

## Action plan 2020-2024

### Actions relating to Section 2 (Description of the Institution)

Action Ref	Planned Action	Rationale	Key outputs and Milestones	Start	End	Owner(s)	Success Criteria and Outcome	Actions since last award
1	<b>Monitor progress on the action plan and work towards an institutional silver application.</b>	To ensure Athena SWAN principles are embedded and action plan is progressed and monitored for impact.	1.1. Quarterly reporting on progress to the University Executive.  1.2. Funding secured to progress central Athena SWAN initiatives.	April 2020	On-going	Athena SWAN Chair	80% + actions implemented or underway by 2024.  Plan in place for Silver application for end 2023.	Regular updates on Athena SWAN communicated to staff.  Athena SWAN budget in place to progress actions.

### Actions relating to Section 3 (Self-Assessment)

Action Ref	Planned Action(s)	Rationale	Key Outputs and Milestones	Start	End	Owner(s)	Success Criteria and Outcome	Actions since last award
2	<b>Monitor and review the constitution and governance of the Athena SWAN Working Group (ASWG).</b>	Ensure that the ASWG is presentative of the diverse staff population and that the group continues to work effectively.	2.1. Quarterly Athena SWAN Working Group meetings.  2.2. Annual review of working group membership and recruit members where gaps identified.	April 2020	On-going	Athena SWAN Chair/ASWG	Quarterly meetings continue.  ASWG membership has 50/50 gender academic/PSU split.	Refresh of working group and new Executive Sponsor.
3	<b>Continue to include D&amp;I questions in staff surveys and monitor</b>	To assess differential experiences of women, men, BAME and	3.1. Pulse surveys to include questions on Athena SWAN/D&I issues.	Nov 2019	On-going	HR Director/Head of D&I	Questions to be analysed by protected characteristics (gender, ethnicity, disability and sexual	

	<b>answers by protected characteristics (particularly gender, ethnicity, disability and sexual orientation) and by job family.</b>	other staff by protected characteristic. To help identify areas of concern/good practice.	<p>3.2. Staff demographic information to be included for analysis purposes.</p> <p>3.3. Culture, Employment and Development in Academic Research Survey. (CEDARS) 2020 – sector wide survey.</p>	Nov 2019	On-going	Survey Project team	orientation) to identify concerns/good practice.	
				May 2020	Sept 2020	L&D Team RIO	Establishes benchmarks for future surveys.  Benchmark data against the sector.	
4	<b>Launch a communications campaign to promote the new action plan, prepare for a silver award and increase staff engagement and involvement in Athena SWAN.</b>	To maintain engagement levels on Athena SWAN/Diversity & Inclusion (D&I) and raise awareness both internally and externally.	<p>4.1. Publish Athena SWAN submission on Intranet.</p> <p>4.2. Quarterly AS updates communicated to staff and students via updates on the University Intranet, blogs and other social media.</p> <p>4.3. Production of a range of Institutional AS promotional materials (flyers, leaflets to be distributed at events).</p> <p>4.4. Annual AS roadshows/drop-ins to raise staff</p>	October 2020	Update quarterly	D&I Team	Monitor awareness and engagement levels via staff survey (60+ % staff aware of Athena SWAN by December 2020 as a benchmark).	Dedicated Athena SWAN Intranet page.
				June 2020	Quarterly	CEA		
				Jan 2021	June 2021	CEA		
				Jan 2021	Dec 2024	ASWG		

