Cranfield University

Equality, diversity and inclusion annual report

August 2021 – July 2022

At Cranfield, we are committed to promoting diversity and inclusion, going beyond our legal obligations. The implementation of our Diversity and Inclusion Strategy and the embedding of our University values are helping us to maintain and promote an inclusive environment for our entire staff and student community.

> **"We will provide a collaborative and supportive working and learning environment, which embeds equality of opportunity and the rights of individuals in all its operations, and treats everyone with dignity and respect."**
>
> University Charter

This report provides a snapshot of our staff data for 2021/22 and demonstrates the progress made against our seven strategic aims outlined in our 2017-2022 Diversity and Inclusion Strategy.

Aim 1	Ensure all objectives are evidence-based and impact can be measured and monitored.
Aim 2	Increase the recruitment, selection and retention of diverse staff.
Aim 3	Increase the diversity present in senior management roles.
Aim 4	Embed an inclusive and respectful culture, which enables staff to value the benefits of diversity.
Aim 5	Demonstrate Cranfield's reputation as a diverse and inclusive employer by achieving awards, in particular Athena SWAN, Stonewall and HR Excellence in Research.
Aim 6	Champion a culture where disabled staff are able to fulfil their potential.
Aim 7	Develop a consistent approach to work-life balance and family-friendly policies and procedures.

> When developing our shared values, diversity was a key theme that our staff told us makes them feel proud to be part of Cranfield.
>
> **"I'm proud of Cranfield's diversity – everyone is valued."**

Overview

Gender

Key highlights:

- Increase in shortlisting and offer rates to female applicants.
- Increase in women on the University's Council, Executive and Senior Management Team.
- Launch of improved family friendly policies and hybrid working.

Key challenges:

- Attraction of female applicants remains low.
- Ensuring all of our staff feel a sense of 'inclusion'.

Actions:

- Take bolder actions to attract female talent.
- Raise awareness of the importance of the role of allies/mentors.

Ethnicity

Key highlights:

- Launch of our EmbRace staff network.
- Race equality training pilot rolled out to our staff community.

Key challenges:

- Attracting, recruiting and retaining ethnic minority talent at all levels.
- How to help staff feel less fearful of 'saying the wrong thing' and causing offence.

Actions:

- Engage with our local communities to attract more ethnically diverse talent.
- Take positive actions to recruit more ethnically diverse talent.
- Improve retention rates through staff engagement and development.

Disability

Key highlights:

- Increase in staff sharing a disability with the University – this has risen to 5% which is now in line with the sector.
- Increased visibility of the Cranfield Disability Network and the positive engagement between the network and the Equality, Diversity and Inclusion team (ED&I) team to drive change.

Key challenges:

- Inconsistent practices when providing support and adjustments to disabled colleagues.

Actions:

- Continue to engage with our disability network to encourage more staff to share any disabilities with us and openly discuss disability-related topics.
- Continue to raise awareness and engage with line managers, particularly around reasonable adjustments and accessibility.

LGBTQ+

Key highlights:

- LGBTQ+ group in its infancy and making progress to becoming part of our established networks.
- Celebration of LGBT History month and Pride month for the first time.

Key challenges:

- Low levels of staff sharing their sexual orientation or feeling confident to share it.

Actions:

- Continue to raise awareness and make staff feel more comfortable about sharing their sexual orientation/gender identity (if they wish to) and providing appropriate support.

Staff gender profile

The gender balance across the University has remained stable, with a modest increase of 1%, bringing the total women within our workforce to 47%. We continue to invest effort in increasing the proportion of women across our University through our attraction and recruitment strategies.

A large proportion of women are in professional and support roles, working part-time and are in lower salary bands (reflecting sector trends). This is highlighted in the Figures below and in our Gender pay gap report.

