



# **Diversity monitoring report**

August 2020–July 2021

**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 promote 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 2020/21 and demonstrates the progress made against our seven strategic aims outlined in our 2017-2022 Diversity and Inclusion Strategy.

<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.

“70% of respondents agreed or strongly agreed that Cranfield values diversity and inclusion.”

Pulse staff survey, 2020

# Overview

## Gender

### Key highlights:

- Local Athena SWAN action plans developed across Schools and PSUs.

### Key challenge:

Slow progress in reducing gender pay gap.

### Action:

Address the lack of female representation at senior levels.

## Ethnicity

### Key highlight:

- Established the EmbRace Network and Working Group.

### Key challenge:

The conversion of 'applied to offer' rates for Ethnic Minority applicants, as they are not as successful as white applicants.

### Action:

Develop and implement a race action plan and embed a culture where people feel comfortable talking about race/ethnicity.

## Disability

### Key highlight:

- Launch of the Cranfield Disability Network.
- Increase in number of staff sharing a disability.
- Achieving Disability Confident Employer (level 2) status.

### Key challenge:

Continue to enable and support staff to share their disability and adopt reasonable adjustments.

### Action:

Continue to enable and support the Disability Network to thrive and encourage staff to share and discuss their disability/mental health difficulties.

## LGBT

### Key highlight:

- Joined Stonewall and developed communications to support LGBT staff and students.

### Key challenge:

Only 2% of staff have identified themselves as LGBT at Cranfield.

### Action:

Continue to raise awareness and make staff feel more comfortable 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 fairly static in recent years at 46% female which is lower than the sector benchmark of 54%. This is disappointing as we increased our efforts to attract and recruit more women and more diversity in it's broadest sense to the University. However, it is encouraging that we have seen a 6% increase in the number of female staff working at the University in the past 12 months (5% for males).

A larger proportion of women are in professional and support roles, working part-time, and in lower salary bands (reflecting sector trends), as highlighted in Figures 1 to 7 below and the University's [Gender pay gap report](#).

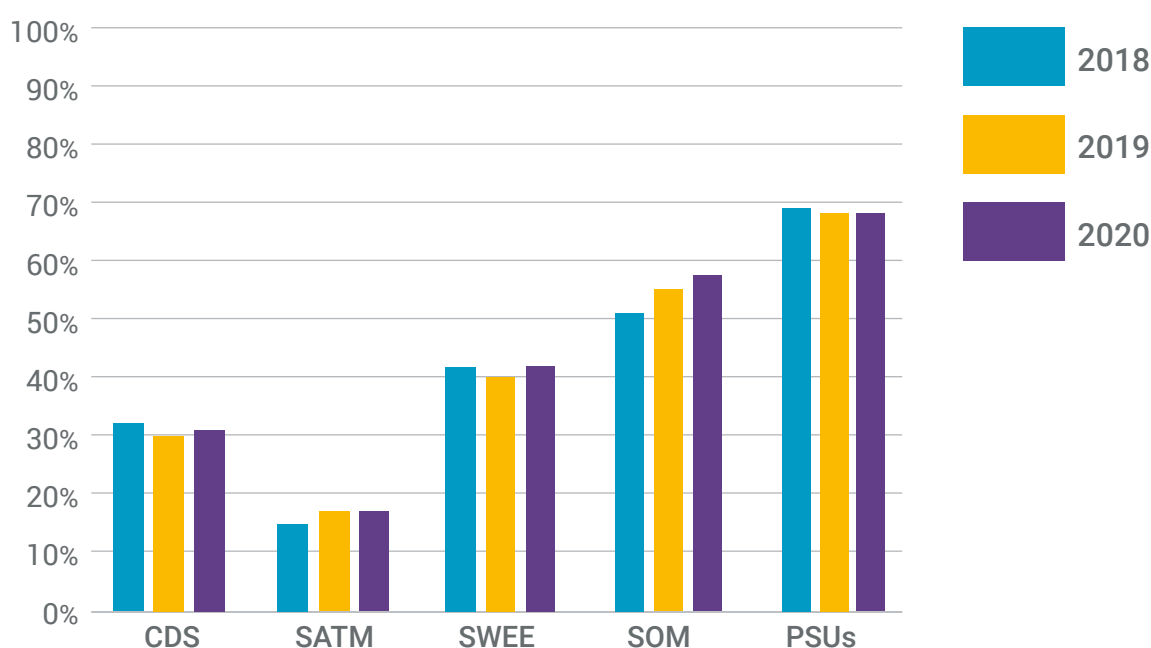
Despite the challenges faced in the last two academic years due to the Covid-19 pandemic, SATM, SWEE and SOM have all seen an increase in the number of female staff in the past year (but this is not always highlighted in overall percentages as the number of males has increased too). This can be at least partly attributed to the focussed recruitment actions we have in place to attract and recruit diverse talent and whilst it is encouraging we need to increase the numbers significantly to address the gender imbalance in the technical Schools.