			awareness and engagement.					
4	<b>Continue to include D&amp;I questions in staff surveys and monitor answers by protected characteristics (particularly gender, ethnicity, disability and sexual orientation) and by job family.</b>	To assess differential experiences of women, men, BAME and other staff by protected characteristic. To help identify areas of concern/good practice.	<p>4.1. Pulse surveys to include questions on Athena SWAN/D&amp;I issues.</p> <p>4.2. Staff demographic information to be included for analysis purposes.</p> <p>4.3. Culture, Employment and Development in Academic Research Survey. (CEDARS) 2020 – sector wide survey.</p>	<p>Nov 2019</p> <p>Nov 2019</p> <p>May 2020</p>	<p>On-going</p> <p>On-going</p> <p>Sept 2020</p>	<p>HR Director/Head of D&amp;I</p> <p>Survey Project team</p> <p>L&amp;D Team RIO</p>	<p>Questions to be analysed by protected characteristics (gender, ethnicity, disability and sexual orientation) to identify concerns/good practice.</p> <p>Establishes benchmarks for future surveys.</p> <p>Benchmark data against the sector.</p>	<p>November 2019 pulse survey included question on flexible working.</p> <p>Results were analysed by protected characteristics (where response was allowed).</p>
5	<b>Identify data gaps and address them.</b>  <b>Identify appropriate KPI's to monitor the effectiveness of the Athena SWAN action plan for quarterly updates.</b>	To ensure full data sets are available to support future AS applications and to review impact of actions.	<p>5.1. Ensure data on full employee lifecycle is recorded on HR systems.</p> <p>5.2. Mandatory diversity monitoring data to be collected from head-hunters.</p> <p>5.3. Develop an Athena SWAN dashboard for regular reporting to the ASWG and other Committees.</p>	<p>April 2020</p> <p>June 2020</p> <p>Sept 2020</p>	<p>On-going</p> <p>On-going</p> <p>Quarterly reporting</p>	<p>Head of Resourcing/HRBP for MI and reporting</p>	<p>Improved and more accessible data is available at School/Institutional level.</p>	<p>We have introduced more data capturing and monitoring on staff recruitment and exits (to understand why staff leave Cranfield).</p>

## Actions relating to Section 4 (A picture of the Institution)

Action Ref	Planned Action	Rationale	Key Outputs and Milestones	Start	End	Owner(s)	Success Criteria and Outcome	Actions since last award
6	<b>Working with faculty in the School of Management, roll out 'Conscious Decision Making' workshops to all managers (particularly those on decision making panels and committee).</b>	To help eliminate bias in recruitment, selection, promotion etc. and support managers in making objective decisions. This will help enable female applicants to progress through the recruitment and promotion processes successfully.	6.1. Deliver a workshop that goes beyond staff being aware of their biases to how they can make more objective decisions.	April 2020	On-going	Dr Doyin Atewologun /L&D	90% Managers participate in workshop over next 4 years, with greater understanding of how bias can affect decisions such as recruitment, selection and promotion.	New pilot workshop designed and delivered to HR Team in November 2019 to replace existing Unconscious Bias workshop run by external consultants for three years.
7	<b>Continue investing in women's leadership development.</b>	To help support the progression of women into Senior Academic Professional Leadership roles.	7.1. Continue to support two cohorts of women per year (at Level 5 and 6) to participate in the LFHE Aurora programme.  7.2. Continue to support one cohort of women (at Level 6 and 7) per year to participate in the bespoke Cranfield 'Women as	On-going  Sept 2020	On-going  Annually	PVC School/PSU Director to nominate individuals.	Positive feedback from participants and case studies to be published to raise engagement levels.  Continue to see an increase in promotion rates: <ul style="list-style-type: none"> <li>• 37% of Aurora participants</li> <li>• 53% of Women as Leaders participants</li> </ul>	To date, 56 women have participated in the Aurora programme and 29 in the Women as Leaders programme with very positive feedback.