Figure 1. **Female staff by School/Professional Support Unit (PSU)**

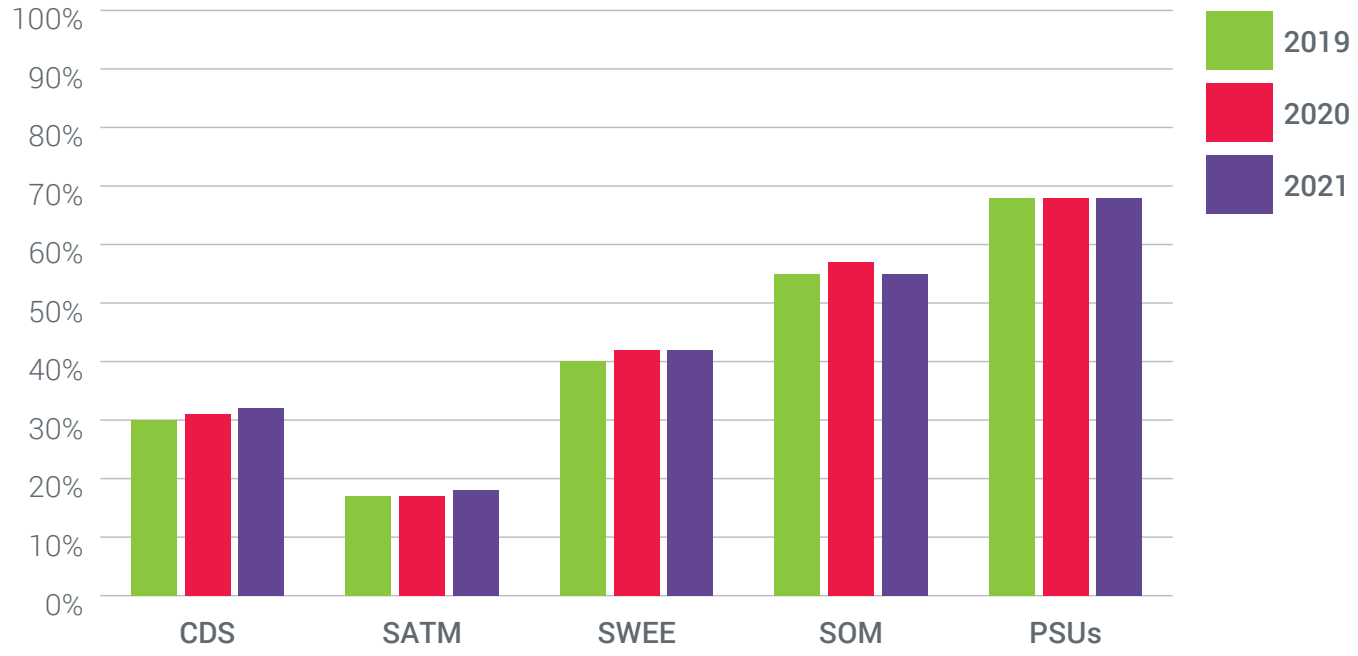
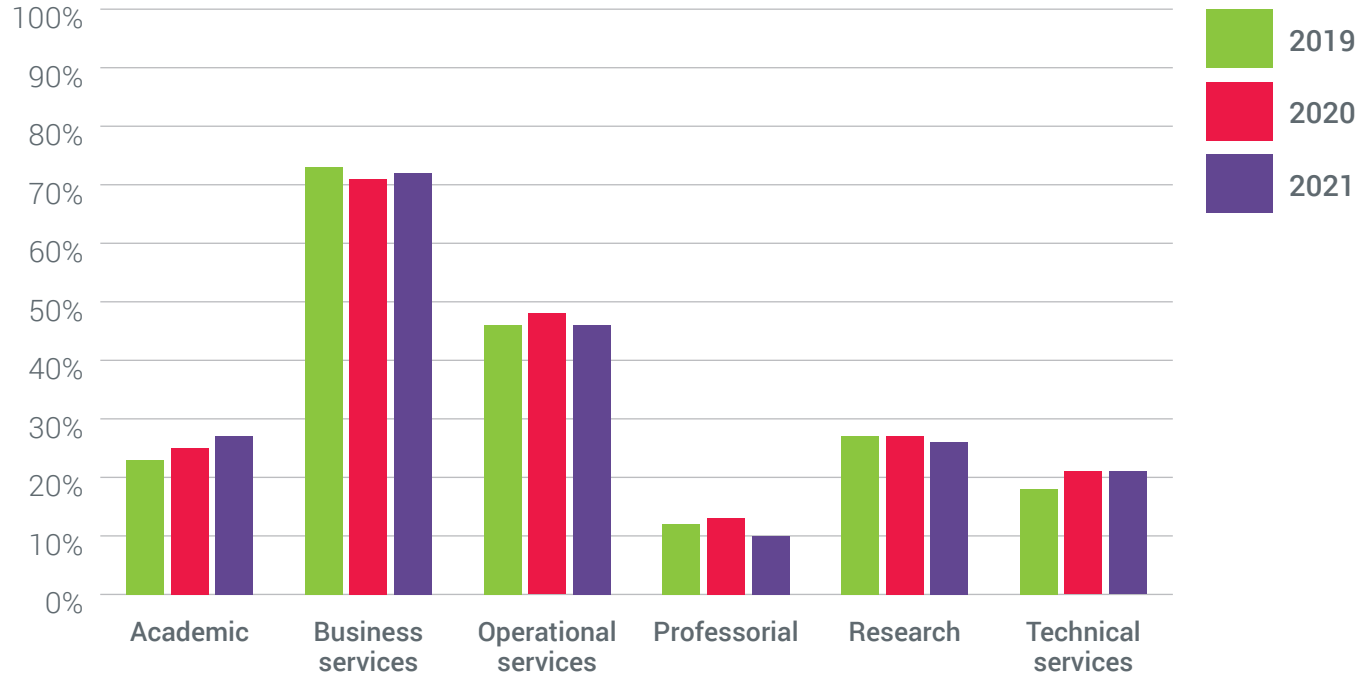


Figure 2. **Female staff by occupational group**



Our focused recruitment and development initiatives have led to a 15% increase in the number of female academics across the University from 84 to 97 (male academics increased from 258 to 264). The number of female researchers however has decreased from 72 to 62, which is largely due to staff changes in our School of Water Energy and Environment which saw three female researchers being promoted, one leaving and some fixed-term contracts ending.

At 27% of female academics, we remain behind the sector benchmark of 46%. This benchmark figure must be treated with some caution as it includes arts and humanities as well as a range of STEM subjects.

In the sector, the proportion of female academic staff in STEM is 43% and non-STEM is 51%, which is just above the percentage of female academics in SOM, at 47%.

There has been a decrease in the number of female professors (from 13 to 11) and an increase in male professors (from 90 to 96). Therefore, due to the low numbers in this group, this has affected the percentage of female professors.

Our activities will continue to centre on the attraction, selection and retention of academics and non-academics from underrepresented groups, through our Athena SWAN action plans, as well as the Women in Defence and Women in Aerospace and Aviation Charters.

In addition, there is a huge amount of outreach activity taking place across the University to engage with local schoolchildren and communities. The University's revised public engagement strategy will help this activity to become more consistent and coordinated. ED&I plays an integral part in public engagement, and it is essential that we attract talent from a range of diverse backgrounds and widen student participation in higher education.

Professorial range review (PRR)

When looking at the overall figures of those submitting a PRR application, it is encouraging that, despite the low number of females in our professoriate, 60% submitted a case for review, compared to 31% of males.

Equally, of the females submitting a case, 83% were awarded an increase compared to 81% of males.

Table 1. **Gender breakdown of senior committees of the University**

The lack of female representation is reflected in our senior committees, particularly Senate.

It is encouraging that in the last 12 months we have seen an increase in women on the University Executive, Council and the University SMT.

