snapshot data shows an increase in no data for disability (+1.31% from 2020/21), which is shown in this report as 'unknown'. Students disclosing a disability decreased by -1.54% in comparison to 2020/21. This is different to sector data reported by HESA. In 2020/21, the number of students with disability entering Higher Education (HE) had increased, however the proportion of students with disabilities in HE had remained broadly stable. (*note: HESA data for 2021/22 is not yet available). It is also reported that the largest cohort are students disclosing Specific Learning Difficulties and the sector reports growth in the numbers of students disclosing a Mental Health Condition (MHC). Further analysis of data at the Ipswich campus shows the proportion of students with disabilities is 26.31%, considerably higher than the university global dataset used within this report (10.2%). The most frequently disclosed categories include; mental health condition (7.73%); specific, moderate, or severe learning difficulties	Explore 'unknown' data and understand the rationale for its prevalence. Continue to monitor student data related to disability. Encourage disclosure of disability and promote inclusivity and access to HE for students with disabilities across all partners. Remain cognisant of the promotion of inclusive practices.

	(7.01%) and; long-standing illness (3.66%). This trend is mirrored in the university global data too.	
Ethnic Group	There are marginal changes in data across ethnicities. The largest changes being a decrease in 'white / other white' and an increase in data not available.	Continue to monitor the data and explore 'unknown' data to understand the rationale for its prevalence.
Sexual Orientation	We have seen a decrease in 'unknown or prefer not to say' - from 17.15% in 2021 to 12.32% which indicates a greater level of comfort in disclosing this information. An increase in declaration of LGBTQ+ (including the category of 'other') can also be seen – from 5.99% in 2021 to 12.56% this year. Also of note is a small decrease in heterosexual students.	Continue to monitor the data.
Age	The Higher Education Statistics Agency (HESA) categorise mature students as 21y/o and above. The University has long been an attractive provider to mature students, providing access to Higher Education (HE). As the university has developed partnerships UK-wide, the trend continues and there is an increase in the number of students within the age category 25-44 y/o (+4.5%) and a decline in representation in the age category 18-24 y/o (-5.48%).	Continue to monitor data, noting that national population data forecasts an increase in the 18-21 y/o UK population.
Religion	There is an increase in the response 'prefer not to say' and a decrease is 'no religion' disclosure (-5.89%). The HESA statistical bulletin referenced above, states students with no religion or religious belief account for 48% of all students (based on 2020/21 data). There has been an increase in students disclosing as Christian (+4.41%) and Buddhist, Hindu, Jewish, Muslim or Sikh (+0.27%).	Ongoing monitoring and review.

Progress against our Institutional aspirations 2021-22

2021-22 saw the following areas of focus progressed. Our achievement against these areas is charted below:

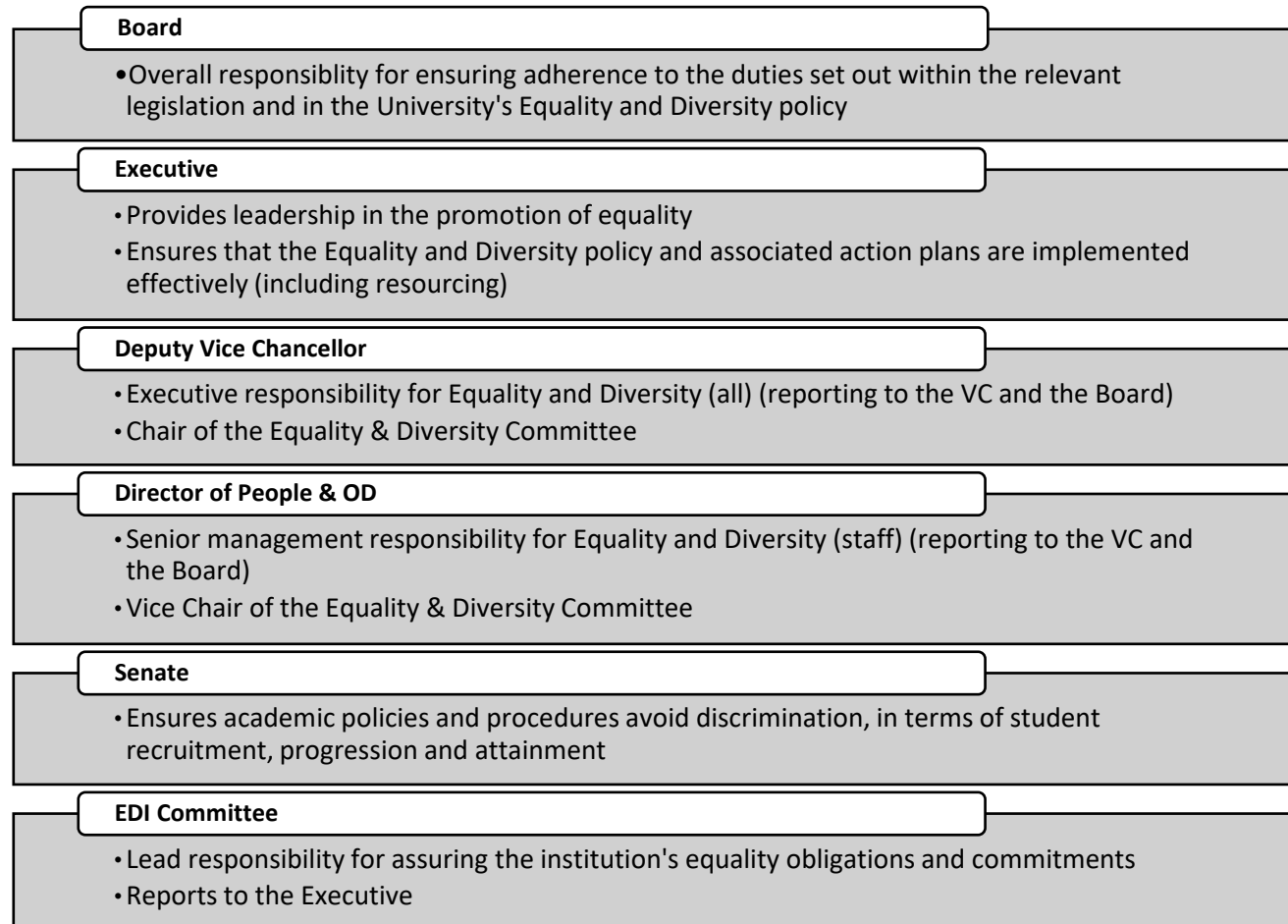| Focus / Activity Area	Progress / Achievements / Highlights 2021-22
Access and Participation	Most significant in our APP evaluation this year has been our ongoing work in relation to the impact of block and blend on student success (continuation and achievement). While full data against all targets are yet to be published, analysed, and verified, tracking indicates that we expect to meet or exceed the targets set in relation to the following: **PRS_3 Reducing the percentage gap between the attainment rates of white and BAME students:** In 2021/22 the target is set to reduce the gap to 14%. Provisional data anticipates that this might be reduced to 6%. **PTS_5 Reducing the percentage gap between the attainment rates of POLAR4 Q 5 and Q1 students:** In 2021/22 the target is set to reduce the gap to 13%. Provisional data anticipates that this might be reduced to 1% **PTS_6 Reducing the percentage gap between the attainment rates of IMD Q 5 and Q1 students:** In 2021/22 the target is set to reduce the gap to 9%. Provisional data anticipates that this might be reduced to 2% During this period, we have also submitted, as requested by OFS, a series of variations which indicate the work that the University will undertake during 2023/4 in refocus attention on areas highlighted by the Director of Fair Access**.** These areas include working with schools to raise attainment in the pre-16 population, setting out how access to HE for students from underrepresented groups lead to successful participation on high quality courses and good graduate outcomes and to seek more diverse pathways into and through HE through expansion of L4 and 5 courses and degree apprenticeships. The variations submitted have been accepted by OFS, and we note that these are expected to inform much of the anticipated risk-based targets in the next period of APP planning 2024/25 – 2027/28.
Liberating the Curriculum	The Liberating the curriculum group is established to review our approaches to learning, teaching and assessment and ensure that all assumptions are challenged and institutional (or systemic) barriers to participation, engagement and success are eliminated for all protected characteristics. During this academic year, a small task and finish group has begun this work by undertaking a series of workshops designed in collaboration with AdvanceHE. These included staff from across the academic and professional services communities as well as student representation. Areas covered included: understanding EDI in learning, teaching and assessment, EDI in curriculum design, EDI in assessment and feedback and student collaboration, engagement and experience. This work and initial areas for discussion were taken to the summer Learning and Teaching Conference.