			Leaders' programme (delivered by the School of Management).					
8	<b>Ensure that succession plans for all academic posts are considered within each School and PSU, with consideration of any equality and diversity challenges.</b>	To support the development and retention of female and BAME staff.	<p>8.1. Clear succession plans in place for senior Academic/PSU roles</p> <p>8.2. Review the make-up of the University Senior Management Team to make it more inclusive.</p> <p>8.3. Set up a sub-committee of diverse staff who are given projects by the Executive to complete.</p>	<p>Dec 2020</p> <p>June 2021</p> <p>Sept 2021</p>	<p>On-going (reviewed annually)</p> <p>On-going (reviewed annually)</p> <p>On-going (reviewed annually)</p>	<p>PVC Schools/PSU Directors and Local HR Teams.</p> <p>University Executive</p> <p>University Executive</p>	<p>20% increase in females and BAME staff in the pipeline for senior roles.</p> <p>30% female representation on SMT (from 20%).</p> <p>Sub-committee made up of representative group of university staff and given opportunities to work on cross-University initiatives.</p>	Deputy roles created for key academic roles e.g. Deputy Directors of Theme and Research, which has provided development opportunities for female academics.
9	<b>Review the use of FTCs for gender bias and ensure appropriate development plans in place.</b>	To support the development of Early Career Researchers and develop the pipeline for senior research/academic roles.	<p>9.1. Ensure Researchers on FTCs have clear development opportunities and are supported to apply for permanent roles</p> <p>9.2. Monitor the anticipated increase in transition from FTC</p>	<p>Sept 2020</p> <p>Sept 2020</p>	<p>On-going</p> <p>On-going</p>	<p>PVC Schools/local HR Teams</p> <p>PVC Schools/local HR Teams</p>	<p>Clear development plans for staff on FTCs, which will be evaluated and monitor by tracking what FTC researchers do at the end of their contracts.</p>	

			to open ended contracts to ensure there is no gender bias.					
10	<b>Highlight clear routes to promotion for all career pathways.</b>	Supporting the career progression of female academics and researchers and enabling them to have the choice to select the career pathway that meets their career goals.	10.1 Clear promotion guidelines and process for all career pathways.  10.2 Pathways to be published and communicated with staff.	On-going from 2019  Sept 2020	Reviewed annually  March 2021	SAPB members  HR Lead Performance Excellence	20% Increase in women being promoted through both routes.	Establishing an Education and Scholarship (Teaching only) pathway.  Embedding values that link to behaviours (inputs as well as outputs) in our promotions process.
11	<b>Continue with leavers surveys to gain more qualitative information on why senior staff (Academic and PSU) leave Cranfield.</b>	To help retain senior staff (particularly females).	11.1. Carry out leavers surveys to understand reasons behind leaving (push or pull).  11.2. To report findings of surveys to the Executive and Senior management team for onward reporting to Council to address the issues identified.  11.3. Reduce the number of staff leaving with 'other' or 'unknown' reason codes.	On-going  Annually  Jan 2021	On-going  On-going  On-going	Head of D&I  HRD/Head of D&I  HR Teams/Line Managers	More qualitative information on why senior staff leave to be reported to the University Executive.	We introduced a leavers survey on 2018 which is carried out by the Head of D&I with senior female and male staff leaving the University. Information reported to the VC and as a result, all Executive members have Diversity objectives in their P&DRs.

12	<b>Continue to monitor annual review processes to mitigate gender bias and report on the gender pay gap.</b>	To ensure focus on reducing gender pay gap and ensuring parity and equity of pay and reward.	<p>12.1. Set up a project group to review elements of recognition both financial and non-financial across the University to ensure we have a consistent employment offer which is fair and equitable.</p> <p>12.2. Continue working with our Remuneration Committee in meeting our statutory obligations, providing relevant environmental context and benchmarking data to support their decision making for senior pay and providing an overview of other pay.</p> <p>12.3. Enhance communication of the Cranfield reward offer to current and</p>	Autumn 2020	Autumn 2021	Head of HR Compliance , Policy and Data/Trade Unions	Project group working effectively with clear recommendations identified to help address the gender pay gap.	<p>In conjunction with our Trade Unions we have developed, a Reward Strategy. The strategy goes beyond meeting our statutory obligations, by positioning our reward offering and providing a set of principles by which the University operate, encompassing our newly developed values.</p> <p>We committed to a phased programme of change to provide more parity in our annual leave entitlement. Since 2018, we have increased leave entitlement for levels 1 to 5. Recognising that female representation within these levels is high, this will provide more equity between men and women.</p> <p>We carry out EIA assessments on annual review to ensure equity.</p>
				On-going	On-going	HRD/Head of HR Compliance , Policy and Data	Regular meetings with Remuneration Committee to allow informed decision making and recommendations.	
				Jan 2021	June 2021	CEA	Reward offering clearly communicated to current and prospective staff	

			prospective staff and their managers, to ensure better understanding and awareness of its application.				through a range of channels.	
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### Actions relating to Section 5.1 (Recruitment)