**SATM** – the number of female staff has increased by 9% (8% for males)

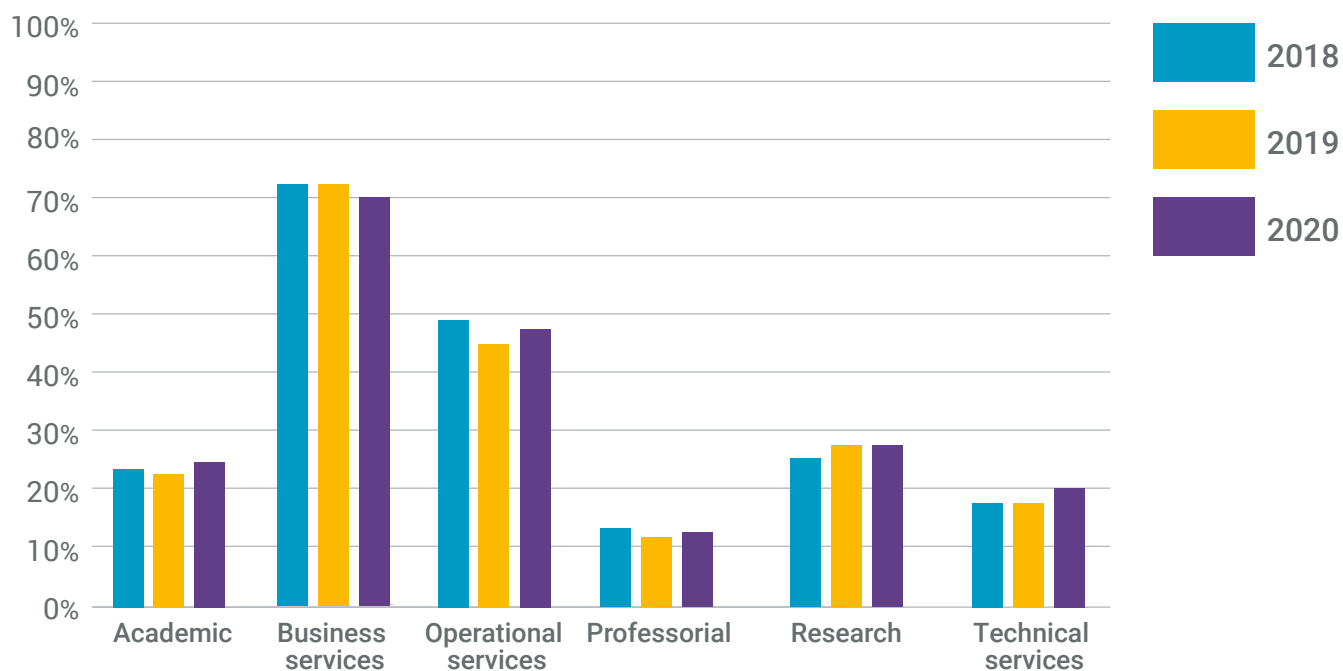
**SWEE** – the number of female staff has increased by 13% (3% for males)

**SOM** – the number of female staff has increased by 20% (11% for males)

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



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



There has been a small increase in the number of female academics across the University (from 78 to 84) and researchers (from 61 to 72), which is a step in the right direction. However, we remain behind the sector benchmark of 46% female academics (which must be treated with some caution as this includes arts and humanities as well as a range of STEM subjects).

According to Advance HE's latest statistical report, more male academics were employed in STEM subjects (59.6%) than non-STEM subjects (40.4%). In contrast, the proportions of female academic staff in STEM is 51.5% and non-STEM is 48.5%, highlighting that subject areas were more balanced. Overall, 57.4% of STEM academic staff were men. Subject areas with higher proportions of male staff included electrical, electronic and computer engineering (84.1%) and mechanical, aero and production engineering (83.0%). STEM subject areas with higher proportions of female academic staff were nursing and allied health professions (74.4% female staff) and psychology and behavioural sciences (62.2% female staff).

Our activities have continued 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 which will be more consistent and co-ordinated through the University's public engagement strategy which is currently being reviewed. ED&I plays an integral part in public engagement as it is essential that we attract talent from a range of diverse backgrounds and widen participation in Higher Education.

### Figure 3. Gender breakdown of senior committees of the University

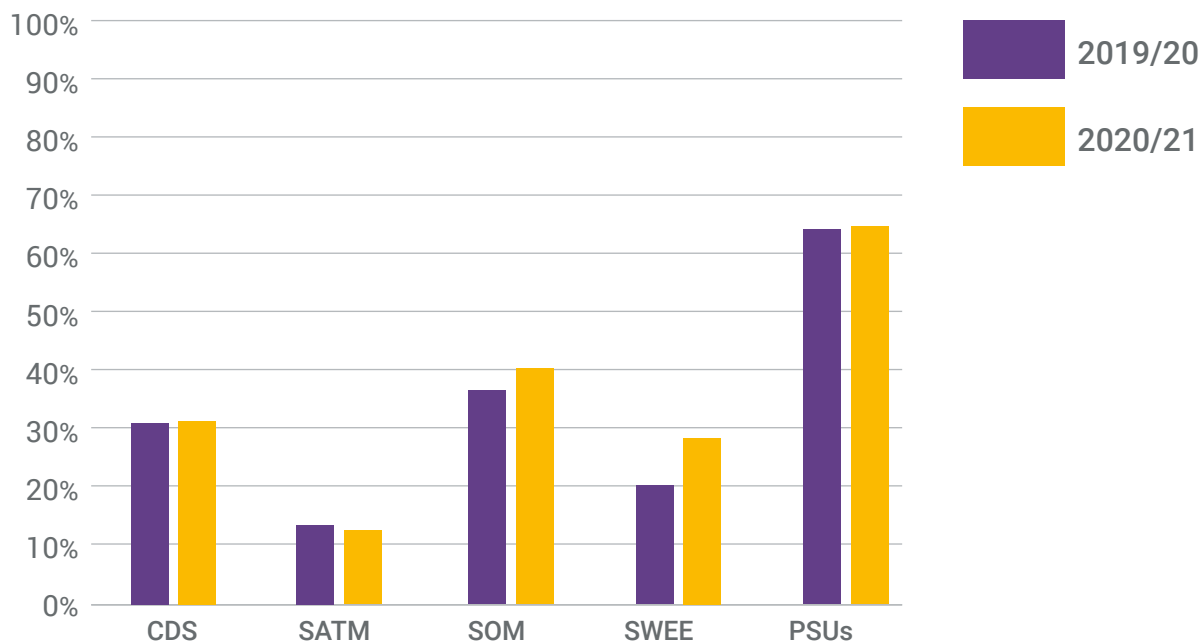
The lack of female representation is reflected in our senior committees. We have however seen an increase in women in all committees (with the exception of Senate) in the last 12 months due to senior appointments. We are also planning actions to increase the diversity of a number of senior committees as part of our Athena SWAN commitments.