Addressing Harassment and Sexual Misconduct	The Office for Students (OfS) published the expectations placed on Higher Education Providers (HEPs) on preventing and addressing harassment and sexual misconduct within their communities. As such, the University conducted an initial mapping exercise of our institutional activity and commitment and enacted an action plan for 2021/22. Safeguarding Officers regularly reported on progress to the Senior Leadership Team (SLT). A targeted action for this topic has been developed for 2022/23. Early in 2022/23, the university will publish a commitment statement and a valuable partnership with Suffolk County Council has commenced to deliver on objectives set out in reducing violence against women and girls (VAWG) national strategy working with the Safer Streets Team.

Additionally, initiatives were delivered across the university supporting the Hate Crime Awareness, White Ribbon and Sexual Abuse and Sexual Violence Awareness campaigns with support from local stakeholders such as Suffolk Rape Crisis and Survivors in Transition.

A Domestic Abuse Policy was launched in January 2022 with a staff and student online training programme in development and due to be launched early in the 2022/23 academic year. Six staff are trained as Domestic Abuse Champions (DACs) who are matched as support for victims and a single point of contact for external agencies. |
| **Trans Policy** | In December 2021 the University published a Trans Equality Policy which sets out its commitment to the staff and student experience. Support is available to both staff and students via their line manager or Student Life Department respectively. |
| **Research** | Research was conducted into staff and student perceptions and experience of reasonable adjustments in teaching/learning at the University of Suffolk. Data was gathered through survey and focus groups. Research findings were disseminated via committee and at the Learning and Teaching Conference, thus informing staff awareness and practice.

Furthermore, a multi-disciplinary task and finish group utilised the research findings to review policy and practice, culminating in enhancements implemented to the reasonable adjustment process for students. These enhancements will be brought together through the launch (due December 2022) of an online reasonable adjustment agreement which will be shared electronically to key parties, with student consent. Changes to this process enhance mutual understanding of the application of reasonable adjustment and greater efficiencies and security in sharing information. |

Our Student / Institutional objectives and aspirations for 2022-25

Our key Student / Institutional EDI objectives for 2022-25 are provided in Part 4 and form part of our institutional EDI action plan.

Part 3: Governance

Governance of EDI at University of Suffolk is given via the following structure:

Board
- Overall responsiblity for ensuring adherence to the duties set out within the relevant legislation and in the University's Equality and Diversity policy

Executive
- Provides leadership in the promotion of equality
- Ensures that the Equality and Diversity policy and associated action plans are implemented effectively (including resourcing)

Deputy Vice Chancellor
- Executive responsibility for Equality and Diversity (all) (reporting to the VC and the Board)
- Chair of the Equality & Diversity Committee

Director of People & OD
- Senior management responsibility for Equality and Diversity (staff) (reporting to the VC and the Board)
- Vice Chair of the Equality & Diversity Committee

Senate
- Ensures academic policies and procedures avoid discrimination, in terms of student recruitment, progression and attainment

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

Equality, Diversity & Inclusion Committee (EDIC)

The Equality, Diversity, and Inclusion (EDI) Committee meets three times a year to:

- Monitor the key areas of the institution's performance and priority areas agreed for the year in relation to EDI (currently: Access and Participation Plan; Athena Swan, Liberating the Curriculum and People)
- Keep relevant policies and procedures (which influence or are influenced by EDI matters) and their Equality Impact Assessment (EIA) under review
- Set, monitor, and report progress against equality objectives

The Committee has membership from across the institution's community, including academic representatives, professional service managers, the recognised trades unions and the Students' Union.