Action Ref	Planned Action	Rationale	Key Outputs and Milestones	Start	End	Owner(s)	Success Criteria and Outcome	Actions since last award
13	<b>Address the potential for unconscious bias within the advertising, shortlisting and interview processes, moving beyond raising awareness to taking positive action.</b>	To ensure that female applicants continue to successfully progress through the recruitment process, particularly when applying to technical schools, or in PSUs where a high proportion of senior roles are held by men.	<p><b>Shortlisting:</b></p> <p>13.1. Evaluate whether anonymised shortlisting is appropriate for Cranfield</p> <p>13.2. Managers to challenge shortlists and where appropriate reject shortlists and ask headhunters to justify lack of diversity.</p> <p>13.3 Review and shorten time taken to advertise role to interview.</p> <p><b>Interview:</b></p> <p>13.4. Maintain and offer list of diverse pool of trained panel</p>	<p>August 2020</p> <p>March 2020</p> <p>Sept 2020</p> <p>On-going</p>	<p>Dec 2020</p> <p>On-going</p> <p>Ongoing</p> <p>On-going</p>	<p>Head of Resourcing/ HR Service Centre.</p> <p>TBC – dependent on vacancies.</p> <p>Head of Resourcing/ Line Managers</p> <p>Head of Resourcing</p>	<p>Increased % of women in under-represented roles in the university, leading to 30% female academics and 20% female Professors by 2024.</p> <p>Decision on whether to adopt anonymous hiring based on evaluation.</p> <p>30% reduction in time from advert to interview.</p> <p>100% of shortlists have women on them.</p>	<p>Improved data collection and reporting to fully understand the magnitude of the under-representation.</p> <p>Cranfield adverts updated to include: Inclusive, gender neutral language using gender decoding software; Flexible working commitment; values statement; fewer 'essential criteria'; positive action statements</p> <p>Programme implemented to train women from a range of levels and roles</p>



			<p>members to panel chairs while continuing mandatory requirement for gender diversity on interview panels.</p> <p><b>Training:</b> 13.5. Re-design recruitment and selection training provision to cover job design and advertising, as well as shortlisting and interview. Designed with Learning &amp; Development and subject matter experts from SOM.</p> <p>13.6. Run pilot with the University SMT.</p> <p>13.7. Develop a toolkit for interview panel chairs, for inclusion with interview packs, as</p>	<p>March 2021</p> <p>April 2022</p> <p>March 2021</p>	<p>March 2022</p> <p>N/A</p> <p>March 2022</p>	<p>Head of Resourcing, Head of T&amp;D</p> <p>HR SMT</p> <p>Head of Resourcing/ Head of Performanc</p>	<p>100% compliance with panel constitution.</p> <p>At least one woman on recruitment panels.</p> <p>SMT have received and endorsed new training.</p> <p>90% of hiring managers have undertaken recruitment training.</p> <p>Toolkit distributed to all hiring managers when they advertise roles and panel chairs to act as refresher.</p>	<p>to sit on recruitment panels to reduce the burden.</p>
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			a prompt for unconscious bias.			e Excellence			
14	<b>Increase applications from women in roles where they are under-represented.</b>	To increase applications and acceptances from under-represented groups, as identified by data analysis, to reach our gender and inclusion benchmarks, moving increasingly towards positive action.	<p><b>Communications and engagement:</b></p> <p>14.1. Update 'Working at Cranfield' internet pages and imagery (incorporate Values).</p> <p>14.2. Create a new 'Welcome to Cranfield' website for applicants who are awaiting their start date to promote inclusion and engagement.</p> <p>14.3. Refresh all policies and upload to website.</p> <p><b>Customer experience:</b></p> <p>14.4. Capture data from regular candidate surveys given to all candidates who are invited to interview (successful and unsuccessful).</p>	Ongoing			D&I Team	Website demonstrates our commitment to diversity and inclusion and reflects our core values and commitment to positive action.	Updated recruitment materials (job descriptions, further particulars, our website materials, advert, images) to ensure our commitment to our people and inclusion is reflected at every stage of the recruitment journey, and is congruent with our values.
				March 2020	April 2021		CEA and HR Recruitment Coordinator		
				July 2020	July 2021		HR SMT	All policies are updated, refreshed and modernised according to best practice	
				Feb 2020	February 2021		HR Service Centre	60% response rates and a positive net promoter score.	Improved data collection.

