



# Staff diversity monitoring report

August 2019–July 2020

**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 create an inclusive environment for our entire Cranfield community.**

This report provides a snapshot of our staff data for 2019/20 and demonstrates the progress made against our seven strategic aims outlined in our Diversity and Inclusion Strategy (see Appendix 1).

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

# Overview

## Gender

### Key highlights:

- Achieved an Institutional Athena SWAN Bronze award under the revised Charter principles for a further five years.
- Increased female representation in SATM (researchers) and SOM (academics).
- Revised flexible working and homeworking policies in place.

### Key challenge:

Slow progress in achieving our targets for increasing numbers of female academics/professors across the University.

### Action:

Prioritise the actions highlighted in our Athena SWAN action plan to attract and recruit diverse talent e.g. continue to promote Cranfield as an inclusive employer and address the potential for unconscious bias within our advertising, shortlisting and interview processes, moving beyond raising awareness to taking positive action.

## Disability

### Key highlight:

- Increased numbers of staff declaring a disability.
- Revised our disability policy which has been endorsed by the Executive and published.

### Key challenge:

Continue to encourage staff to disclose disability and discuss reasonable adjustments.

### Action:

Aim to become a Level 2 Disability Confident Employer in 2021.

## Ethnicity

### Key highlight:

- Our focus on recruiting diverse talent has led to increased numbers of UK and ROW BAME staff and applications from UK BAME staff.

### Key challenge:

Review the conversion of 'applied to offer' rates for BAME applicants, as they are not as successful as white applicants.

### Action:

Agree and implement BAME action plan following internal and external focus groups.

## LGBTQ+

### **Key highlight:**

- Launched discussions with Stonewall to agree best way of engaging with the LGBTQ+ agenda.

### **Key challenge:**

Approximately 2% of staff have identified themselves as gay/bisexual/gay woman/other, so our aim is to make staff feel more comfortable in declaring this and providing appropriate support.

### **Action:**

Join Stonewall and provide appropriate support to LGBTQ+ staff.

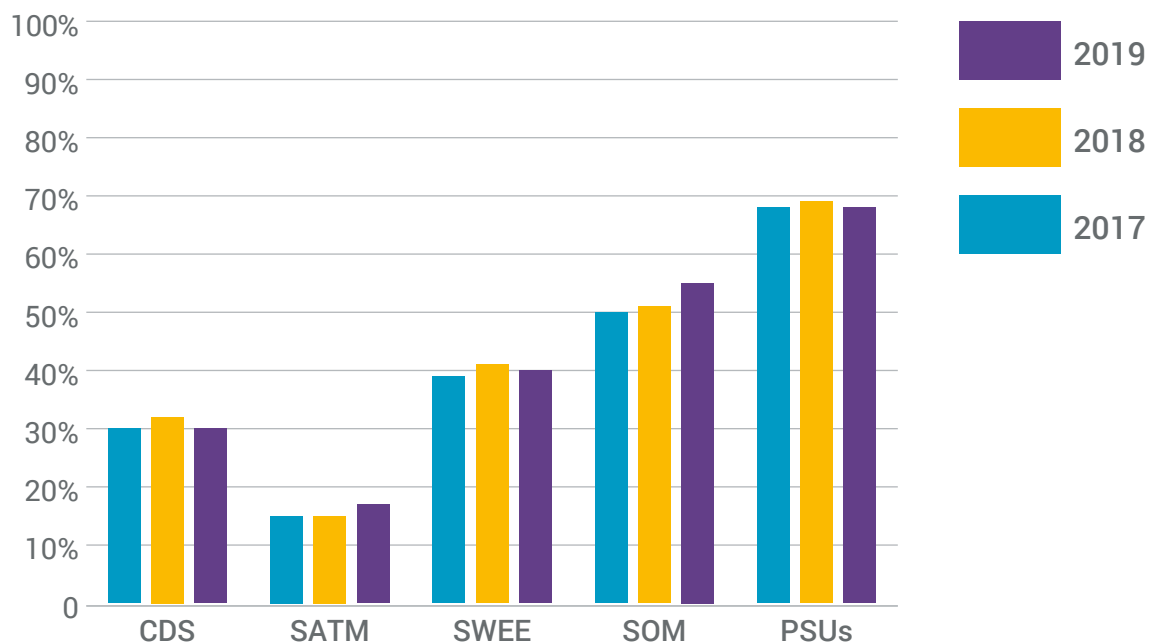
# Staff gender profile

The gender balance across the University has remained stable in recent years at around 46% female. This is lower than the sector benchmark (54%), with more female staff in professional and support areas (reflecting sector trends), as highlighted in Figure 1 below.

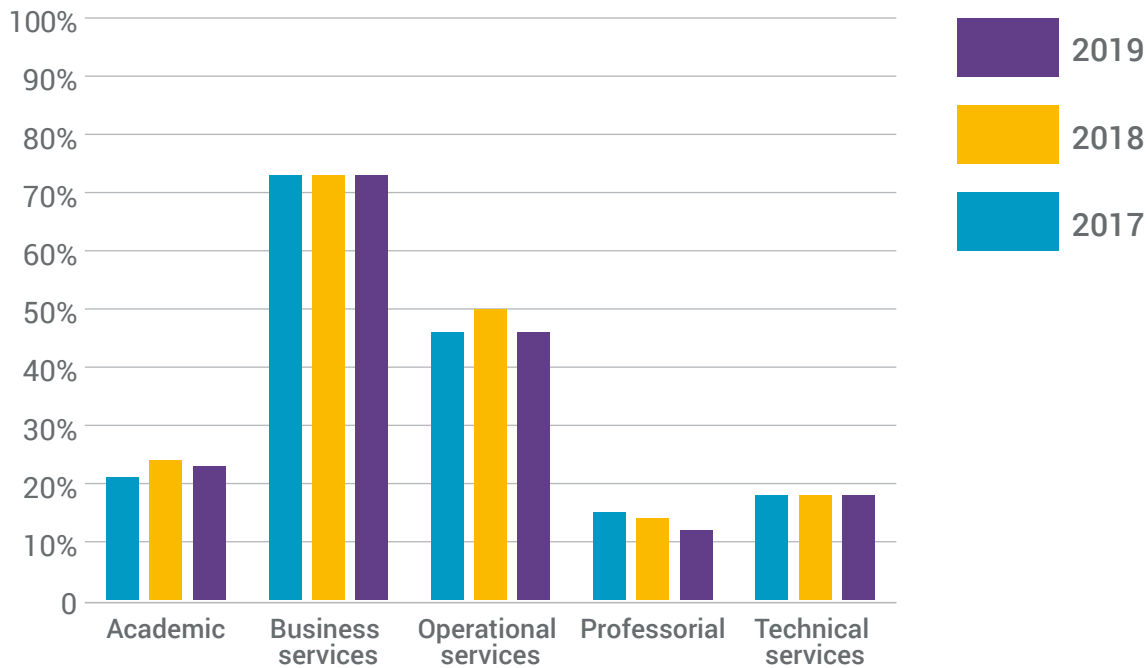
Despite the challenges faced in 2019/20 due to the Covid-19 pandemic and lower recruitment levels, our School of Aerospace Transport and Manufacturing (SATM) and School of Management (SOM) have seen a small increase in female representation since 2018/19. As an example, the number of female researchers in SATM increased from 57 to 64. This can be attributed to the focused recruitment actions we have in place to attract and recruit diverse talent.