Committee	% Female	% Male
Council	50	50
University Executive	25	75
University SMT	25	75
Senate	13	87

In addition to our initiatives to attract and recruit more female talent, our Athena SWAN action plan also outlines how we aim to address this imbalance (and increase female representation at senior levels) as it is a sector wide issue. Some additional actions we are planning to implement/pilot are:

- having clear terms of references for Committees and more transparency on how members are recruited and selected;
- explore the possibility of expanding the membership of the University SMT to include Deputy roles e.g. Deputy Directors of Research and Education and other individuals with strategic pan-University roles (on a permanent or rotational basis);
- having clear succession plans in place and inviting those identified as 'successors' to participate in University SMT/other senior committees to raise profiles and gain confidence and experience in participating in senior committees;
- exploring the use of secondments to provide career opportunities and development;
- inviting observers to key meetings/committees to gain an awareness and understanding of how senior level meetings are conducted e.g. participants on the Aurora programme or members of staff networks;
- SATM, SWEE and SOM have formed their own EDI working groups to identify and address specific school specific EDI issues around recruitment and progression of under-represented groups.

**Figure 4. Female applicants**



Number of applications from females 2019/20 and 2020/21:

**CDS** – 94 to 82 (13% decrease in female and male applicants).

**SATM** – 91 to 181 (99% increase in female applicants, 116% in male)

**SOM** – 154 to 380 (147% increase in female applicants, 43% in males)

**SWEE** – 150 to 346 (131% increase in female applicants, 51% in males)

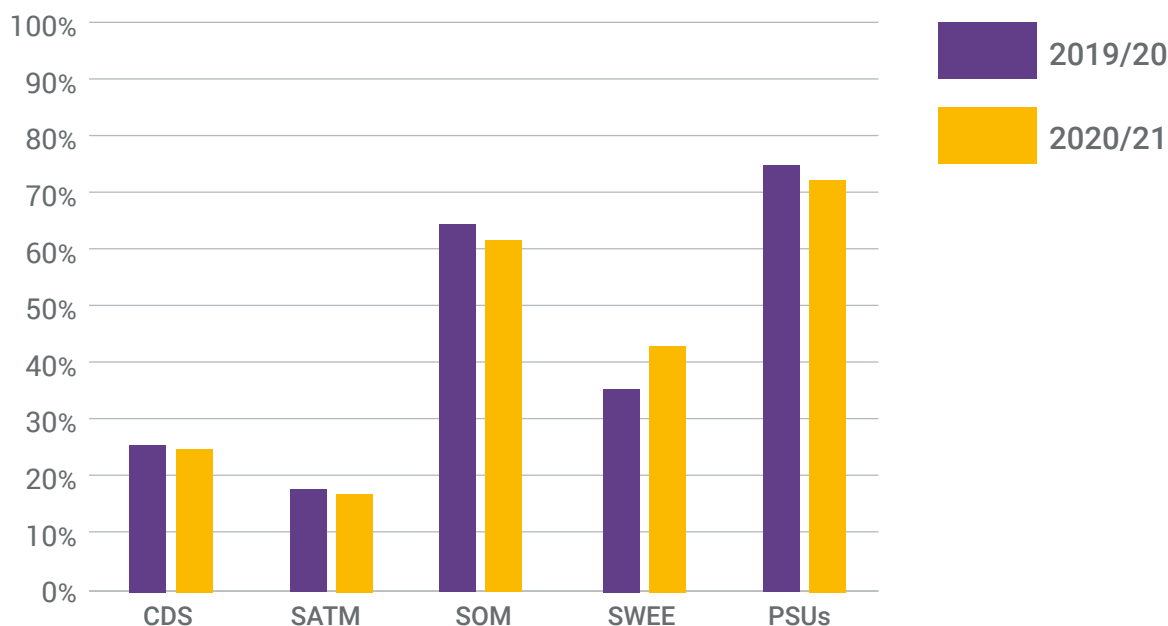
**PSUs** – 894 to 1034 (16% increase in female applicants, 12% in males)

This is very encouraging as we have reviewed our language in a number of our academic and researcher adverts and job descriptions to ensure that they are inclusive and that language used is values based and gender neutral as well as highlighting the benefits that Cranfield has to offer. We have also engaged in attraction campaigns with THE that are not tied to individual vacancies, to raise the profile of Cranfield in the sector more broadly, as described in the case study below.

## Figure 5. Offers to females

There was a slight increase in the percentage of offers to women across the University (from 48% to 49%) and the actual number of offers increased in every area with the exception of CDS.

It is encouraging that further analysis shows that the conversion rate of 'apply to offer' is higher for female applicants at almost 7% when compared to males at 4%. This demonstrates that our key issue appears to be attracting female talent for roles at the University, rather than barriers or bias in the internal selection process.



We continue to challenge the 'essential' criteria for roles to ensure that candidates from underrepresented groups do not self-select out of the process at application stage and pilot more inclusive selection practices, as shown in the case studies below.

When undertaking recruitment practices, we implement fair and consistent process and challenge search firms and recruitment agencies if they do not generate sufficiently diverse candidate pools. One of our selection criteria for appointing executive search firms is their track record in upholding diversity and inclusion.



### **Case study: MK:U – Course Leader Recruitment**

We ensured our adverts and job description were written in inclusive and clear language. We designed the essential criteria to enable a diverse range of backgrounds to apply. We deliberately carried out a 'cluster hiring' technique to appoint for more than one role simultaneously, which has been researched and usually results in more diverse hires. We held an assessment centre approach to gather as much data as possible and enable the candidates to demonstrate their capability rather than relying solely on an interview for the decision. The result was that we appointed a balance of internal and external candidates in terms of gender, ethnicity and thinking preferences. This is notable given the role was fixed term for 12 months and signals that we created an inclusive process and were able to attract and appoint high-calibre individuals to the role. We wish to attract as broad a range of candidates as we can for our roles. As part of this, we have embarked on a series of attraction campaigns, leveraging story telling via outlets such as Times Higher Education (THE). One of these campaigns was for the Cranfield Forensic Institute (which can read [here](#)) and another for MK:U (which can be read [here](#)). We also continue to keep our language under review in our adverts and job descriptions to be as inclusive as possible and challenge unrealistic criteria.

### **Case study: MK:U – Innovation Hub Manager**

Building on the attraction story above, we advertised for a fixed-term appointment to manage the new Innovation Hub at MK:U. We used an assessment centre process and avoided relying solely on interviews and the standard presentation. We used inclusive language in the advert and focussed on recruitment advertising channels in the Milton Keynes community. The selection process was designed to be as inclusive as possible with a diverse shortlisting panel and interview panel and clear but not prescriptive selection criteria. The shortlist was balanced in terms of gender, and ethnicity.