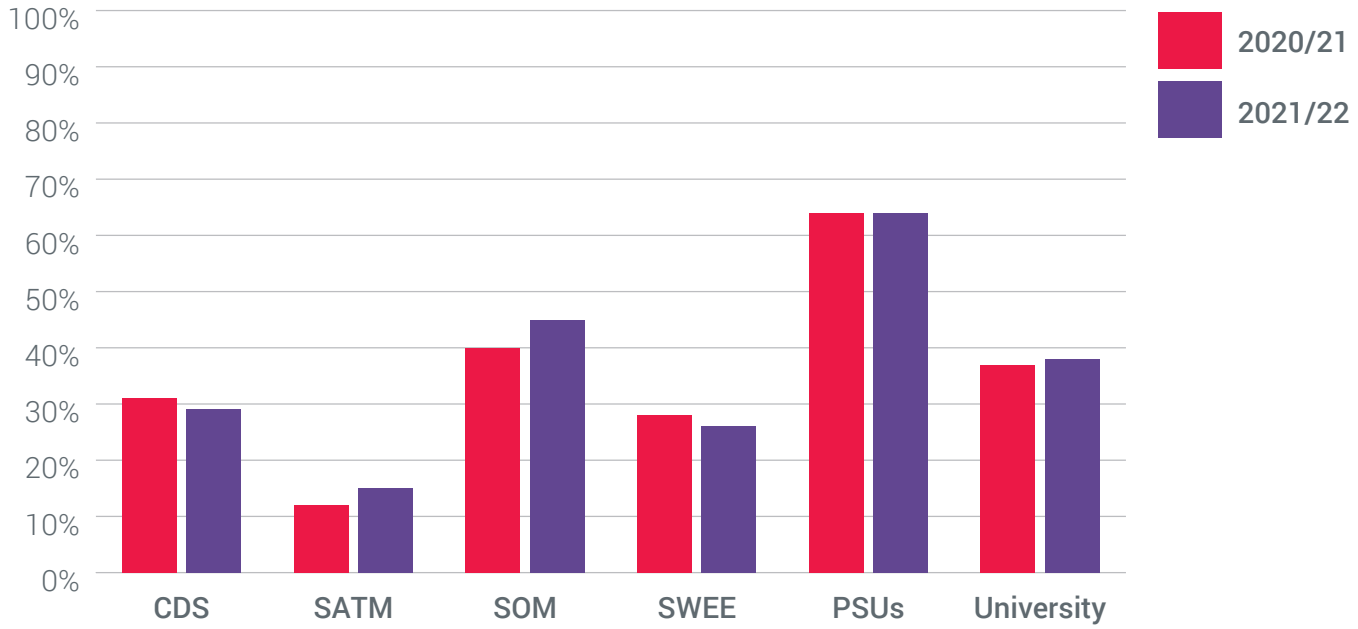
Committee	% Female	% Male
Council	53 (50)	47
University Executive	31 (25)	69
University SMT	28 (25)	72
Senate	13 (13)	87

**figures in brackets show 2020-21 breakdown.*

Our Athena SWAN action plan outlines how we will continue to increase female representation at senior levels (which is a sector-wide issue). Some additional actions we are planning to implement/pilot are:

- promote wider development opportunities for all employees through apprenticeship programmes, internal and external secondments and University-wide working groups;
- expand and further develop our mentoring opportunities;
- foster a coaching culture across the University;
- enable staff to realise their potential and career aspirations through effective and inclusive development, talent management and succession planning;
- develop meaningful career pathways and opportunities for progression for all job families.

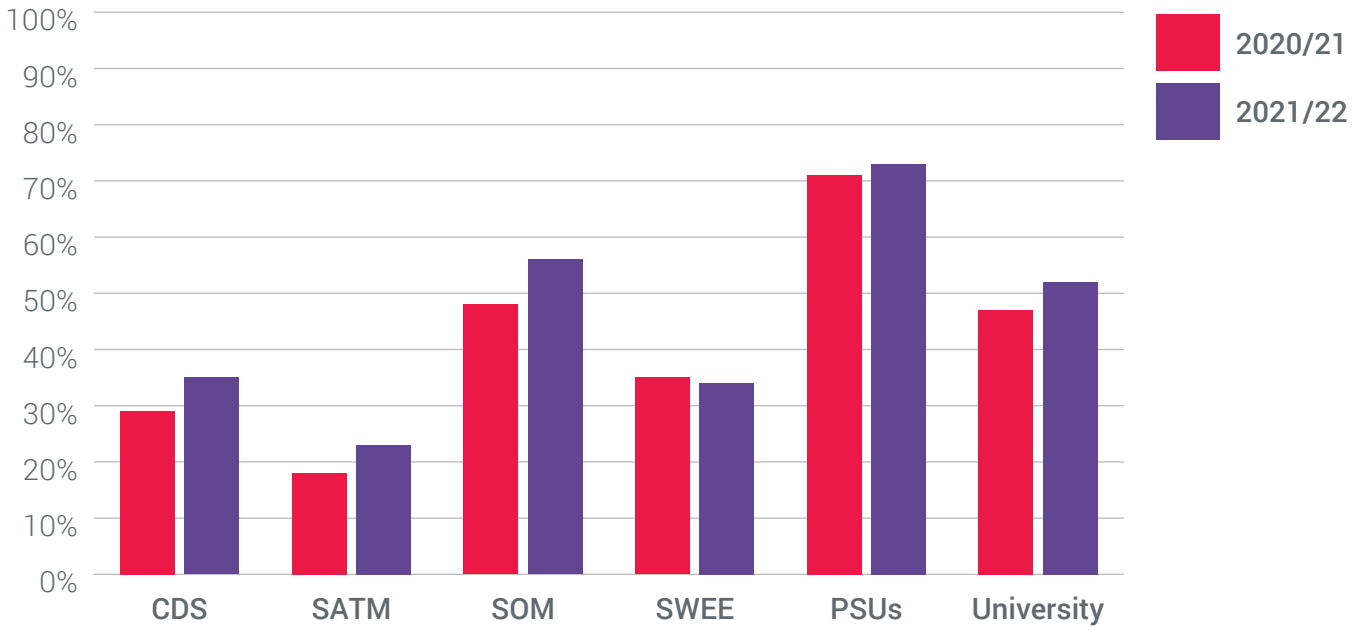
Figure 3. **Female applicants**



38% of all applicants were female, which is a small increase on the previous year.

The number of applications for vacancies fluctuates annually depending on the recruitment campaigns and number of vacancies advertised. For example, the number of vacancies across the University increased between 2019/20 and 2020/21 but decreased in 2021/22 leading to an overall decrease in applications when compared to 2020/21.