A higher proportion of our female colleagues were the primary carers of children and the elderly/vulnerable during lockdown, so we provided support and resources to support staff with balancing their work and home responsibilities. Resources from Working Families were published on our intranet, along with information on wellbeing sessions. Our Learning and Development team ran workshops via Teams on the challenges of homeworking, and our Step-Up network ran a virtual session so members could share their 'lockdown stories'.

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



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



The percentage of females in academic roles has fallen slightly since last year, despite the actual number increasing (but at a lower rate than male academics). There has been a small increase in the proportion of female researchers, which is encouraging as a priority has been to ensure that our recruitment and selection procedures are inclusive.

Our activities have continued to centre on the attraction, selection and retention of academics and non-academics from underrepresented groups:

- we continue to ensure gender neutral, values-based language in all our adverts, using tools such as gender decoder
- we are challenging the ‘essential’ criteria for roles to ensure that candidates from underrepresented groups do not self-select out of the process at application stage.

This was the approach taken recently in two high-profile recruitment campaigns (for five lecturers in School of Water Energy and Environment (SWEE) and the 75th Anniversary Research Fellows) which produced encouraging results. We saw a greater number of female applicants than normal as a result of the attraction campaigns, and a gender balanced number of appointments in SWEE.

We will progress our revised Athena SWAN action plan over the next three years to attract and recruit more female researchers/academics/professors, which will also help address our gender pay gap.

As a result of Covid-19, and the resulting reduction in recruitment, we ‘parked’ some actions that had been planned for this year. Our plans for community outreach were postponed, as local careers fairs did not take place. In anticipation of recruitment levels and vacancies picking up again over the coming months, we have identified a range of inclusive recruitment platforms that we will routinely use once recruitment volumes pick up, such as workingmums.net (flexible working), BYP-network (BAME) and Evenbreak.co.uk (disability).

## Gender breakdown of senior committees

The lack of female representation is reflected in our senior committees, but will be addressed and monitored through ongoing actions that we have in place to ensure that membership is transparent and inclusive.

Senior committee representation has remained the same since 2018/19.

Committee	% Female	% Male
Council	44	56
University Executive	18	82
University SMT	20	80

**Figure 3. Female recruitment and retention**

	University		Academic/ Professorial		Research/ Technical		Business/ Operational Services	
	2018/19	2019/20	2018/19	2019/20	2018/19	2019/20	2018/19	2019/20
Female applicants	40%	39%	19%	20%	17%	19%	66%	67%
Offers to females	53%	48%	29%	20%	26%	28%	77%	74%
Female leavers	44%	37%	20%	23%	27%	19%	71%	64%
Females employed	46%	46%	21%	21%	23%	24%	71%	71%

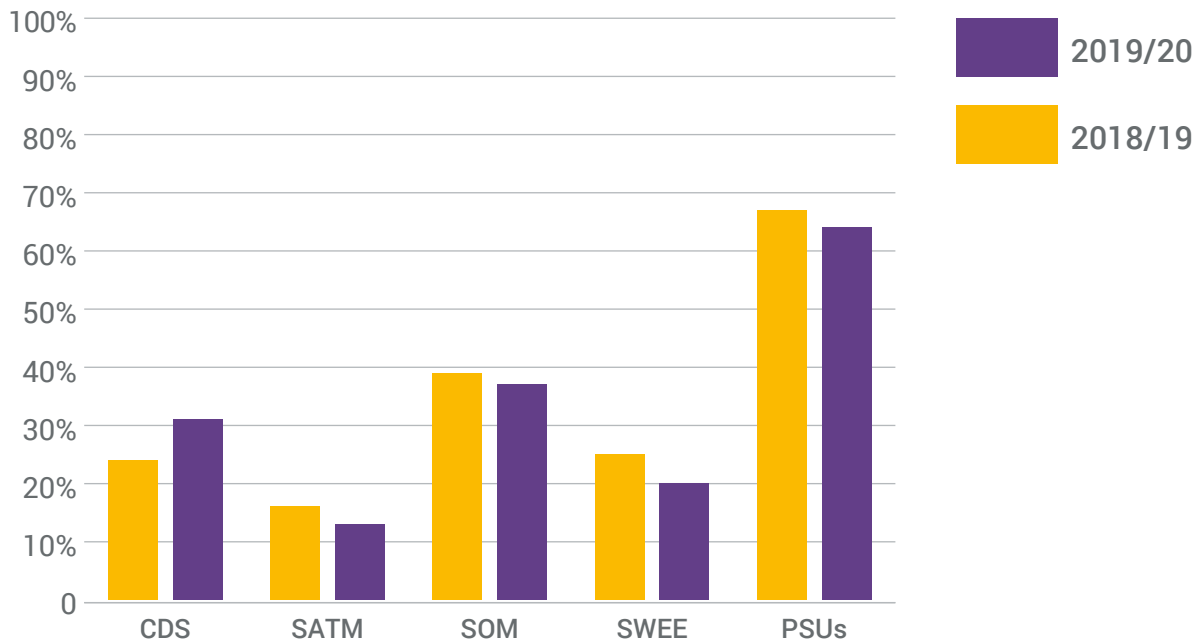
The overall rate of female applicants for academic roles has increased by 58% from 112 to 177 which is a greater increase than male applicants. Male academic applications have increased from 477 to 686, a 43% increase.

This is as a result of the actions that we have implemented around recruitment, selection and improving Cranfield's perception as an inclusive employer. However, the number of applicants for female professorial roles increased from 8 to 24 whilst the number of male male applicants increased at a higher rate from 34 to 103.