### **Case study: CDS – Forensic Science Institute**

The field of forensic science is particularly niche and a specific recruitment strategy was designed to attract as diverse a range of backgrounds and skills to posts in this area. In addition to an article in [THE](#), we ran a social media campaign, partnering with THE to promote our new Forensics Centre and leading edge equipment, and leveraged this to also promote a range of vacancies in forensic science. The job description and essential criteria were designed to enable as broad a range of skills to apply as possible, and the adverts written specifically to attract interest from people from a commercial or police background. This vacancy is still live and has attracted applications from a diverse range of people.

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"

## Figure 6. Leavers profile

	2018/19	2019/20	2020/21
Total leavers	261	208	184
Voluntary	164 (63%)	118 (57%)	115 (63%)
Involuntary	97 (37%)	90 (43%)	69 (38%)

As could be expected, the overall number of leavers has decreased since the start of the Covid-19 pandemic, 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	4%	7%	4%	6%	0%	1%
Business/Operational	11%	6%	8%	5%	3%	2%
Research/Technical	14%	25%	3%	11%	11%	14%
University	10%	13%	7%	7%	3%	5%

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

In 2018/19 turnover rates for men and women were equal at 17% (for all turnover) but this has changed since the start of the Covid-19 pandemic in 2020 and we have seen a decline in the number of staff leaving the University, particularly women. Although this is positive for Cranfield, it suggests that women have not been seeking further career opportunities externally in the same way that men were doing the pandemic. Research suggests this could be attributed to increased caring responsibilities (and home-schooling etc) during lockdown in 2020 and early 2021 which has had an impact in women's careers across the sector and wider.

It is important that we continue to monitor the impact of this on our recruitment and promotion processes to ensure that there are no adverse impacts on women or other groups of staff as a result of the pandemic.

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

- lack of career prospects (this is particularly an issue for women in Business Services);
- dissatisfied with working environment;
- relocation (we are monitoring this in light of Brexit).

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

## Support during the Covid-19 pandemic and lockdowns

It was recognised that during the lockdowns in 2020 and 2021, many staff (predominantly women) were the primary carers of children and the elderly/vulnerable, so we provided support and resources to ensure staff were able to balance their work and home responsibilities. Support included:

- a dedicated section on our Intranet regarding Coronavirus, providing information on the various tools, systems and advice in place to support staff, such as advice for parents managing working and family life, working remotely, the use of IT such as using Microsoft Teams to connect and collaborate with colleagues;
- specific Step-Up network events where staff could share their 'lockdown stories' and support one another in a safe space;
- live dedicated in-house virtual wellbeing sessions such as 'Work from home successfully' (introducing staff to practical tips to help them work from home successfully), 'Overcoming video conferencing fatigue' and 'Building personal resilience';
- additional general health and wellbeing workshops, we have provided a number of more focused sessions from our OH provider on 'Maintaining positive mind-set during difficult times', 'Resilience & isolation', 'Working from home and being active';
- measured and tracked staff wellbeing through our regular pulse surveys, asking staff how they were feeling and what further support would be helpful. We also introduced a dedicated wellbeing survey/review that enabled bespoke signposting to support, based on a detailed assessment of the individual staff members responses;
- we updated all our recruitment guidance to support candidates with remote interviews and hiring panels. This was aimed at supporting a diverse range of candidates for our roles and overcoming the barriers that may be presented by remote/online interviewing.

Having listened to feedback from our staff about some of the benefits of lockdown and homeworking on their wellbeing, the University is piloting a new working arrangements framework (NWAf) from September 2021. This framework will provide the vast majority of staff with the opportunity to work in a hybrid way, typically spending an average of 40-60% of their working time on site, with the remainder of work conducted at home. Through our NWAf survey, staff told us that some of the benefits for them include less commuting (78%), better work-life balance (74%) and better overall wellbeing (60%) along with other benefits.

## Family-friendly policies/benefits

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

- review of policies (dependants, parental leave, parental bereavement and carers policy);
- benchmarking of maternity/paternity pay in the sector (a paper will go to our Executive);
- carers fund will be launched in September 2021;
- family-friendly policies published externally to attract and recruit more diverse staff.

# Staff ethnicity profile

The proportion of staff from an ethnic minority background has steadily increased year on year from 16% (225) in 2018/19 to 19% (306) in 2020/21. This is largely due to an increase in International (ROW) ethnic minority staff as highlighted in **Figure 8**.

**Figure 8. Staff ethnicity breakdown**

	2018/19		2019/20		2020/21	
	Count	%	Count	%	Count	%
EU - Ethnic Minority	14	1%	13	1%	13	1%
EU - White	200	13%	193	12%	188	11%
ROW - Ethnic Minority	136	8%	134	9%	175	11%
ROW - White	33	2%	29	2%	40	2%
UK - Ethnic Minority	102	7%	112	7%	118	7%
UK - White	1017	68%	1019	66%	1049	64%
Undisclosed	49	2%	54	3%	58	4%