			<p>14.5. Launch process for capturing feedback from successful female applicants who reject an offer of employment. Use anonymous surveys and interviews with the Head of Resourcing for roles for grades 6 and above.</p> <p><b>Data monitoring:</b> 14.6. Report on and evaluate effectiveness of recruitment channels in encouraging a diverse applicant pool and take action accordingly.</p> <p>14.7. Head hunters to provide gender representative shortlists, as well as diversity data for all shortlists.</p>	<p>April 2020</p> <p>On-going</p> <p>June 2020</p>	<p>April 2021</p> <p>On-going</p> <p>On-going</p>	<p>HR SMT</p> <p>Head of Resourcing</p> <p>Recruiting Line Managers</p>	<p>20% Reduction of our offers being rejected as a result of understanding reasons for rejecting offers.</p> <p>Optimum channels identified, and unproductive channels or recruiters are removed.</p> <p>10% increase in applications, including from female applicants</p> <p>100% compliance.</p>	
15	<b>Promote Cranfield as an inclusive employer.</b>	To build our reputation as an inclusive employer both internally and externally	<p>15.1. Participate in local careers and apprenticeship fairs.</p> <p>15.2. Write and publish a recruitment</p>	<p>March 2021</p> <p>Sept 2020</p>	<p>On-going</p> <p>Dec 2020</p>	<p>Head of Resourcing</p> <p>HR SMT</p>	<p>Regular attendance at local job fairs in Bedford, Northampton and Milton Keynes.</p> <p>Our commitment statement is written</p>	

			<p>commitment statement and (employee value proposition) EVP that specifies our commitment to all applicants during our recruitment cycles.</p> <p>15.3. Identify internal best practice which has increased the proportion of female staff (where they were under-represented within the discipline).</p> <p>15.4.To communicate these actions through a variety of reporting mechanisms and events, including at School level and University SMT.</p>	<p>August 2020</p> <p>Sept 2020</p>	<p>Dec 2020</p> <p>On-going</p>	<p>Head of Resourcing</p> <p>University SMT</p>	<p>and endorsed by the University SMT before being launched on our Careers website.</p> <p>Male-dominated areas in the technical schools share their insights with female-dominated areas in PSUs/SOM. Data captured through a series of informal interviews</p>	<p>Adoption of good practice across management in schools and PSUs.</p>
16	<b>Remove barriers to entry for under-represented groups.</b>	To address the lower success rate for women applying for posts in our technical schools.	16.1. Introduce process to challenge essential criteria for roles to ensure they do not present barriers for under-represented groups, using	June 2020	June 2021	University Executive	10% Increase in female applications.	

			existing Grading and Business partner processes.					
			16.2. Ensure levels for roles are appropriate and flexible wherever possible e.g. advertise for Reader/Professor.	June 2020	June 2021	HR SMT/Recruiting Managers	100% of adverts are gender neutral.	
			16.3. Process to ensure adverts are run through gender decoder software to ensure gender neutral.	March 2020	On-going	All recruiting managers.	Recruitment partners who cannot demonstrate their commitment to D&I are removed from our supplier list.	
			16.4. Actively manage relationships with head hunters and local recruitment partners to ensure that their values and commitment to D&I are congruent with Cranfield.	March 2020	On-going	Head of Resourcing.	A 10% increase in female applicants at every point of the recruitment lifecycle.  Increased % of applications received from non-traditional platforms/sources.	Quarterly meetings with head hunters to monitor performance and trends in the sector.
			16.5. Sponsor DBA Research project into the recruitment processes that pose a barrier to under-represented groups and identify methods to	On-going	On-going	Head of Resourcing.		DBA commenced in September 2019.