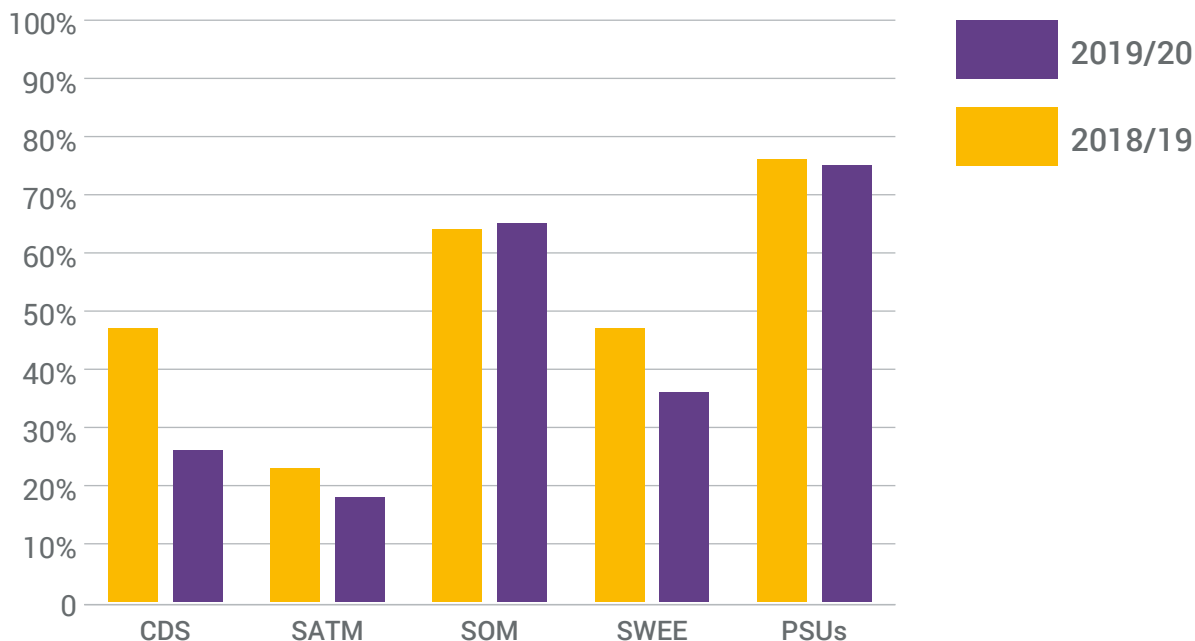
It is encouraging that the proportion of offers to females is higher or equal to the proportion of applicants. The conversion rate of 'apply to offer' is higher for female applicants at 7% than for males at 5%. However, we will continue to monitor the data for female academics as the percentage of offers to women has decreased and the percentage of women leavers has increased.

### Figure 4. Female applicants

Overall, there was a decrease in the number of vacancies in 2019/20 due to the Covid-19 pandemic.



### Figure 5. Offers to females





## Figure 6. Leavers' profile

	2017/18	2018/19	2019/20
Total leavers	337	261	208
Voluntary	157 (47%)	164 (63%)	118 (57%)
Involuntary	180 (53%)	97 (37%)	90 (43%)

Due to the pandemic, the overall number of leavers decreased in 2019/20 (particularly voluntary leavers). The proportion of leavers is broken down further below.

## Figure 7. Staff turnover by occupational group

	% turnover - all		% turnover - voluntary		% turnover - non voluntary	
	Female	Male	Female	Male	Female	Male
*Academic/Professorial	8%	7%	7%	6%	1%	1%
Business/Operational	9%	13%	6%	9%	3%	4%
Research/Technical	22%	29%	6%	12%	16%	17%
University	11%	16%	6%	9%	5%	7%

\*HESA figures show that across the sector turnover rates for academics is around 17%.

In 2018/19, overall turnover rates for men and women were equal at 17%, but the overall number of leavers dropped during 2019/20. Fewer women left the University than men during this time, which could be attributed to increased caring responsibilities and the need for stability. For example, the number of female voluntary leavers dropped from 73 to 43 (between 2018/19 and 2019/20), while the number of male voluntary leavers only dropped from 91 to 75.

Data gathered through exit interviews highlights the key reasons for voluntary turnover being:

- lack of career prospects
- workload
- dissatisfied with working environment.

This information is being fed back to Schools and PSUs so that key issues can be addressed to help retain staff.

# Staff ethnicity profile

The proportion of BAME staff has steadily increased from 15% in 2017/18 to 17% in 2019/20, largely due to an increase in ROW BAME staff. It is encouraging that there has been an increase in the number of UK BAME staff, as one of our aims is to reflect the diverse communities that we operate in.

**Figure 8. Staff ethnicity breakdown**

	2017/18		2018/19		2019/20	
	Count	%	Count	%	Count	%
EU - BAME	8	1%	14	1%	13	1%
EU - White	200	13%	200	13%	193	12%
ROW - BAME	116	8%	136	9%	134	9%
ROW - White	30	2%	33	2%	29	2%
UK - BAME	101	7%	102	7%	112	7%
UK - White	1004	69%	1017	66%	1019	66%
Undisclosed	26	2%	49	2%	54	3%

**Figure 9. UK BAME breakdown**

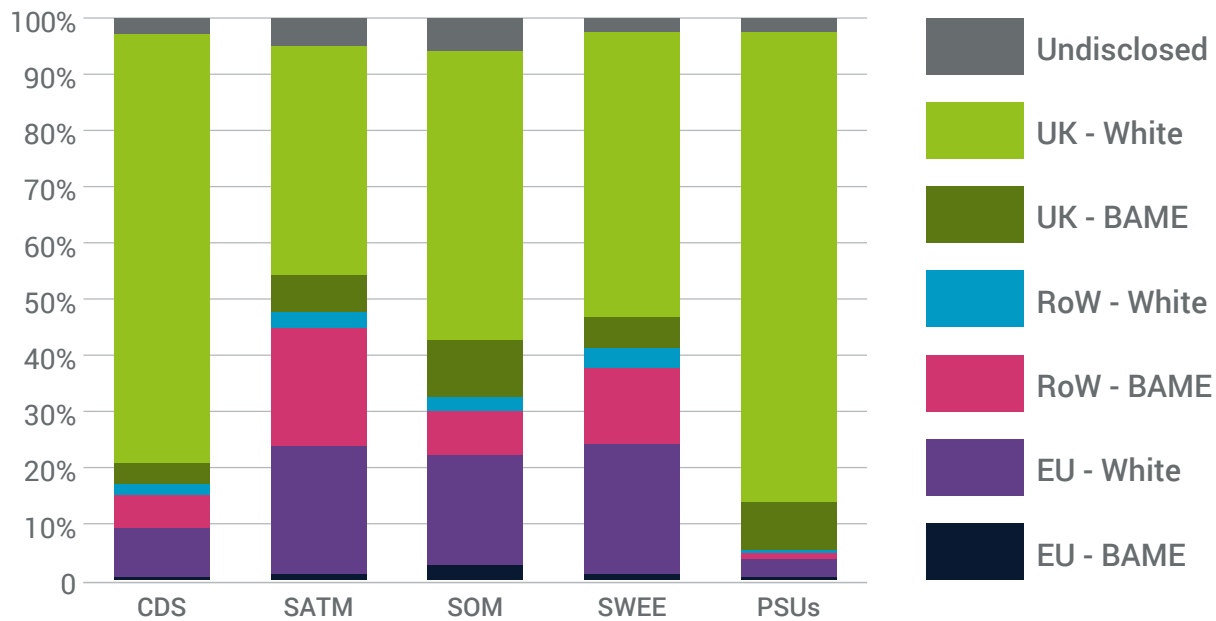
	Count	%
Asian or Asian British - Indian	25	22%
Chinese	15	13%
Other Asian background	14	13%
Black or Black British - African	9	8%
Other ethnic background	9	8%
Asian or Asian British - Pakistani	8	7%
Mixed - White and Asian	8	7%
Mixed - White and Black Caribbean	6	5%
Black or Black British - Caribbean	6	5%
Other mixed background	5	4%
Asian or Asian British - Bangladeshi	3	3%
Mixed - White and Black African	2	2%
Arab	1	1%
Other Black background	1	1%
<b>All UK BAME</b>	<b>112</b>	<b>100%</b>