Figure 4. **Females shortlisted**

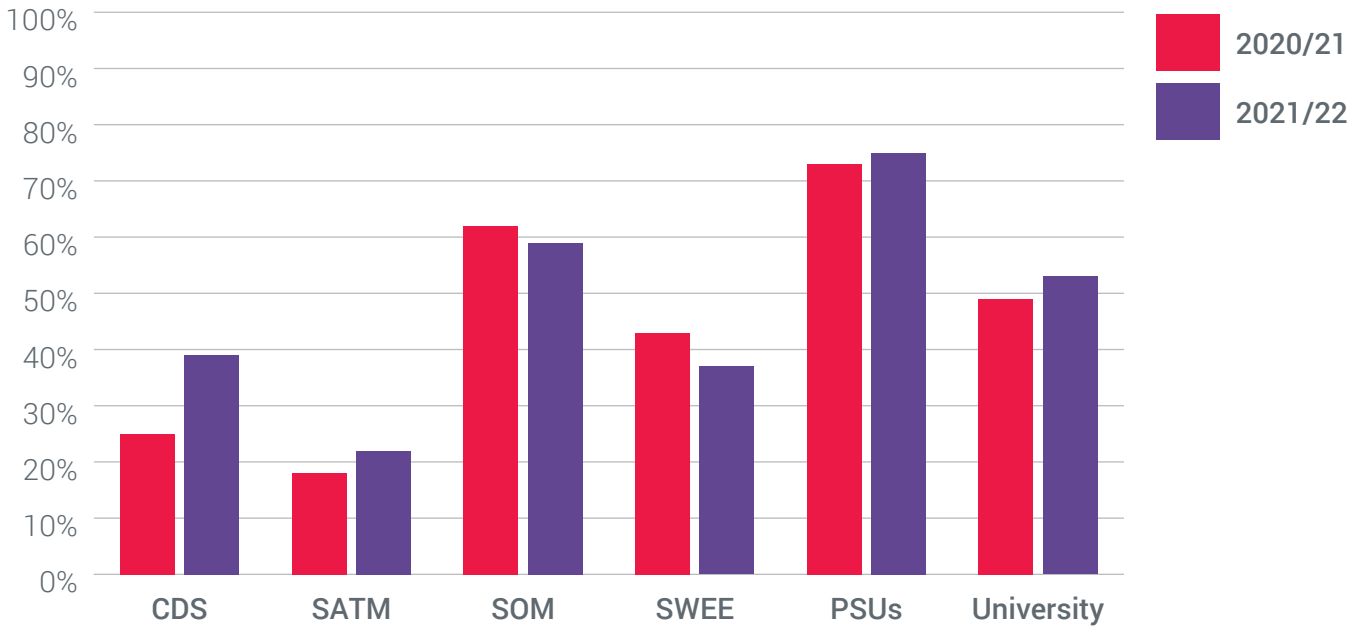


52% of all applicants shortlisted were female, which increased from 47% in the previous year.

Figure 4 above highlights that the proportion of females shortlisted has increased in the majority of our Schools and PSUs.

We have experienced some of the impacts of the 'great resignation' and the associated salary inflation arising from the current economic climate, however it is positive to see that there has been an increase in females being shortlisted for roles across the University. This shows that the steps that are being made to increase attraction, such as improved adverts, job descriptions and candidate engagement, are having a positive impact.

Figure 5. **Offers to females**



53% of all offers made were to female applicants, an increase from 49% in the previous year.

The number of offers to females has increased in Cranfield Defence and Security, School of Aerospace Transport and Manufacturing and in our PSUs. We have seen a decrease in offers to females in our School of Management and School of Water, Energy and Environment, but in both of these areas the offers to men have also stabilised with no or minimal increase.

It is encouraging to see that the percentage of successful female candidates increases as they progress through our recruitment and selection processes (conversion rates from 'apply to offer' are higher for female applicants than male). Our challenge therefore is related to attraction – we need to take bolder actions to attract female talent to Cranfield and challenge non-diverse longlists/shortlists.

Some of our planned actions in this area include:

- deliver inclusive innovative and best practice recruitment initiatives that enable the attraction and selection of talent and promote the achievement of our ED&I goals;
- secure our reputation as an 'employer of choice' within the local community and wider population;
- conduct regular recruitment surveys, monitoring trends and addressing feedback to enhance the candidate and hiring manager experience;
- transform our recruitment policies, processes, and practices to provide an efficient and effective recruitment service to stakeholders and candidates;
- create an inspiring and welcoming experience for all candidates and new colleagues.

Table 2. **Leavers profile**

	2019/20	2020/21	2021/22
Total leavers	208	184	273
Voluntary leavers	118 (57%)	115 (63%)	180 (66%)
Involuntary leavers	90 (43%)	69 (37%)	93 (34%)

We have seen an increase in the number of colleagues leaving the University voluntarily, which is in line with the sector and beyond. This is referred to nationally as the 'great resignation' following the Covid-19 pandemic, which led to people evaluating their career, life choices and long-term goals. This has also resulted in the 'great retirement', which is something that Cranfield is also seeing the impact of.

Table 3. **Staff turnover by occupational group**

	% turnover – all		% turnover – voluntary		% turnover – non-voluntary	
	Female	Male	Female	Male	Female	Male
Academic*/Professorial	11%	9%	9%	8%	2%	1%
Business/Operational	13%	15%	11%	11%	2%	4%
Research/Technical	32%	32%	11%	15%	21%	16%
University	**15% (10%)**	**18% (13%)**	**11% (7%)**	**11% (7%)**	**4% (3%)**	**7% (5%)**

**Hesa figures show the sector turnover for academics is around 17%. The percentages in brackets are last year's figures.*

We have seen an increase in voluntary turnover of staff in all occupational groups over the past year, but we remain below the sector benchmarks and will continue to review this.

The PSUs have seen the biggest increase in leavers over the past year for both male and female staff, with female leavers significantly higher, citing lack of career prospects as their reason for moving on.

Our data shows that the key reasons for voluntary turnover in all occupational groups for both male and female staff are:

- career prospects;
- relocation;
- retirement.

Actions taken: family-friendly policies/benefits

In the past 12 months, we have been reviewing our family-friendly policies/benefits to benchmark ourselves against the sector. In doing so, we have:

- increased our enhanced maternity pay scheme from eight weeks full pay to 22;
- reviewed our paternity/partner policy, making paternity/partner leave a day one right;
- launched a carers fund at the end of 2021 to enable colleagues with caring responsibilities to access financial support for attending work-related training;
- implemented our working arrangements framework (hybrid working).