**Figure 9. UK ethnicity breakdown**

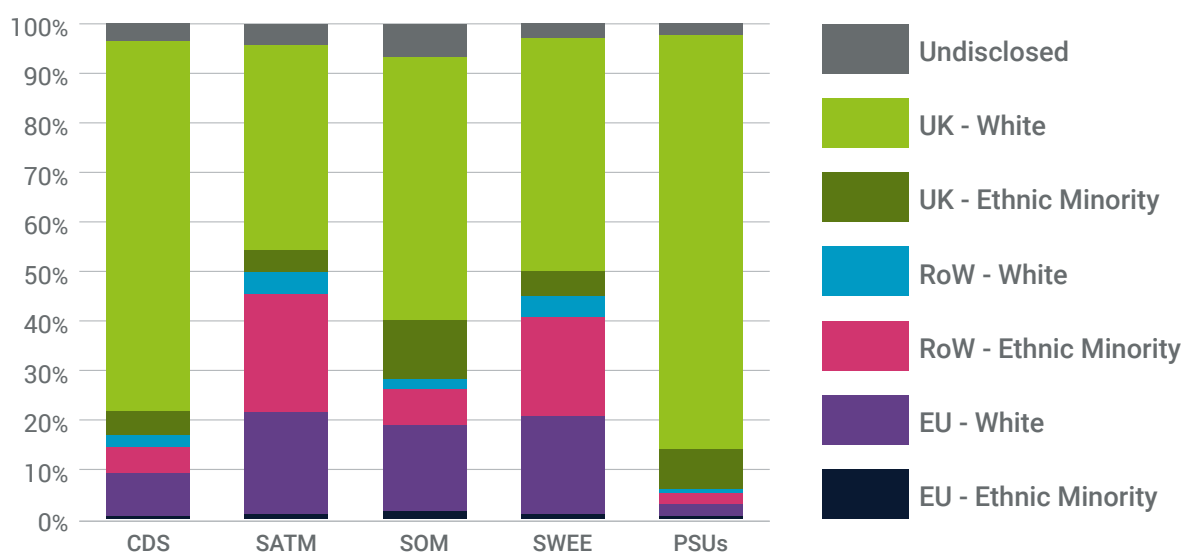
	Count	%
Asian or Asian British - Indian	25	21%
Other Asian background	14	12%
Chinese	14	12%
Black or Black British - African	12	10%
Other ethnic background	11	9%
Asian or Asian British - Pakistani	10	8%
Black or Black British - Caribbean	7	6%
Mixed - White and Black Caribbean	7	6%
Other mixed background	6	5%
Asian or Asian British - Bangladeshi	5	4%
Mixed - White and Asian	5	4%
Mixed - White and Black African	1	1%
Arab	1	1%
<b>All UK ethnic minority</b>	<b>118</b>	<b>100%</b>

One of our aims is to reflect our diverse local communities, so it is encouraging that the number of UK staff from an ethnic minority is slowly increasing. We are currently developing our plans to attract, recruit and develop more UK ethnic minority staff across the University (with a focus on senior roles) – particularly as we are behind the sector benchmark of 10.3%.

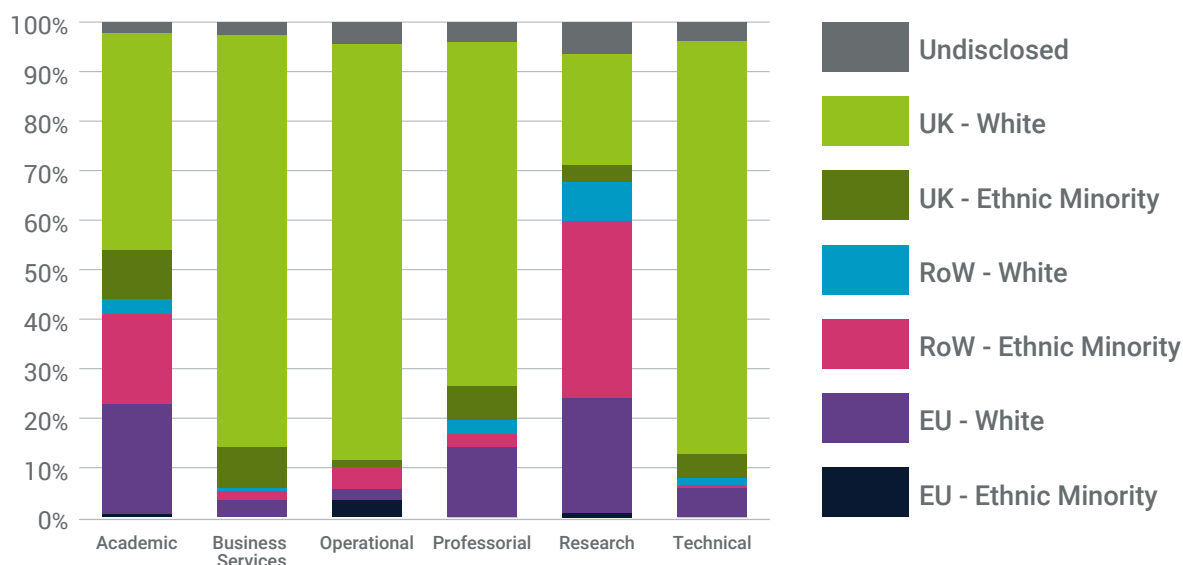
The outputs of the focus groups conducted in 2020 to explore the perceptions of ethnic minority groups towards Cranfield as a potential employer and the reality of working at Cranfield from a minority perspective were presented to the University Executive in February 2021. The Executive recognised the need for further action in this area. Subsequently the EmbRace staff network has been established to raise awareness and embed race/ethnic diversity across the University.