The percentage of UK BAME staff working at Cranfield has not changed in recent years and is slightly below the HESA benchmark of 9.8%.

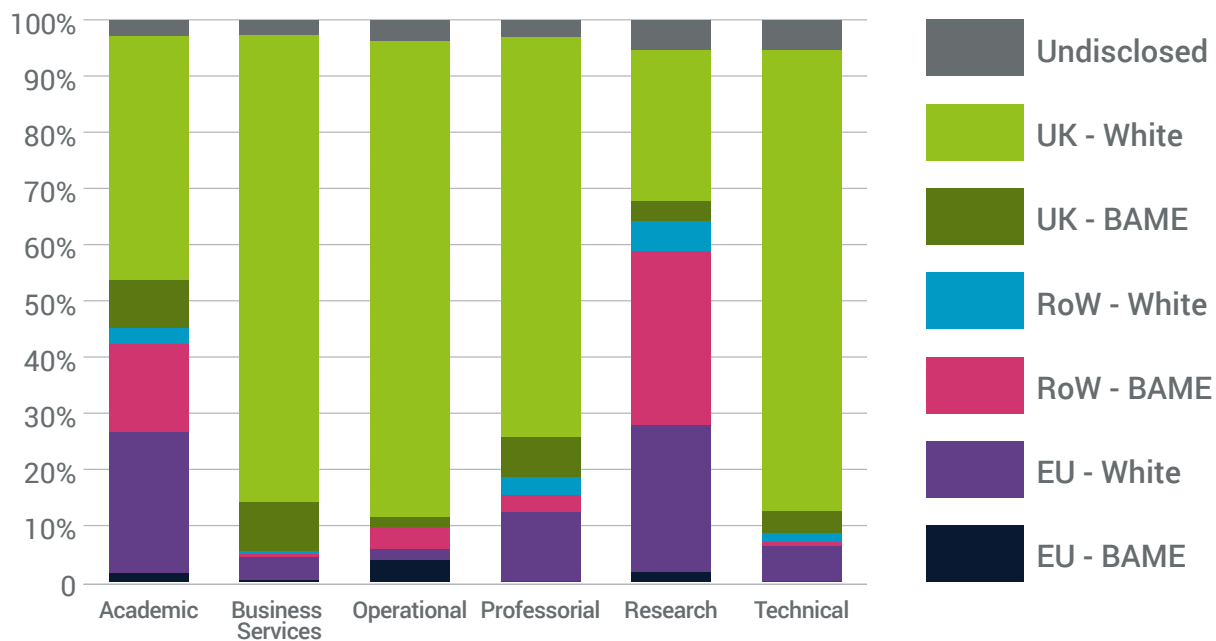
This led us to commission a piece of qualitative research in January 2020 from an external consultancy (Diversity Marketplace) to explore the perceptions of BAME groups towards Cranfield as a potential employer, and the reality of working at Cranfield from a minority perspective. Focus groups were delayed due to lockdown, but are due to be concluded in late 2020 when a final report and draft action plan will be presented to the University Executive for endorsement.

Figures 10 and 11 highlight the ethnicity breakdown in our Schools and occupational groups. They reflect our international recruitment for academic and research roles, compared to PSU roles which are more likely to be recruited for locally.\*

**Figure 10. Ethnicity by School/PSU**



**Figure 11. Ethnicity by occupational group**



\* At CDS, most of our staff operate on a Ministry of Defence site. This has some particular restrictions on our ability to recruit from the broadest spectrum of the talent pool. Certain programmes and projects may also have various associated security procedures and this can further reduce the ability of CDS to operate a diverse recruitment process.

Our action plan will help us to recruit and develop BAME talent so that we have more representation at senior levels. This is an issue the whole sector is trying to address, particularly at Professorial level.

The breakdown of Professor level at Cranfield is as follows:

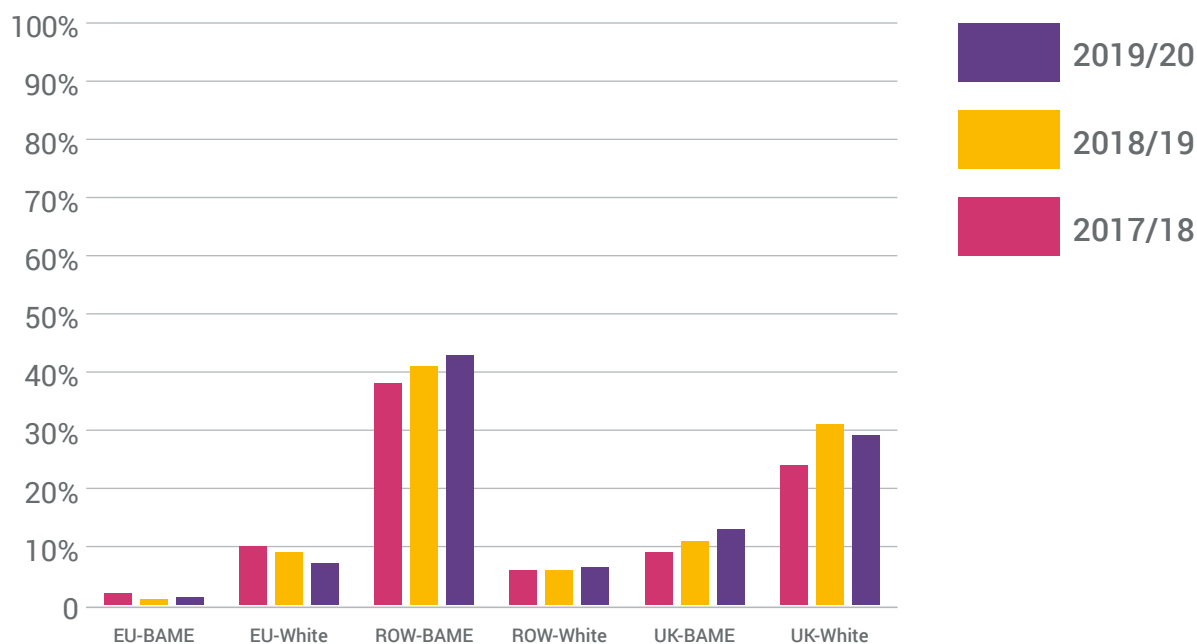
- 71% UK White (HESA Benchmark – 71%)
- 7% UK BAME (HESA benchmark – 7%)
- 12 % EU White (HESA benchmark for EU White - 19%)
- 3% ROW White
- 3% ROW BAME (HESA benchmark for non-UK BAME – 3%)
- 0% EU BAME.
- 4% Undisclosed.