Staff ethnicity profile

The overall proportion of staff from an ethnic minority background has steadily increased year-on-year from 16% in 2018/19 to 19% in 2020/21, with little change in 2021/22. This is largely due to an increase in international (rest of world – ROW) ethnic minority staff as highlighted in Table 4 below.

Table 4. **Staff nationality and ethnicity breakdown**

	2019/20		2020/21		2021/22	
	Count	%	Count	%	Count	%
EU – Ethnic Minority	13	1%	13	1%	13	1%
EU – White	188	11%	188	11%	188	11%
ROW – Ethnic Minority	134	9%	175	11%	184	11%
ROW – White	29	2%	40	2%	43	3%
UK – Ethnic Minority	112	7%	118	7%	116	7%
UK – White	1019	66%	1049	64%	1053	64%
Undisclosed	54	3%	58	4%	56	3%

Table 5. **UK ethnicity breakdown**

	Count	%
Asian or Asian British – Indian	29	25%
Other Asian background	16	14%
Chinese	14	12%
Asian or Asian British – Pakistani	10	9%
Black or Black British – African	9	8%
Black or Black British – Caribbean	9	8%
Other ethnic background	7	6%
Mixed – White and Black Caribbean	6	5%
Other mixed background	5	4%
Mixed – White and Asian	5	4%
Asian or Asian British – Bangladeshi	3	3%
Arab	2	2%
Mixed – White and Black African	1	1%
All UK Minority Ethnic	**116**	**100%**

One of our aspirations is to reflect our diverse local communities, so it is disappointing that the steady increase in UK staff from an ethnic minority background we have experienced in recent years has slowed down.

Our revised ED&I and People strategies will help us to develop more ambitious plans to attract, recruit and develop more UK ethnic minority staff across the University. This will build on the actions that our staff race/ethnicity network (EmbRace) and ED&I team have implemented, such as rolling out race equality training and holding an EmbRace launch, where ethnic minority staff shared their experiences, helping raise awareness with colleagues from across the University of challenges they face.

While not currently a statutory requirement, we are planning to undertake an ethnicity pay gap review. In line with the gender pay gap, it will explore the difference between the average salaries and bonus/reward payments received by white and minority ethnic staff at Cranfield, as well as our workforce distribution in terms of ethnicity. The report will provide us with a baseline on which to establish our objectives and actions in this area.

Figures 6 and 7 below highlight the ethnicity breakdown in the schools and occupational groups across the University, which have had very little change since 2020/21. Once again, they reflect our international population of academic and research staff, compared to PSU roles which are more likely to be recruited for locally.

Figure 6. **Ethnicity by School/PSUs**

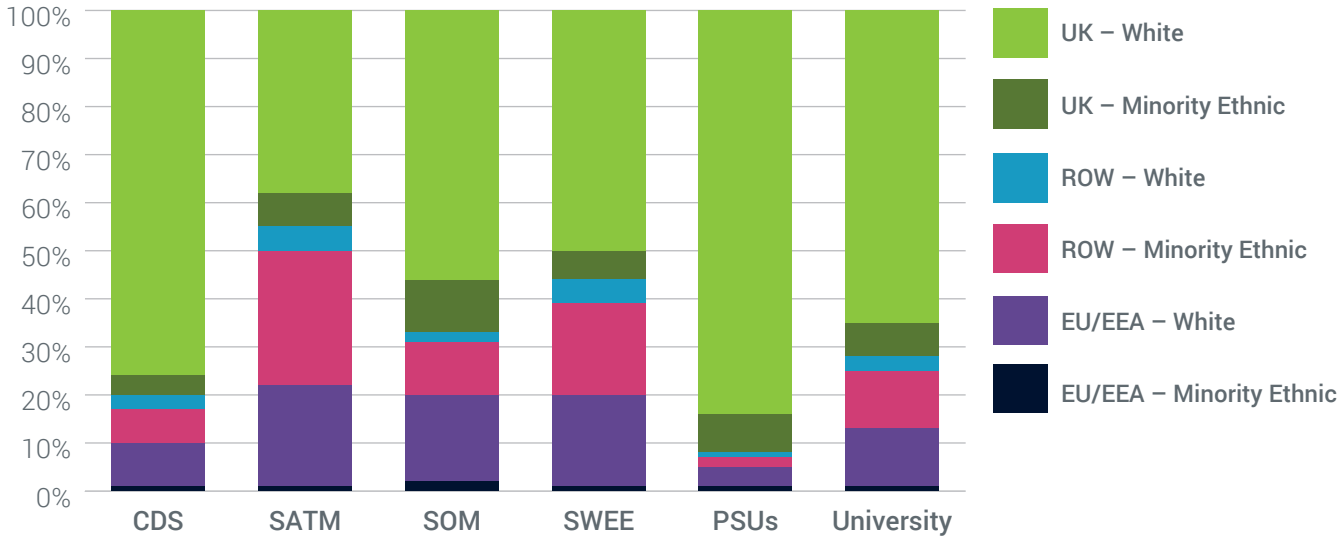
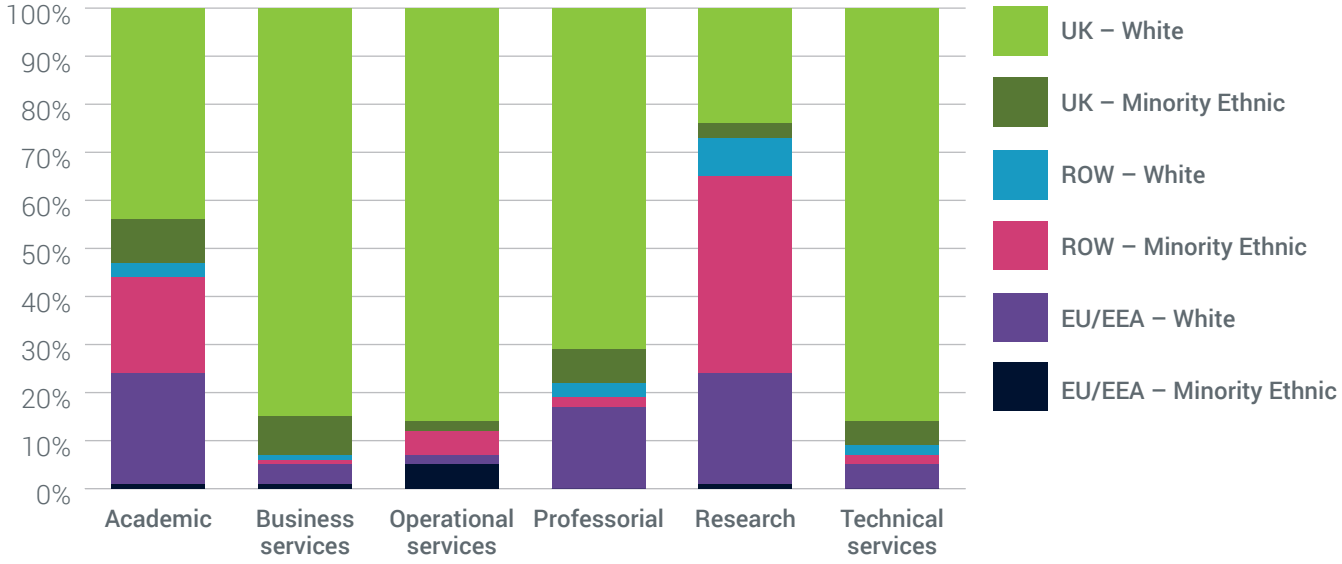