**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/PSUs**



**Figure 11. Ethnicity by occupational group**



### Case study: MK:U – ED&I round table

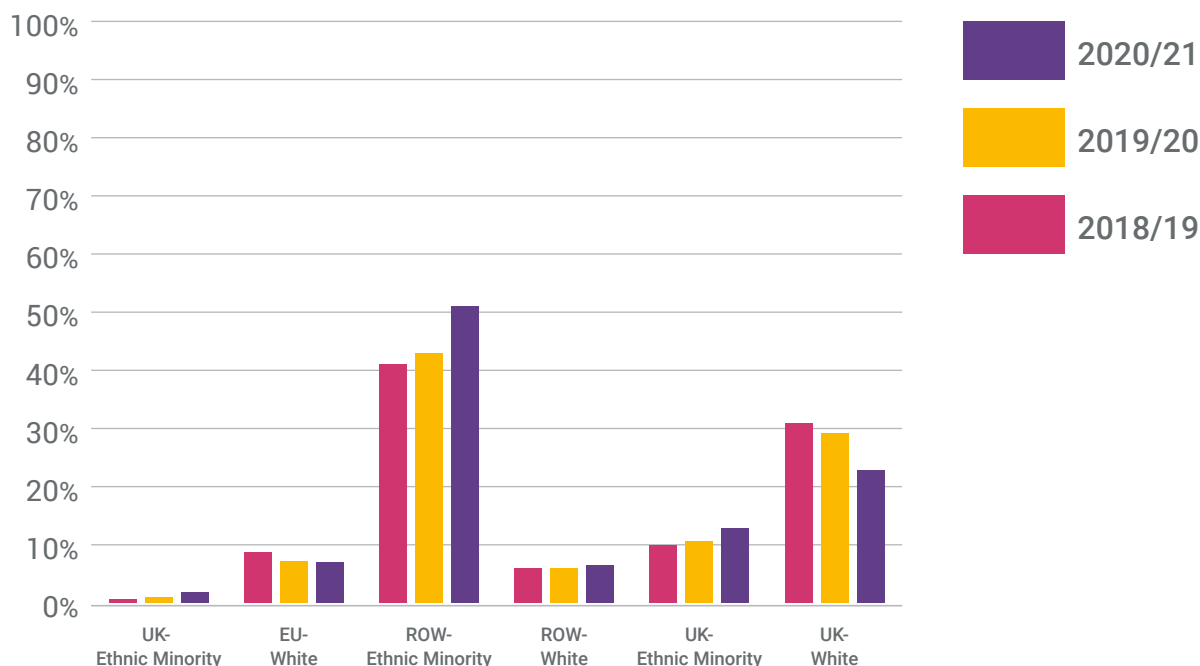
We held a series of round table discussions with the MK:U Business Supporters Group to help us design MK:U to be as inclusive and diverse as possible. Representatives participated from a range of sectors including engineering, legal and technology, and from multinational to start up sized companies. The discussions were chaired by Dr Ann Limb who is a business leader, philanthropist and the first female chair of the Scout Association as well as being active in the LGBT community. The participants shared insights into how we can create an inclusive environment and space for our staff, students and community. The findings and ideas were shared with the Cranfield staff networks, and the networks added further ideas and insights.

There was an increase in vacancies and applications in 2020/21 when compared to 2019/20 and the number of applicants from each ethnic group increased (which is not demonstrated in the chart below). It is reassuring that there is an increase in the number of EU applicants as the number had started to decline in recent years (the overall number of EU applicants was 488 in 2020/21 compared to 293 in 2019/20).

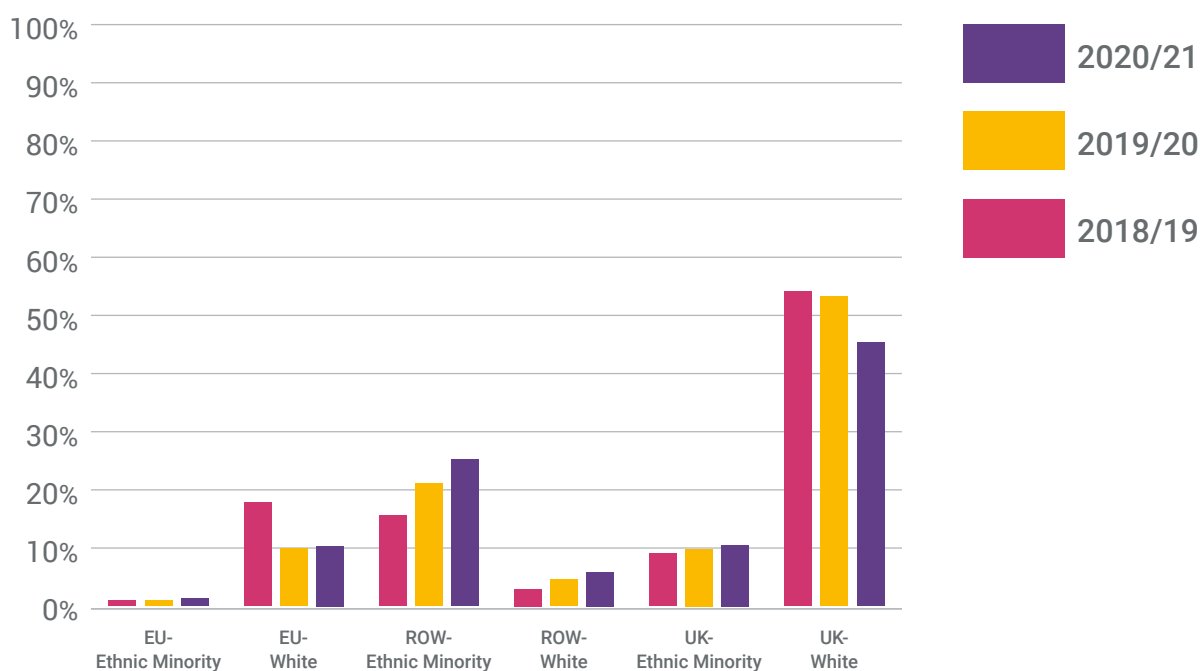
In recent years, we have seen a gradual increase in the proportion of ethnic minority applicants from the rest of the world, which is inline with our international recruitment for research and academic-related roles.

It is encouraging that the number of UK ethnic minority applicants has increased over time (from 281 in 2018/19 to 549 in 2020/21), a trend that we will continue to work towards through our outreach and recruitment campaigns.

**Figure 12. Applications by ethnicity**



**Figure 13. Offers by ethnicity**



In line with previous years, the most successful candidates were UK White and ROW Ethnic Minority candidates. The sharp increase in offers for ROW ethnic minority offers (from 42 to 68) is largely down to academic and research roles in SATM and SWEE.

Unfortunately, the increase in the number of UK Ethnic minority applicants has not resulted in a significant increase in offers. Our action plan will examine this more closely to understand why 'applied to offer conversion rates' are higher for White applicants when compared to ethnic minority applicants and include the following:

- identify and eliminate any barriers or apparent bias in the selection process;
- a programme of awareness and education to help staff feel more comfortable and confident to talk about race equality;
- a greater diversity on our recruitment panels (beyond gender);
- how to support staff to become ally's and challenge inappropriate behaviour.

# Staff disability profile

Disability rates amongst staff working in the HE 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.

**Figure 14. Staff sharing a disability**

	2018/19		2019/20		2020/21	
	Count	%	Count	%	Count	%
No disability shared	1489	96%	1482	95%	1545	94%
Disability shared	46	3%	55	4%	71	4%
Undisclosed	16	1%	17	1%	25	2%

Although it is very encouraging that we have seen an increase in staff sharing a disability, we have slightly fallen behind the sector benchmark of 5%. However, with the actions and support that we have implemented in recent years staff should start to feel more comfortable to discuss and share their disability status openly.