In the PSUs there are no UK BAME staff beyond Level 7.

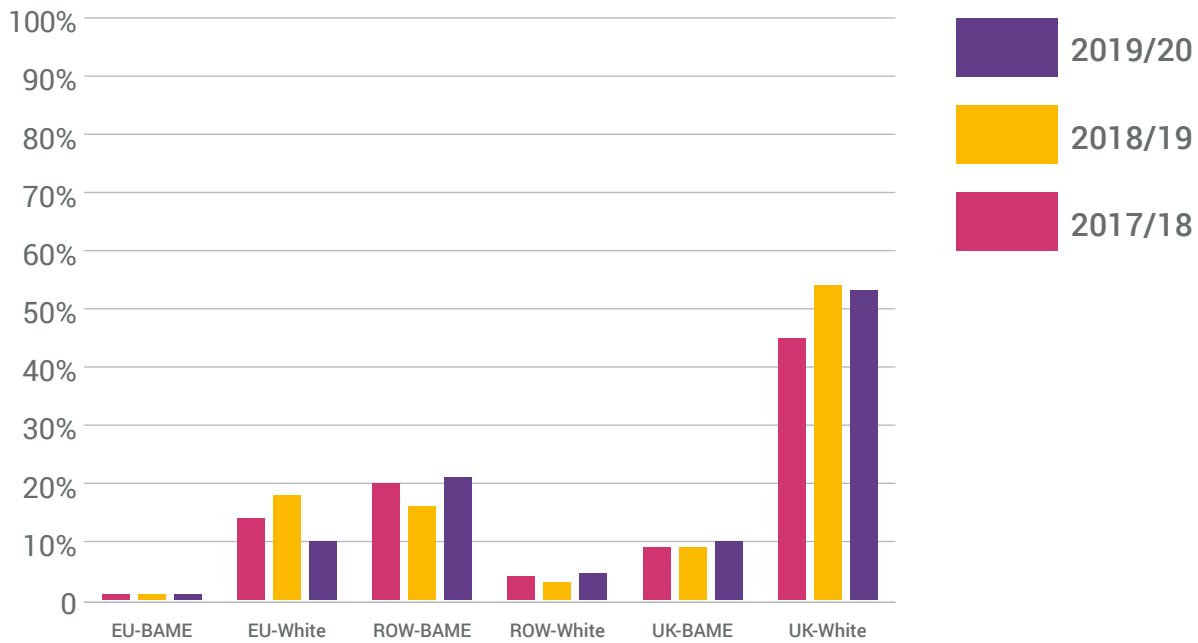
### Figure 12. Applications by ethnicity

There were fewer vacancies in 2019/20 compared to 2018/19 (237 compared to 340), but it is encouraging that the percentage of UK BAME applicants has increased over time, a trend that we will look to continue.

The proportion of EU staff working at the University has not dramatically declined, but there has been a decrease in applications from EU candidates, which is a sector wide trend, due, in part, to concerns over Brexit.



**Figure 13. Offers by ethnicity**



As was the case in 2018/19, the most successful candidates in 2019/20 were UK White and ROW BAME candidates. The increase in UK BAME applicants has not resulted in a large increase in offers, so our BAME action plan will examine this more closely to understand why our 'applied to offer' conversion rates are higher for White applicants compared to BAME and what actions can be taken to address moving forward.

# Staff disability profile

**Figure 14. Staff declaring a disability**

	2017/18		2018/19		2019/20	
	Count	%	Count	%	Count	%
No declared disability	1434	96%	1489	96%	1482	95%
Declared disability	39	3%	46	3%	55	4%
Undisclosed (staff who 'prefer not to say')	12	1%	16	1%	17	1%

We are aware that some staff have chosen not to declare their disability, so our rates do not reflect the actual number. It is, however, very encouraging to have seen an increase in staff declaration rates and these are in line with the sector benchmark of 4%.

In recent years, we have taken a number of actions to help create a more inclusive environment for our disabled colleagues and candidates and hope that this will help increase declaration rates moving forward.

## Actions

- We joined the Business Disability Forum, who provide support and guidance to the University on disabled-related matters.
- We became a Level 1 Committed Disability Confident employer and are working towards Level 2.
- We revised our staff disability policy, in consultation with the Business Disability Forum, disabled colleagues, our Trade Unions, IT, Facilities, Health and Safety and HR.
- We have introduced a range of wellbeing workshops covering topics such as mental wellbeing and stress management, promoting wellbeing in the workplace and developing a positive mindset. These sessions are being delivered virtually and have been well received, particularly during lockdown.
- We are forming a disabled staff forum.
- We are training 16 members of the Human Resources and Development team as Mental Health First Aiders.
- We have plans to offer further mental health awareness training to managers.
- A digital accessibility project is underway to meet new accessibility regulations and ensure that our digital content is appropriate for users with impaired vision, motor difficulties, learning disabilities, or impaired hearing.