			overcome such barriers.  16.6.Continued diversification of our recruitment channels/platforms/sources	March 2020	March 2021	Recruiting Managers		Signed up with forces families and other channels aimed at former service personnel. Signed up with working mums, working dads and working wise
17	<b>Positive action awareness training to help managers understand it and utilise it effectively.</b>	To embed an inclusive culture at Cranfield.	17.1.Provide appropriate development to the University SMT and managers to help them understand what positive action is, and how it differs from positive discrimination	Sept 2021	Sept 2022	HR SMT	80% + managers are trained and more confident in taking more positive action, leading to an increase in the proportion of women shortlisted. Examples of positive action are shared amongst managers to help increase confidence.	Positive action statements now appear in our job adverts.

### Actions relating to Section 5.2 and 5.3 (Promotion and Career Development)

Action Ref	Planned Action	Rationale	Key Outputs and Milestones	Start	End	Owner(s)	Success Criteria and Outcome	Actions since last award
18	<b>Communicate processes on how staff can be considered for promotion.</b>	To address lack of clarity on the career pathways available to academic, research and professional services and processes to support promotion.	18.1. Continue to run 1-2-1 Career sessions during Career Development Week.  18.2. Run focus groups for female academics to understand barriers to career	March 2020  June 2021	On-going  Sept 2021	L&D Team  ASWG	Staff reporting greater clarity around career progression.  Open and transparent promotions process measured through promotion rates.	Career Development Week was held in May 2019. When we launched the 'Working Life Hub' which is an online platform providing access to resources on all aspects of career development.  Career Development pages have been launched.

			progression (particularly from L to SL level) and design appropriate interventions.				Successful promotion case studies are publicised on the intranet.	
19	<b>Develop and run workshops for Line Managers to ensure the promotion process is inclusive.</b>	To address bias during the promotion process and ensure that all staff have the opportunity to develop and progress, particularly female academics.	19.1. Design and roll out workshop to staff involved in the SAPB and PSU promotions panel.  19.2. P&DR forms updated to include development needs in addition to development solutions.	Jan 2021  May 2020	On-going  On-going	HR SMT  Line Managers	Workshops reach at least 70% of panel members.  Staff have clear development plans based on their needs – monitored by HR and staff surveys.	Career Development question was incorporated into P&DR process to highlight career aspirations of staff.  SAPB Handbook was updated to include D&I considerations to ensure the promotion process is more inclusive.
20	<b>Continue to provide a supportive and inclusive environment where women can flourish.</b>	To improve female representation at senior levels.	20.1. Step-Up network to continue supporting women's development in line with AS action plan.  20.2. Review and enhance the University mentoring scheme to support women's career aspirations.  20.3. Diversity & Inclusion objectives included in University Executive's PD&R.	On-going  Jan 2021  Oct 2019	On-going  April 2021  Monitored annually	Step-Up Working Group  L&D Team  University Executive	Positive feedback from network members and participation rates.  Increased uptake of the mentoring scheme by female/diverse staff.  Staff survey – 70% staff feel the University is committed to D&I.	A University wide mentoring scheme was launched in 2018.