Figure 7. **Ethnicity by occupational group**



Professorial range review (PRR)

When looking at the overall figures of those submitting a PRR application, despite the low number of ethnic minority professors at Cranfield, 52% submitted a case for review, compared to 32% of white professors.

Equally, of the ethnic minority staff submitting a case, 75% were awarded an increase compared to 89% of white professors. This will be monitored to help identify any barriers and a plan to address them.

Figure 8. **Applications by ethnicity**

In recent years, we have seen a gradual increase in the proportion of ethnic minority applicants from the rest of the world (ROW), which is in line with our international recruitment strategy for research and academic-related roles. We will continue to monitor the data and recognise that we are at the tail end of a global pandemic and still experiencing the effects of Brexit and the UK's challenging immigration regulations. We are introducing a visa loans scheme to help with our ability to attract and appoint ROW nationals.

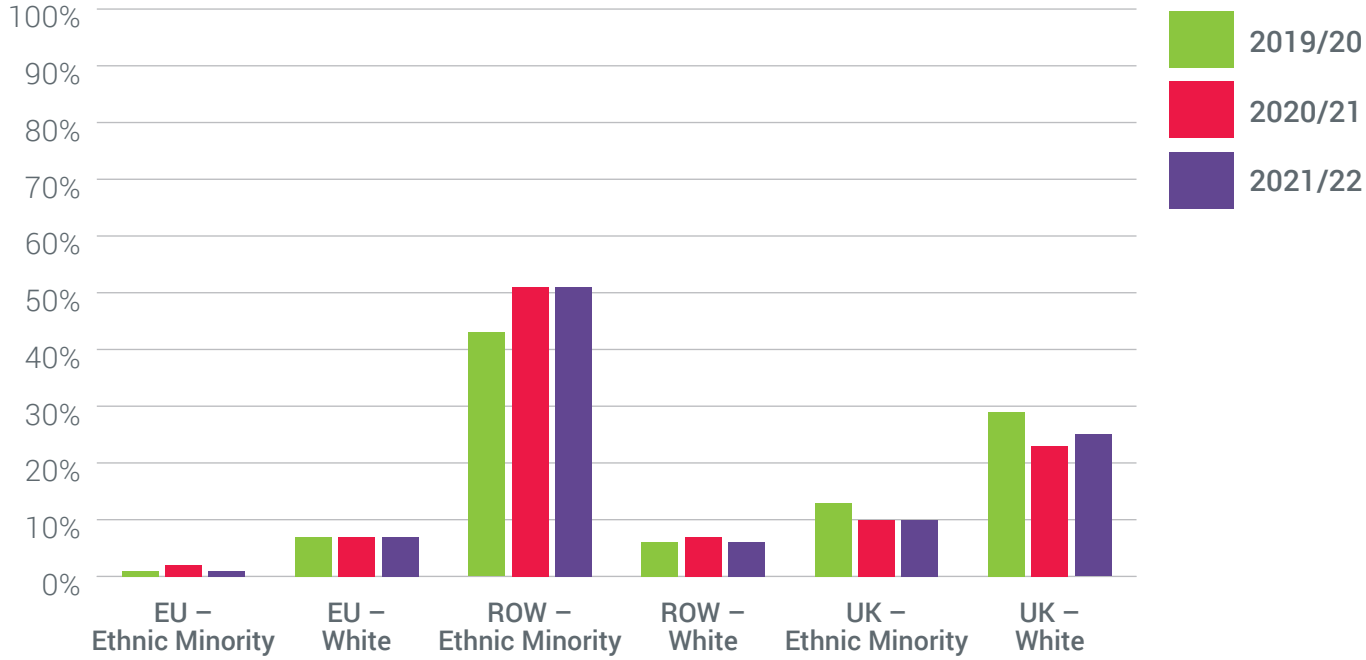


Figure 9. **Shortlist by ethnicity**

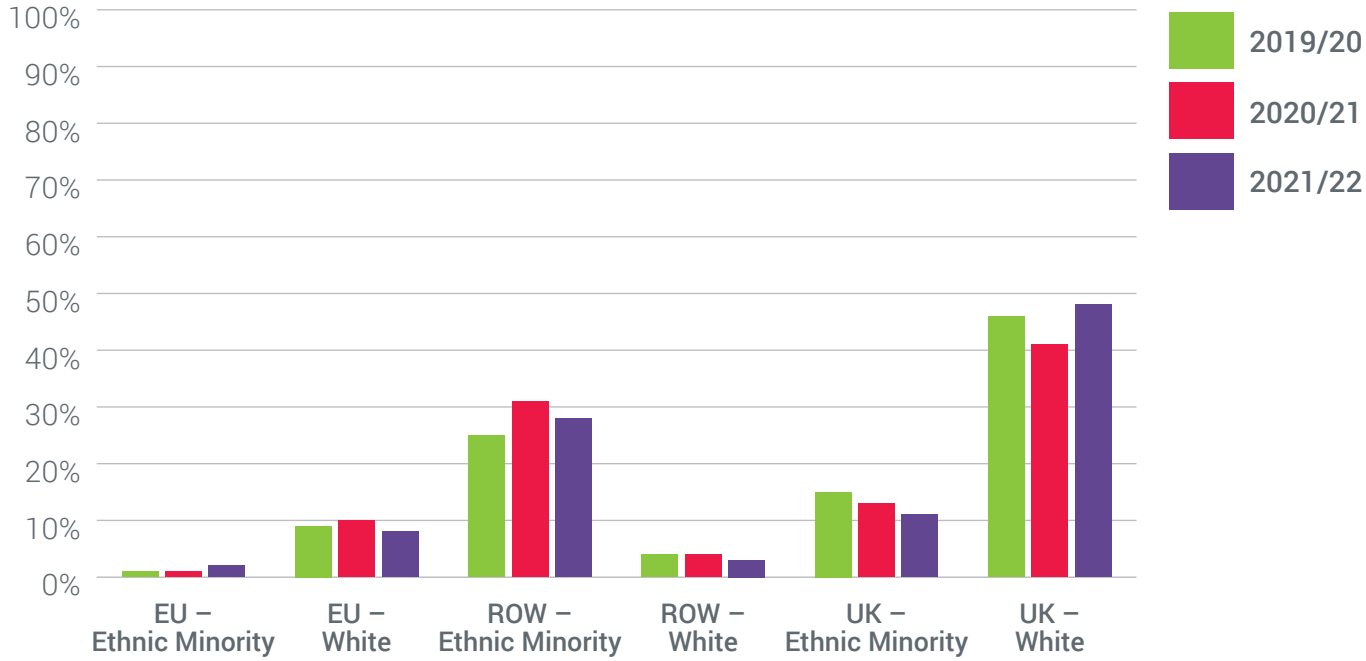
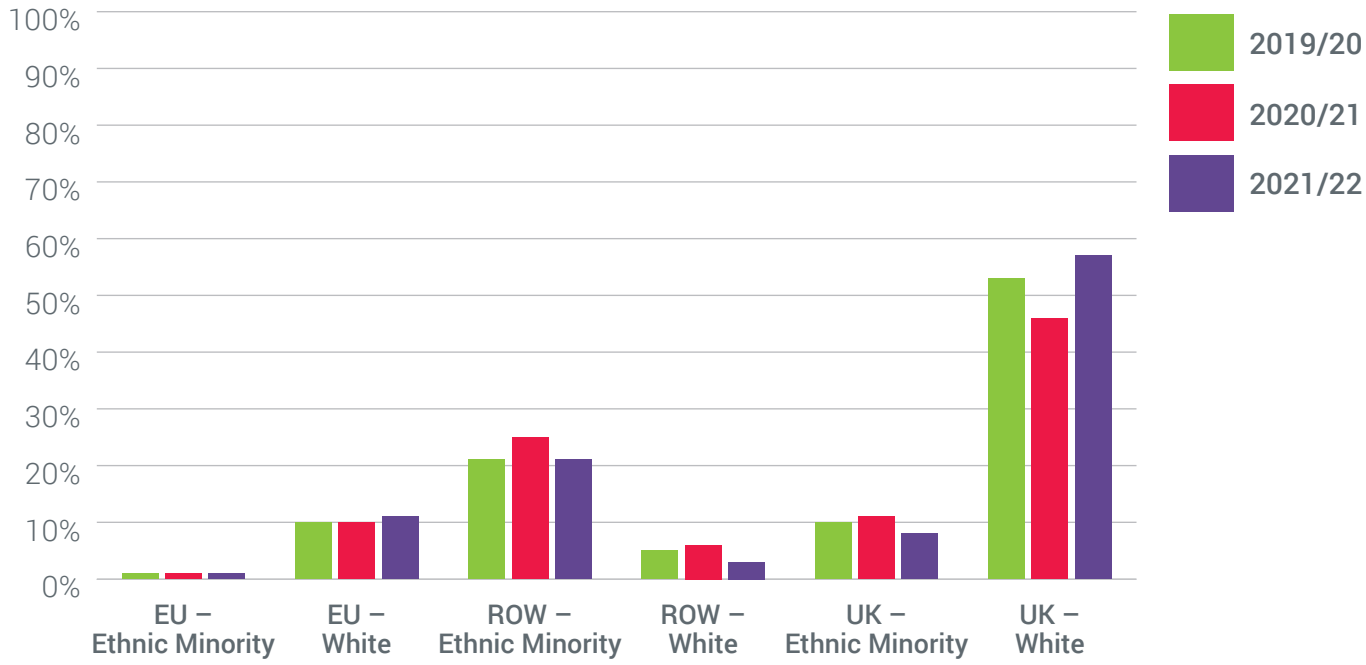


Figure 10. **Offers by ethnicity**



The conversion rates from 'applied to offer' are much lower for ethnic minority applicants when compared to white applicants, as highlighted in the charts above and summarised below.

Table 6. **Conversion rates by ethnicity**

	White	ROW – Ethnic Minority	UK – Ethnic Minority
Applied	25%	51%	10%
Shortlisted	48%	28%	11%
Offered	57%	21%	8%

This is concerning and we will take action to understand why ethnic minority applicants are not as successful as their white counterparts in the recruitment process. Particularly as the rate of UK ethnic minority applicants is decreasing too.

Our operating plan will include actions to:

- identify and eliminate any barriers or apparent bias in the selection process;
- raise awareness and educate staff to feel more comfortable and confident to talk about race equality;
- improve the diversity on our recruitment panels beyond gender;
- support staff to become allies and challenge inappropriate behaviour.

Staff disability profile

Table 7. **Staff sharing a disability**

	2019/20		2020/21		2021/22	
	Count	%	Count	%	Count	%
No disability shared	1482	95%	1545	94%	1552	94%
Disability shared	55	4%	71	4%	78	5%
Undisclosed	17	1%	25	2%	23	1%

It is encouraging that the actions we have taken in this area, identified by the Cranfield Disability Network, are beginning to have an impact. We have seen an increase in staff sharing a disability and we have managed to increase our number in line with the sector benchmark of 5%.