## Figure 15. Declared disability breakdown

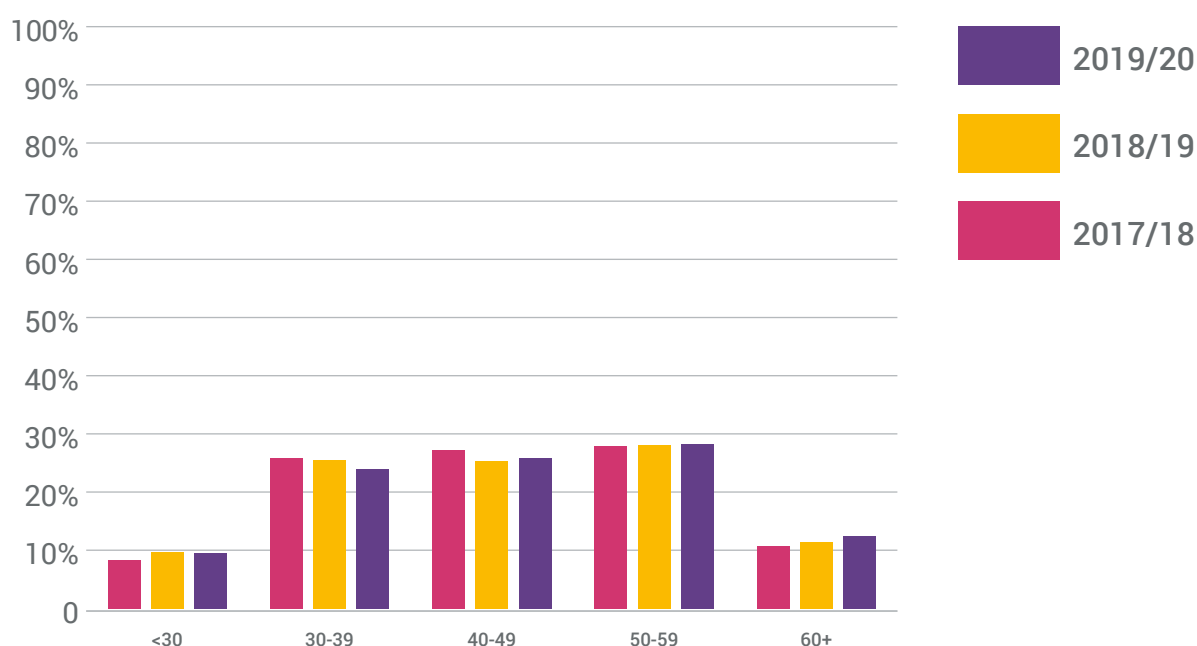
The breakdown of staff disabilities is in line with the sector, but we have seen an increase in the number of staff with physical impairments or mobility issues.

A mental health condition, such as depression, schizophrenia or anxiety disorder	22%
A disability, impairment or medical condition that is not listed above	20%
A specific learning difficulty such as dyslexia, dyspraxia or AD(H)D	16%
A long standing illness or health condition such as cancer, HIV, diabetes, chronic heart disease, or epilepsy	16%
A physical impairment or mobility issues, such as difficulty using arms or using a wheelchair or crutches	11%
Deaf or serious hearing impairment	7%
Two or more impairments and/or disabling medical conditions	4%
Blind or a serious visual impairment uncorrected by glasses	4%

# Staff age profile

The overall age profile has remained stable in recent years and in line with the sector, but it is disappointing that there has been a slight decrease in staff in the 30-39 age group (from 395 to 373). There has been a significant increase in staff in the 60+ age group (from 177 to 194).

**Figure 16. Staff age profile**



**Figure 17. Age breakdown by job family**

	%					
	Academic	Business Services	Operational	Professorial	Research	Technical
<30	1%	9%	6%	0%	22%	17%
30-39	31%	20%	6%	4%	46%	13%
40-49	34%	27%	21%	20%	18%	20%
50-59	25%	34%	40%	36%	10%	27%
60+	9%	10%	27%	40%	4%	23%
<b>University</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>



The key trends for particular age groups are in line with sector trends:

- almost 50% of our research staff are in the 30-39 age group
- academic staff are concentrated in the 30-49 age group
- professorial staff are focused in the 50-60+ and there has been a significant increase in professors in the 60+ age group in recent years (from 29% in 2017/18 to 40%)
- technical staff typically have an older age distribution which is concentrated in the 50-60 age group, but there has been an increase in the under 30 age group, largely due to apprenticeships
- business and operational services staff are evenly distributed across the age groups which is to be expected given the diverse nature of roles in these areas.

## Other protected characteristics

In line with our obligations under the Equality Act 2010, we monitor staff data annually against all of the protected characteristics. At present, the data is insufficiently robust to report anything significant on the other characteristics, because a very high percentage of staff prefer not to disclose this information. For example, 70-80% of staff prefer not to disclose information on religion and belief or sexual orientation.

As our action plans develop, we hope that declaration rates will increase so we are able to better understand and support our diverse workforce.

# Diversity Action Plan 2017–2022

The University seeks to assure itself that there is an effective infrastructure in place to monitor and improve the University's equality and diversity performance, ensuring that any exposures are well managed.

The action plan below highlights how we will continue to meet our obligations under the Equality Act and help meet the 'general duty' to:

- Eliminate unlawful discrimination/harassment and victimisation.
- Promote equality of opportunity between people who share a protected characteristic and those who do not share it (the protected characteristics are: age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex, sexual orientation, marriage and civil partnership).
- Foster good relations between people who do share a protected characteristic and those who do not.

Strategic Theme	Owner	Specific actions	Timeframe	Progress at September 2020
Improve personal data collection to help identify critical diversity issues and monitor impact	HR&D	Staff monitoring exercise carried out annually to improve declaration rates for protected characteristics (particularly disability and sexual orientation).	Annually	Staff monitoring exercise carried out in June 2017 December 2018 and a further exercise is planned in December 2020.
Increase the recruitment, selection and retention of diverse staff	Head Resourcing/ D&I Team	Review recruitment & selection processes, procedures and training to ensure they are more inclusive to increase the diversity of applicants and recruits.	Ongoing	On-target (specific timelines are included in the revised Athena SWAN action plan).  Our activities have continued to centre on the attraction, selection and retention of academics and non-academics from underrepresented groups.  We are challenging the 'essential' criteria for roles to ensure that candidates from underrepresented groups do not self-select out of the process at application stage.
	HR&D/CEA	Promote Cranfield as an inclusive employer by reviewing imagery and producing case studies of our diverse staff to be used in a range of communication channels.	Ongoing	Our website and external communications include our Values, diverse imagery, case studies and social media is being used to promote the work Cranfield is doing in D&I. We have also started to publish key policies on the website to help promote Cranfield as an inclusive employer.