21	<b>Continue to promote and evaluate Learning &amp; Development workshops and tools for staff according to their individual development needs.</b>	Ensure staff are fully utilising the developmental support on offer at Cranfield.	21.1. Monitor staff uptake of L&D developmental programmes by gender, grade and job family and understand reasons for low uptake.  21.2 Communicate workshops/programmes to staff that do not utilise the L&D offerings at Cranfield.	Jan 2021  March 2021	On-going  On-going	L&D Team  L&D Team	Increased data and awareness of uptake of L&D programmes.  Targeted programmes tailored to staff learning needs.	
22	<b>Ensure that decision-making panels are as diverse as possible at each stage of the REF process.</b>	To support object decision making and eliminate bias in REF decision-making processes.	22.1. PVC-Research to identify diverse staff to be part of REF- Strategy Board and other decision making panels  22.2. Ensure all staff involved in REF decision making have REF-specific D&I training.	Sept 2018  Sept 2019	On-going  April 2010	PVC-Research  D&I Team	REF panels have diverse representation.  100% staff trained.	
23	<b>Conduct an Equality Impact Assessment (EIA) on the REF submission</b>	Ensure REF submission reflects the diversity of the eligible pool of staff.	23.1. Conduct EIA data following mock REF.  23.2. Conduct EIA following REF submission.	July 2020  Jan 2021	August 2020  Feb 2021	Head of D&I/RIO  Head of D&I/RIO	Identify gaps/issues and plans to address them.  EIA complete and submission/outputs reflects eligible pool.	



## Actions relating to Section 5.5 (Flexible working and managing career breaks)

Action Ref	Planned Action	Rationale	Key Outputs and Milestones	Start	End	Owner(s)	Success Criteria and Outcome	Actions since last award
24	<b>Increase awareness of flexible working and family-friendly policies.</b>	To address lack of awareness of the range of flexible working, family-friendly policies and other categories of leave policies that are available (measured through uptake).	24.1. Promotion of policies to all staff through internal/external communication channels and via line managers through team meetings.  24.2. Develop a range of case studies, with diverse role models which show policies in action and challenge gender stereotypes.	Jan 2020  June 2019	On-going  On-going	ASWG/CEA  CEA	Increased levels of uptake of flexible working opportunities, and family-friendly leave, including by male staff.	Revised flexible working policy, case studies and drop in sessions.
25	<b>Review provision of Shared Parental leave, Dependents leave and Carers leave.</b>	To remove the barriers and provide further support for staff with caring responsibilities.	25.1. Audit policies and identify areas of improvement and in consultation with staff and Unions.  25.2. Identification of options and assessment of feasibility.	Jan 2021  July 2021	July 2021  Sept 2021	HR SMT/Unions  HR SMT/University Executive	Improved policies (paid carers/dependents leave).  Increased uptake of policies.	
26	<b>Review and benchmark maternity/paternity provisions.</b>	To ensure our maternity/paternity provisions are competitive and help attract talent.	26.1. Conduct an audit of maternity/paternity pay across the sector.	April 2020	June 2020	D&I Team/Unions	Consolidate findings and present recommendations to the University Executive for further action.	

27	<b>Ensure Researchers on externally funded projects are supported effectively during maternity/paternity leave.</b>	We will explore the processes adopted in our School to support Researchers who are on funded projects during maternity/paternity leave, to ensure a consistent approach and that they are fully supported.	27.1. Conduct audit of processes used in schools to cover mat/pat leave.  27.2. Identify best practice and adopt in all Schools.	Sept 2021  March 2022	On-going  On-going	Local HR Teams  Local HR Teams	Consistent policies and processes to cover mat/pat leave for researchers in all Schools.  Positive feedback from returning staff.	
28	<b>Priority Action</b>  <b>Provide appropriate support to staff on maternity/paternity leave and on their return to work.</b>	Ensure staff do not feel isolated whilst on leave and have informal support available and are able to juggle their careers and caring responsibilities on their return to work.	28.1. Promote the parental buddying scheme and monitor its effectiveness.  28.2. Launch Carers fund policy and process.  28.3. Carry out exit interviews with maternity non-returners to understand reasons for leaving to address these where possible.	April 2020  Sept 2020  Jan 2021	On-going  Oct 2020  On-going	D&I Team  D&I Team/University Executive  Local HR Teams	Scheme is utilised by staff and receives positive feedback  Carers fund in place by end of June 2020 and promoted to staff.  90% non-returners interviewed.	Parental buddying scheme launched Feb 2020.
29	<b>We will continue to promote and monitor the effectiveness of the revised policy through the</b>	To embed a culture of flexible working where productivity is measured by outputs.	29.1. Continue to promote Flexible working policy and case studies to highlight benefits.	Sept 2020	On-going	Flexible Working Steering Group	Measure effectiveness of policy through staff survey results (against benchmark of 45% staff working flexibly in 2019 survey). Increase to over 50%.	