The actions and support that we have implemented in recent years will continue to raise awareness and ensure our staff feel even more comfortable to discuss and share their disability status openly and that managers feel more confident to have discussions around support needed.

Disability rates among staff working in the higher education sector and Cranfield have consistently increased over the last decade. However, we are aware that the numbers recorded do not accurately reflect the proportion of disabled staff as there are still a proportion of staff who choose not to share this information or tick the 'prefer not to say' box.

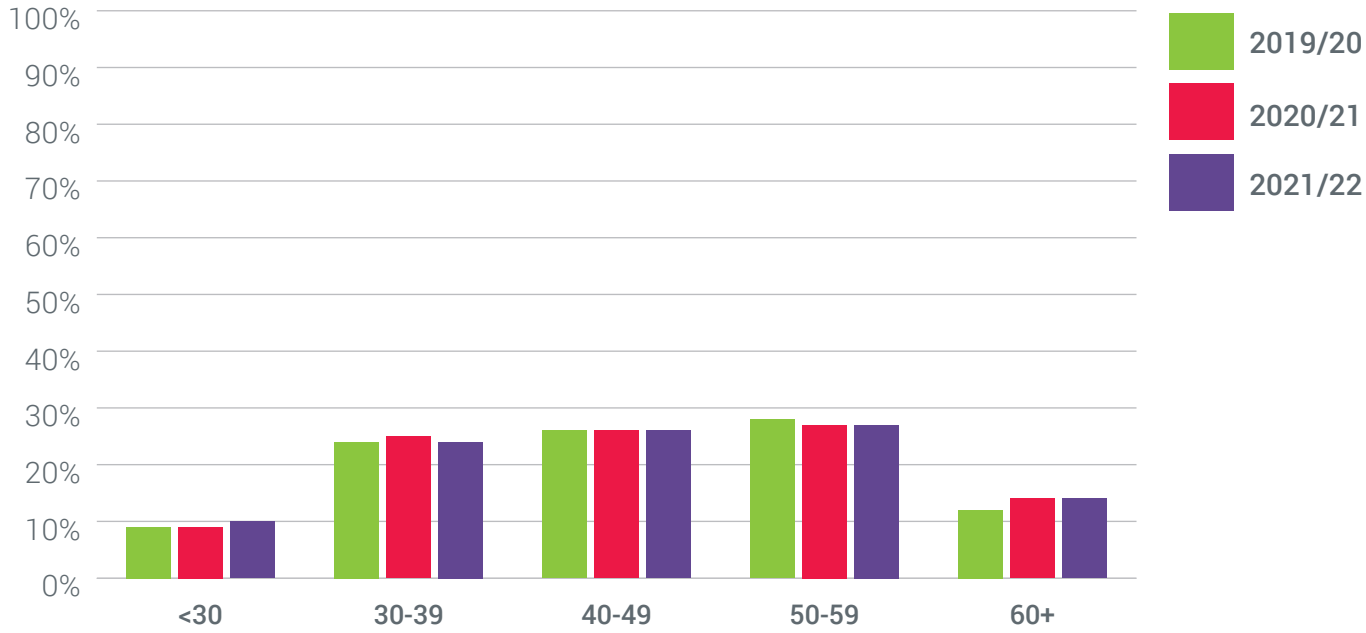
Table 8. **Disability breakdown**

Disability	Count	%
A disability, impairment or medical condition that is not listed above	20	26%
A mental health condition, such as depression, schizophrenia or anxiety disorder	14	18%
A specific learning difficulty such as dyslexia, dyspraxia or AD(H)D	14	18%
A long-standing illness or health condition such as cancer, HIV, diabetes, chronic heart disease, or epilepsy	12	15%
A physical impairment or mobility issues, such as difficulty using arms or using a wheelchair or crutches	8	10%
Two or more impairments and/or disabling medical conditions	4	5%
Deaf or serious hearing impairment	4	5%
Blind or a serious visual impairment uncorrected by glasses	2	3%
	78	**100%**

The majority of categories have remained stable, but there has been an increase in staff sharing 'a disability, impairment or medical condition that is not listed above', which could be as a result of the Covid-19 pandemic, and is something that we will monitor over the coming months.

Staff age profile

Figure 11. **Staff age profile**



On the whole, the age profile of our staff has remained unchanged, with the exception of an increase in the number of staff under 30. This increase is in technical roles and is associated with our focus on apprentice recruitment in recent years.

Table 9. **Age breakdown by job family**

	% within job family						
	Academic	Business Services	Operational	Professorial	Research	Technical	University
<30	1%	8%	11%	0%	21%	24%	9%
30-39	27%	20%	7%	3%	52%	12%	24%
40-49	38%	27%	22%	23%	12%	17%	26%
50-59	22%	33%	33%	32%	11%	29%	27%
60+	12%	11%	28%	42%	5%	18%	14%
	100%	100%	100%	100%	100%	100%	100%

LGBTQ+

We want all colleagues to feel they can bring their 'true self' to work/University every day, to feel comfortable with who they are and confident that they will not experience any harassment, prejudice or discrimination at Cranfield.

Actions such as celebrating LGBT history month in February, Pride in June, as well as including a question on sexual orientation in our last staff survey and becoming members of Stonewall, have all helped to raise awareness and increase staff engagement in the LGBTQ+ agenda. Colleagues from the LGBTQ+ community have been very positive and said they feel like "Cranfield cares about them and is helping them to feel included".

We have a small group of staff who are part of the LGBTQ+ community and allies who have expressed an interest in setting up an LGBTQ+ staff network, and so we are in the early stages of launching one.

We have arranged some informal drop-in sessions to discuss next steps and how staff would like the network to develop over the coming months.

Additional ED&I activity

- We commissioned Advance HE to conduct an ED&I audit of our recruitment and selection processes to identify any barriers to inclusion and actions to address them.
- Established a network chairs meeting so that synergies can be developed between our various staff networks.
- We celebrated National Inclusion Week in September 2022 and used this an opportunity to showcase our staff networks and encourage involvement.
- Local ED&I groups have been set up in our Schools (some with allocated time for Chairs) to progress local action plans and initiatives, working in collaboration with the ED&I team.
- ED&I activity is starting to become embedded into student induction sessions.