Strategic Theme	Owner	Specific actions	Timeframe	Progress at September 2020
	HR&D	Review process for leavers to gather more qualitative information on why staff leave the University and develop appropriate actions based on feedback.	Ongoing	<p>A revised exit interview process is in place for senior females academics/researchers (L6 and above) and all staff at L7 and above.</p> <p>Findings from exit interviews are fed back to local HR Teams and Senior Management.</p>
Support staff in their career development, particularly to improve the diversity of staff at senior levels of the University.	HR&D	Continue to support and identify diverse female talent to participate in the Aurora and Women as Leaders programmes.	At least one cohort per year	Eight cohorts have participated in the Aurora programme since Jan 2015 and four cohorts in Women as Leaders. Feedback and promotion rates have been very positive as a result.
	HR&D/Staff volunteers	Develop the 'Step-Up' network and the launch of other staff networks.	Ongoing	The Step-Up network launched in March 2018 and has over 250 members across the University. A series of successful events and networking sessions have been held including a panel discussion on International Womens Day 2020 (with a member of Council on the panel) and an online 'lockdown stories' networking event – both of which had extremely positive feedback and follow up social media campaigns.
	HR&D	Develop and deliver career support workshops and guidance to support staff development.	Ongoing	<p>Career development workshops have been held as part of Career Development week in 2018 and 2019 and as part of the Step-up network.</p> <p>Resources such as the Working Life Hub and LinkedIn Learning and apprenticeship programmes are all available to staff to develop their careers.</p> <p>At School level, the academic promotions process is actively supporting women in their career, led by senior HR Business Partners and endorsed by senior managers.</p>

Strategic Theme	Owner	Specific actions	Timeframe	Progress at September 2020
	HR&D/staff volunteers	Develop appropriate mentoring/sponsorship schemes to support staff.	Complete	<p>A University-wide mentoring scheme was launched in March 2018 and is regularly promoted across the University.</p> <p>Participants on the Aurora and Women as Leaders programmes are expected to identify a mentor as part of the programme.</p>
Embed an inclusive and respectful culture, which enables staff to value the benefits of diversity.	HR&D	Provide training and development opportunities so all staff are aware of their roles and responsibilities under the legislation (as a minimum).	Ongoing	<p>Staff are required to undertake online equality, diversity and inclusion module every three years (95% success rate).</p> <p>Academic staff and those responsible for supporting students are required to undertake an online Diversity in Learning &amp; Teaching module.</p> <p>All new starters are invited to participate in a Diversity &amp; Inclusion induction session.</p> <p>Staff involved in REF decision making processes have undertaken REF-specific Diversity training, which included unconscious bias.</p> <p>HR&amp;D are currently looking into further online modules to support staff e.g. unconscious bias, supporting disabled staff and students, mental health and bullying and harassment.</p> <p>The Dignity at work policy and training provision is currently being reviewed.</p>

Strategic Theme	Owner	Specific actions	Timeframe	Progress at September 2020
Improve Cranfield's external perception and standing in relation to Diversity awards, in particular Athena SWAN, HR Research in Excellence, Race Equality Charter, Stonewall etc.	HR&D/Staff working groups.	Athena SWAN Bronze award.	2017/2020	Achieved award in 2017 and progressing three year action plan. Re-applied in April 2020 and were successful in achieving our Institutional Athena SWAN Bronze award under the revised Charter principles for a further five years.
		Maintain HR Excellence in Research award.	2020	Successful in re-accreditation in 2020 with revised action plan in place.
		Women in Aerospace, Aviation & Defence Charter/Women in Defence Charter.	Ongoing	We have pledged our support to these Charters and the progression of women in these under-represented areas.
		Armed Forces Covenant	Ongoing	Cranfield has pledged its support for the military community and their families by signing up to the UK Armed Forces Covenant in 2016 and was granted a Silver Employer Recognition award by the Ministry of Defence in 2017. We achieved Gold status in 2020.
		Disability Confident Employer.	Ongoing	We became Level 1 Committed Disability Confident Employers in 2018 and are currently working towards Level 2.
		Stonewall	2020	We are aiming to join Stonewall by November 2020.
		Race Equality Charter	TBC	Findings from BAME focus groups will help form race action plan – which will be addressed before we explore the Race Equality Charter.

Strategic Theme	Owner	Specific actions	Timeframe	Progress at September 2020
Champion a culture where disabled staff can thrive and feel supported.	HR&D/Staff volunteers.	Review our disability policies and procedures to that effectively support staff and line managers.	2020	Disability policy and procedure was implemented in conjunction with the BDF, Trade Unions and a range of staff.
		Become a 'Disability Confident' employer.	2018	Agreed by the Executive in October 2020.
		Improve staff declaration rates on disability.	Ongoing	Level 1 achieved – working towards Level 2 (by end of 2020).
		Develop a disabled staff forum.	January 2021	Disability declaration rates have increased from 2% to 4% (in line with the sector benchmark).  Staff have been identified to work with the D&I Team to develop a disabled staff forum to help support disabled staff and advise the University on best practice.

Strategic Theme	Owner	Specific actions	Timeframe	Progress at September 2020
Ensure a consistent approach to work life balance and family friendly policies and procedures.	HR&D/Staff volunteers.	Following the flexible working survey in 2016, focus groups were held to understand any barriers that may exist and how to address them.	June to October 2017	Focus groups were carried out in 2017 and findings were collated and communicated and fed into the newly formed Flexible Working Steering group.
		Engage Senior Management Team on the benefits of flexible working	May 2019	Working Families ran session for the University Senior Management Team to promote the benefits of flexible working and the positive impact on performance.
		Ensure our policies and procedures are current and reflect best practice.	2019	Revised flexible working policy developed in conjunction with Working Families and Flexible Working Group. Approved by Executive in September 2019. Supported by flexible working drop-in sessions for staff and managers.  Homeworking policy revised in May 2020, in light of Covid-19 pandemic and forced homeworking.
		Review of family friendly policies.	2020-2021	Benchmark and review of maternity/paternity and other family friendly policies to ensure they are in line with best practice.
		Working Families Benchmark	Annually	We participated in the Working Families Benchmarking survey in 2018 when we reached 39 out of 70 employers. In 2019, we reached 35 – only one University is in the top 30 (Imperial College).

# Appendix 1 – Diversity and inclusion strategy 2017-2022

## Introduction

We are committed to diversity and inclusion, as highlighted in the University Charter.

“The University 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”.

Cranfield aims to enhance its position as a university and employer of choice and promote an inclusive learning, teaching and working environment for our staff, irrespective of background. We have developed a range of policies, procedures and development materials to support these aims and our wider culture change programme.

We recognise the benefits of diversity and inclusion and that by managing diversity successfully we will enhance creativity and innovation.

This Diversity and Inclusion Strategy supports the University’s mission and outlines how we will not only fulfil our legal duties, but also promote a culture where the diversity of our staff is positively valued.

## Legal context

Under the ‘General Duty’ of the Equality Act 2010, the University will have due regard to the need to:

- eliminate unlawful discrimination/harassment and victimisation,
- promote equality of opportunity between people who share a protected characteristic and those who do not share it, namely:
  - age
  - disability
  - gender reassignment
  - pregnancy and maternity
  - race
  - religion or belief
  - sex
  - sexual orientation
  - marriage and civil partnership
- foster good relations between people who share a protected characteristic and those who do not.