## Actions

- The Cranfield Disability Network and Working Group has been set up to help identify and support actions and interventions to make Cranfield a more inclusive University for disabled staff and students. The network works towards promoting disability awareness and an inclusive, safe and supportive environment in which everybody is treated with respect and dignity, in line with our University values.
- We carried out a robust self-assessment and became a Disability Confident Employer (Level 2) in December 2020.
- We are in the process of improving our disability processes via improvements to our applicant tracking system to make it easier for hiring managers to understand their responsibilities to disabled candidates who meet the essential criteria for a role.
- In March 2021, we organised a virtual wellbeing day 'Time out Thursday'. Staff were asked to take time out of their busy schedules to reflect on ways they could boost their mental and physical wellbeing. We organised virtual sessions throughout the day to focus on mental health and wellbeing matters, to include a staff-led panel discussion, with Cranfield colleagues talking about their experiences with mental health which resonated with other staff.
- In recognition of the impact that poor mental health has on individuals in the workplace, we took the opportunity in late 2020 to train members of the HR team as Mental Health First Aiders and officially launched this provision in early 2021.
- There is a digital accessibility project underway to ensure that our digital content is appropriate for users with impaired vision, motor difficulties, learning disabilities, or impaired hearing to meet new accessibility regulations.
- Our Disability Policy was launched in October 2020 and published externally to attract and recruit more diverse staff.



## Figure 15. Disability breakdown

Our breakdown of staff disabilities is in line with the sector. In recent years, we have seen an increase in staff with mental health conditions and specific learning difficulties.

CDS and SWEE have the highest proportion of disabled staff at 6% respectively.

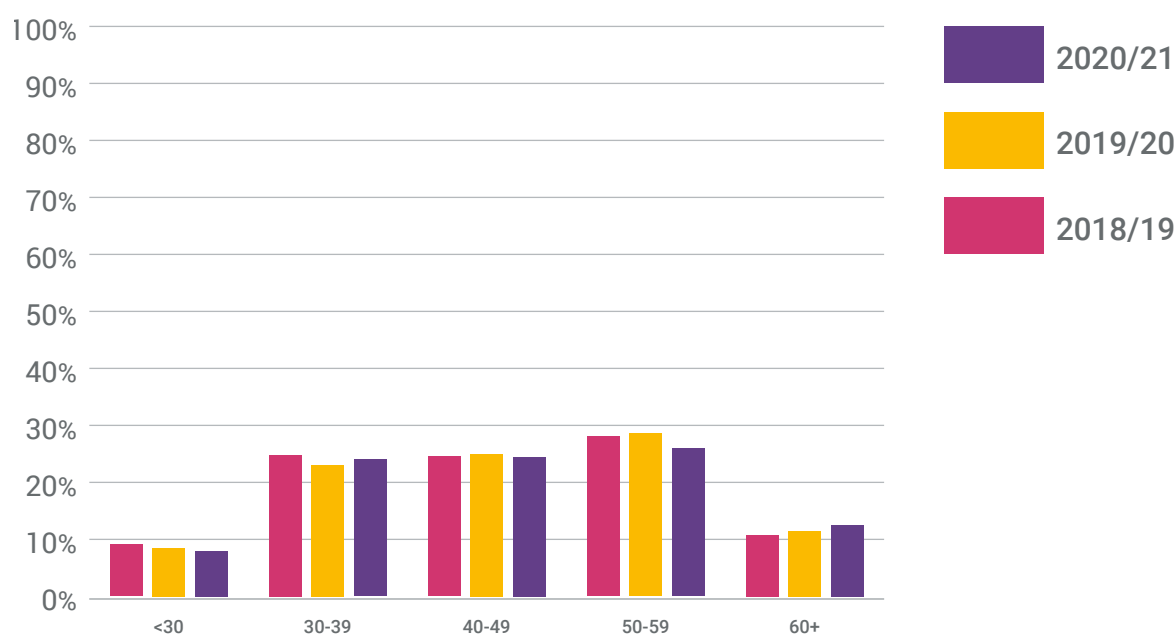
Disability	Count	%
A disability, impairment or medical condition that is not listed above	15	21%
A mental health condition, such as depression, schizophrenia or anxiety disorder	14	20%
A specific learning difficulty such as dyslexia, dyspraxia or AD(H)D	14	20%
A long-standing illness or health condition such as cancer, HIV, diabetes, chronic heart disease, or epilepsy	10	14%
A physical impairment or mobility issues, such as difficulty using arms or using a wheelchair or crutches	9	13%
Deaf or serious hearing impairment	4	6%
Two or more impairments and/or disabling medical conditions	3	4%
Blind or a serious visual impairment uncorrected by glasses	2	3%
	71	100%

# Staff age profile

Overall, age profile has remained fairly static in recent years and in line with the sector. There continues to be an increase in staff in the 60+ age group (from 194 in 2019/20 to 227 in 2020/21), which requires further research to understand the reasons why, as one of our aims is to focus on succession planning and knowledge transfer to support early and mid-career staff to progress.

We are beginning to see an increase in the number of staff under 30, largely due to the apprentices that we have recruited in recent years which are from a diverse range of backgrounds.

**Figure 16. Staff age profile**



**Figure 17. Age breakdown**

	<30	30-39	40-49	50-59	60+
Academic	2%	24%	29%	17%	19%
Business Services	46%	38%	47%	58%	39%
Operational	2%	1%	2%	4%	6%
Professorial	0%	1%	5%	8%	18%
Research	36%	33%	10%	5%	4%
Technical	14%	3%	6%	8%	14%
University	100%	100%	100%	100%	100%

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

- over 50% of our research staff are in the <30-39 age group;
- Academic staff are concentrated in the 30-49 age group, with an increase in academics over 60 in recent years;
- Professorial staff are focused in the 50-60+ age group;
- Technical staff typically have an older age distribution, concentrated at 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.