Members of the Senior Leadership Team are responsible for leading the implementation of the Equality and Diversity approach and action planning in relation to employee and student matters within their own Schools and Directorates/departments; and ensuring that all their staff know their responsibilities and receive support and training in carrying these out.

All members of the institution's community have a responsibility to support the aims and objectives of the Equality and Diversity Policy, ensuring that their behaviour towards each other and to the wider external community is respectful, encouraging a positive and inclusive environment.

Part 4: Summary Action Plan

Our strategic action areas are documented below and span areas of focus in respect of staff, students, and overall institution. Some activities have an earlier anticipated completion date. Some activities require a longer period for embedding. The completion date given is for the objective to be fully embedded and in place.

Focus	Strategic Objectives (2022-25)	Completion Date
PEOPLE (STAFF)		
Talent & OD	Increase diversity in our recruitment panels	2024
	Seek opportunities to increase employment of males, especially in the lower and lower-mid pay quartiles	2025
	Seek opportunities to increase the employment opportunities for those aged 25 and under.	2025
	Improve outcomes for Global Majority applicants at shortlisting and interview stage of recruitment, and female Global Majority individuals in senior management (grade 7+) roles.	2025
	Review and update (as necessary) progression criteria and processes to ensure they remain equally achievable for those who are part time or returning from maternity/paternity/parental or adoption leave.	2023
	Improve understanding and awareness of disability in the workplace – including support and reasonable adjustments which may then reduce barriers (including neurodiversity) and increase employment within UoS of individuals with disabilities.	2025
Culture	Athena Swan bronze submission in March 2023	2023
	Annual Staff Surveys aiming to continuously improve engagement, protected characteristic declaration and reduce 'prefer not to say' categorisation.	2025
	On-going monitoring of EIA completion.	2025
	Continue building effective relationships with our Network Chairs, to support the wider EDI agenda.	2025
	Embedding of our Values and Behaviours within the employee lifecycle – to ensure alignment of 'what we do and how we do it' – with positive people practices at the fore.	2025

Performance	Continued improvement in the data available to managers through the Business Partnering relationship – to ensure data tells an up-to-date story – and is an enabler for improved people practices across our institution.	2023
	Application of an EDI lens across our People processes and outcomes.	2025
	Review onboarding processes with an EDI lens to improve retention of staff within first 2 years of employment	2025
Digital	Proactive data capture/improvement in relation to personal characteristics – updating information held and encouraging individuals to reduce 'prefer not to say' denotations.	2025
	Continued improvements in self service options including updating of personal information – to ensure characteristics which change (i.e., marital status, disability etc) are captured – to aid better understanding and accurate employee profiling.	2025
STUDENT / INSTITUTIONAL
APP	Achieve targets set	2023/24
	Write and submit new APP for 2024/2028	2023
Liberating the Curriculum	Define the UOS approach to a liberated curriculum, including EDI in curriculum design, assessment, feedback, and collaboration.	2023
	Publish the Liberated Curriculum framework as art of the course design blueprint and underpinning the learning and teaching strategy.	2023
	Develop discussion fora, guidance, and toolkits	2024
Harassment and Sexual Misconduct	Continue to implement the strategic action plan and report progress into the Senior Leadership Team (SLT) and University Board.	2023
Research	Following the launch of the new reasonable adjustment process due in December 2022, an efficacy review will be completed.	July 2023
	Continue to monitor the progress of APP objective - to close the student attainment gap for full time students with disability compared to full time students with no disability.	2023/24

Part 5: Acknowledgements

The following staff are thanked for their input to the creation of this Annual Report:

Julie Burton – Director of People & Organisational Development

Jo Campbell – Head of People

Chantalle Hawley – Assistant Director of Student Life

Ellen Buck – Director of Learning & Teaching

Publications Team