## Strategic aims

To achieve this we have developed the following strategic aims for the next five years, along with our five-year aspirational targets in Appendix 1 of this action plan.

Full details of the actions that we intend to take to support these aims are included in the Diversity and Athena SWAN action plans. The key objectives for each strategic aim are as follows:

### **Strategic aim 1: Ensure all objectives are evidence based and impact can be measured and monitored.**

To support this aim, we will

- 1.1 Improve declaration rates for protected characteristics data and provide staff with a full understanding of how that data will be used by the University.
- 1.2 Identify and implement a central monitoring process to capture data regularly by protected characteristic for each stage of the employee lifecycle e.g. recruitment, turnover, career progression, caring responsibilities and flexible working.
- 1.3 Interpret and analyse the data and use this analysis to inform targeted action plans.

### **Strategic aim 2: Increase the recruitment, selection and retention of diverse staff.**

To support this aim we will:

- 2.1 Promote Cranfield as an inclusive employer by reviewing our imagery and producing more diverse images and case studies to be used in a range of communication channels.
- 2.2 Provide support to line managers so that they are aware of the steps they can take to increase the diversity of their Departments.
- 2.3 Review recruitment and selection processes, procedures and training to ensure they are fair, unbiased and inclusive.
- 2.4 Analyse leaver data, including reasons for leaving and use the analysis to inform interventions to retain talented staff.

### **Strategic aim 3: Increase the diversity present in senior management roles**

To support this aim, we will:

- 3.1 Continue to develop and promote targeted career development activity for women and explore opportunities to provide similar development to other diverse groups of staff who are under-represented at senior levels.
- 3.2 Develop the Cranfield Step-Up women's network and support the launch of other staff networks for other staff groups e.g. Carers network.
- 3.3 Develop and deliver career support workshops and guidance to support staff through promotion processes (particularly for academic roles).
- 3.4 Develop appropriate mentoring/sponsorship schemes to support staff with their career development (particularly female, disabled and BAME staff).

#### **Strategic aim 4: Embed an inclusive and respectful culture, which enables staff to value the benefits of diversity.**

To support this aim, we will:

- 4.1 Provide essential development so all staff are aware of their roles and responsibilities under the legislation and help to eliminate bias and inappropriate behaviours.
- 4.2 Support the University Senior Management Team to demonstrate their visible commitment to the Diversity & Inclusion Strategy in their areas and lead by example.
- 4.3 Develop a culture where it is 'safe to speak up' and challenge inappropriate behaviours without fear.
- 4.4 Provide and encourage regular communications and staff engagement activities to help staff understand the benefits of diversity and feel valued.

#### **Strategic aim 5: Demonstrate Cranfield's reputation as a Diverse and Inclusive employer by achieving Diversity awards, in particular Athena SWAN, Stonewall and HR Excellence in Research.**

To support this aim, we will:

- 5.1 Build on the success of achieving the Athena SWAN Bronze award and develop plans to submit a Bronze renewal under the new criteria (which goes beyond STEM) in November 2019.
- 5.2 Maintain our HR Excellence in Research award.
- 5.3 Develop a co-ordinated Outreach strategy across the University to support our Diversity, CSR and recruitment strategies to help attract diverse talent to the University promote ourselves as a University and Employer of Choice.
- 5.4 Engage with local community groups to attract under-represented groups to the University.
- 5.5 Align with our stakeholders and other HEIs and join Stonewall to assess our position on the LGBT agenda through their Global Workplace Index.

#### **Strategic aim 6: Champion a culture where disabled staff are able to fulfil their potential.**

To support this aim, we will:

- 6.1 Engage with staff to identify and remove any institutional barriers that exist which may disadvantage disabled applicants and staff.
- 6.2 Ensure our disability policies and procedures effectively support disabled staff and line managers.
- 6.3 Become a 'Disability Confident' employer, by joining the Government's Disability Confident scheme to demonstrate our commitment to supporting disabled staff.
- 6.4 Increase staff declaration rates on disability.

## **Strategic aim 7: Develop a consistent approach to work life balance and family friendly policies and procedures.**

To support this aim, we will:

- 7.1 Understand the perceptions and barriers of flexible working to inform a consistent University-wide approach, which fits the needs of the Organisation.
- 7.2 Review maternity provisions to enable staff to feel more supported during and after maternity leave and, in particular, to support those involved in longer term research roles.
- 7.3 Provide more comprehensive support for staff with all types of caring responsibilities (beyond childcare).
- 7.4 Provide a consistent approach to keeping in touch with staff during periods of extended leave for family or caring responsibilities.

## **Delivering the strategy**

The roles and responsibilities for delivering the strategy are as follows:

### **The University Council:**

Is responsible for ensuring the University is delivering against its Diversity & Inclusion objectives and that we act within the requirements of the UK legislation to meet all our general and specific public duties.

### **The Executive and Senior Management Team:**

Are responsible for championing Diversity & Inclusion and ensuring the Strategy is implemented and maintained within their areas of responsibility. They should demonstrate appropriate behaviors and processes to enable the University to create and maintain an inclusive working and learning environment.

### **Line Managers:**

Are responsible for ensuring staff are informed about their responsibilities under the Equality Act and for supporting the strategy in their areas of work.

### **All staff:**

Have a responsibility to ensure that their actions comply with the requirements of the Equality Act, namely to eliminate unlawful discrimination, promote equality of opportunity and promote good relations between people of different groups.

### **The Senior Diversity and Inclusion Business Partner:**

Is the University lead for Diversity & Inclusion and is responsible for the management, development and implementation of the University's Diversity & Inclusion strategy and action plan.

## Appendix 1: Cranfield University five-year diversity and inclusion aspirational targets

This is the first time the University has set diversity targets and the purpose is to provide to focus to help achieve them. The targets are set by the current rate of progress, with the assumption that there will be an acceleration of that progress, or increased declaration rates (e.g. disability).

The targets will be reviewed annually and revised in line with any planned change programmes (i.e.increase or decrease in overall planned headcount).

Protected characteristic	Current % and number employed at Cranfield (2017)	HEI Benchmark	Progress at September 2020	Aspirational target 2022
<b>Gender</b>				
Female employees	46%	54%	46%	50%
Females on University SMT	14%	N/A	20%	20% (target achieved)
Female academics	23%	45% (all subjects)	23%	30%
Female Professors	14%	23% (all subjects)	12%	20%
<b>Ethnicity</b>				
UK BAME staff	9%	8.5% local BAME population of MK – 25%, Swindon is over 15%	7%	12%
<b>Disability</b>	2%	4.5%  16% of working age adults in the UK have a disability	4%	4.5%