## Sexual orientation

We joined Stonewall at the end of 2020 as we recognised that we are at the beginning of our LGBT journey and needed support to ensure that our policies are inclusive and that our staff are aware of the most appropriate terminology and the changing landscape.

Stonewall has supported us to develop guidance to support our LGBT staff and students and this has been published internally and externally and widely communicated.

Moving forward, our aim is to develop our policies and practice further in this area and ensure that Cranfield is an LGBT employer. We also aspire to encourage staff to feel comfortable sharing their sexual orientation/gender identity (if they wish to) to avoid experiencing isolation and invisibility because their true self is not known to others. Research by Stonewall has demonstrated that staff who are out at work are overwhelmingly more content at work and consider that their performance improves too.

In 2020, we revised our Dignity at Work Policy to ensure that it was in line with best practice in the sector and included examples of bullying and harassment in relation to LGBT staff.

## Training

We have a mandatory online ED&I module in place to help staff understand their roles and responsibilities under the Equality Act, as well as a section on the impact of bias.

New online ED&I modules are in place as a resource for staff to increase their awareness on:

- Race in the Workplace;
- Disability Awareness;
- Transgender.

Our *First Time Line Managers* Programme and *Managers Essential Pathway* have ED&I embedded into them so that managers are aware of the how ED&I impacts decision-making and the employee lifecycle.

We are currently developing plans to develop face-to-face training workshops with SOM faculty on race awareness and conscious decision-making.

# 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 2021
Improve personal data collection to help identify critical diversity issues	HR&D	Staff monitoring exercise carried out annually to improve declaration rates.	Annually	Staff monitoring exercise carried out in June 2017 December 2018 and December 2019. The next exercise is planned for late 2021.
Increase the recruitment, selection and retention of diverse staff	Head of HR Operations & Resourcing & ED&I Team	Review recruitment and selection processes, procedures and training to ensure they are more inclusive to increase the diversity of applicants and recruits.	Ongoing	<p>On-target (specific timelines are included in the revised <a href="#">Athena SWAN action plan</a>).</p> <p>We continue to focus on the attraction, selection and retention of academics and non-academics from underrepresented groups.</p> <p>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.</p> <p>We have conducted targeted social media, advertising and attraction campaigns, and used inclusive language in job descriptions and recruitment materials.</p> <p>We are piloting novel attraction and candidate engagement strategies, for example using videos. We have provided enhanced interview guidance for candidates and managers who are recruiting remotely.</p>

Strategic Theme	Owner	Specific actions	Timeframe	Progress at September 2021
	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	<p>Our website and external communications showcase our values being lived, and include diverse imagery and case studies. Social media is also being used to promote the work Cranfield is doing in ED&amp;I.</p> <p>We have published our ED&amp;I and family-friendly policies on the website to help promote Cranfield as an inclusive employer.</p>
	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 female 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	<p>67 participants have attended the Aurora programme since Spring 2015, including 11 in the latest 2020/21 cohort.</p> <p>28% (19) have been promoted since completion, 21% (14) have since left (43% of these were for higher level positions elsewhere).</p> <p>41 participants have attended the WAL programme since 2015, including 12 in the latest 2020/21 cohort.</p> <p>44% (18) have been promoted since completion, 15% (6), have since left (50% of these were for higher level positions elsewhere).</p>
	Step-Up Working Group	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.

Strategic Theme	Owner	Specific actions	Timeframe	Progress at September 2020
				<p>A series of successful events and networking sessions have been held, including online 'lockdown stories' and various external speakers sharing their career and personal journeys. This year, the focus has been on bitesize development sessions delivered by the Gender, Leadership and Inclusion Centre in SOM.</p> <p>The Cranfield Disability Network was launched in May 2021.</p> <p>The EmbRace (Race) network was established in April 2021.</p>
	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 (as above).</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>
	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 programme are expected to identify a mentor as part of the programme.</p>

Strategic Theme	Owner	Specific actions	Timeframe	Progress at September 2021
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>We updated our Dignity at Work policy and provided refresher training for Dignity at Work advisors in March 2020 to ensure they feel equipped to carry out the role. Our advisors meet on a quarterly basis to share best practice and support one another.</p> <p>HR&amp;D are currently exploring ED&amp;I training to support the broader EDI Strategy e.g. conscious decision making, active bystander, race awareness.</p>
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 and networks.	<p>Athena SWAN Bronze award.</p> <p>Maintain HR Excellence in Research award.</p> <p>Women in Aerospace, Aviation &amp; Defence Charter/ Women in Defence Charter.</p> <p>Armed Forces Covenant</p>	<p>On-going</p> <p>2020</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Achieved award in 2020 and progressing revised action with local action plans in place for Schools and PSUs.</p> <p>Successful in re-accreditation in 2020 with revised action plan in place.</p> <p>We have pledged our support to these Charters and the progression of women in these under-represented areas.</p> <p>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.</p>

Strategic Theme	Owner	Specific actions	Timeframe	Progress at September 2020
		Disability Confident Employer	Ongoing	We became Disability Confident (Level 2) employers in December 2020.
		Stonewall	2020	We became members of Stonewall in October 2020.
		CBI Change the Race Ratio Charter		We are founder signatories of the CBI's Change the Race Ratio Charter.
Champion a culture where disabled staff can thrive and feel supported.	HR&D/ Cranfield Disability Network	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. Agreed by the Exec in November 2020.
		Become a 'Disability Confident' employer.	2018	Level 2 achieved – working towards Level 3 in long term.
		Improve staff declaration rates on disability.	Ongoing	Disability declaration rates have increased from 2% to 4%.
		Develop a disabled staff forum.	January 2021	Cranfield Disability Network launched in Spring 2021.
Ensure a consistent approach to work life balance and family friendly policies and procedures.	HR&D/Staff volunteer	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.



Strategic Theme	Owner	Specific actions	Timeframe	Progress at September 2020
				<p>We have amended our job adverts to include a statement about flexible working, and to highlight our new ways of working pilot. We updated our guidance for managers to help them discuss hybrid working with candidates. We have improved our data capture to identify where flexible working arrangements are implemented for new starters and existing employees.</p> <p>Hybrid working pilot in place (September 2021).</p>
		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).