	<b>percentage of staff working flexibly.</b>							
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### Actions relating to section 5.6 (Organisation and culture)

Action Ref	Planned Action	Rationale	Key Outputs and Milestones	Start	End	Owner(s)	Success Criteria and Outcomes	Actions since last award
30	<b>Analyse results of pulse survey further to understand and address key issues.</b>	Understand why male responses were less favourable and also to address the issues around work life balance for all staff.	30.1. Detailed analysis to highlight key issues and which job families responded more negatively.	April 2020	June 2020	Survey project team	Action plan to address key issues and improved responses in next survey,	
31	<b>All University committees to be aware of and address their gender balance by inviting additional members.</b>	Increase diverse representation on University committees and transparency on how members are recruited.	31.1. Mandatory annual review of members and diversity of representation for all University committees.	Sept 2021	March 2022	Executive Office	Improved diversity (gender/BAME) in at least 50% Committees.	
			31.2. Produce a consistent terms of reference of all committees that specifically address gender/diversity and have a mandatory review period.	Dec 2021	March 2022	Executive Office	Consistent terms of reference in place and utilised by all committees.	
32	<b>Continue to publish diverse role models on</b>	To showcase Cranfield as a diverse	32.1. Publish case studies on staff intranet and external	On-going	On-going	CEA	30% more diverse role model stories published on website	

	<b>Cranfield website, from all areas of the University.</b>	employer/University .	website to support recruitment.				(women/BAME/ Disabled).	
33	<b>Review of workload allocation models to allow for improved transparency and eliminate the potential for bias.</b>	To ensure our workload allocation model is free from bias and uncover any issues which may affect career progression.	33.1. Systematic monitoring of workload allocation by gender and contract.  33.2. Review of workload allowances supporting return from maternity leave.	Sept 2021  Sept 2021	March 2022  March 2022	PVC Schools  PVC Schools/Local HR Teams	Insight into any gender or contract based workload trends, with recommendations as appropriate.	
34	<b>Take further actions to reinforce core meetings in core hours and measure it – target for meetings.</b>	Ensure that those with caring responsibilities or working flexibly are not excluded from key meetings.	34.1. Core hours to be actively promoted across the University (by SMT). Key meetings to take place between 10am – 4pm where possible.	April 2020	On-going	CEA/SMT	90% of key University meetings take place between 10am – 4pm.	
35	<b>Monitor University outreach activities participation.</b>	To gain understanding of participation in outreach activities by school type and gender.	35.1. Development of monitoring system.  35.2. Annual review of engagement in outreach activities by school type and gender.  35.3. Revision of outreach programme in the light of annual review.	Jan 2021  July 2021  Sept 2021	June 2021  Sept 2021  Oct 2021	RIO/CEA  RIO/CEA  RIO/CEA	Data on outreach activities by school type and gender available and used to inform annual outreach programme.	

## Actions relating to section 6 (Supporting Trans People)

Action Ref	Planned Action	Rationale	Key Outputs and Milestones	Start	End	Owner(s)	Success Criteria and Outcome	Actions since last award
36	<b>Refresh and publish Trans Policy and Guidance in consultation with staff and students.</b>	Existing policies are 6 years old and need to reflect changes in the sector and in practice.	36.1. Explore membership of Stonewall  36.2. Develop revised policies and guidance.  36.3. Publish new policies and guidance.	January 2021  Feb 2021  April 2022	March 2021  June 2021  Oct 2021	Head of D&I  D&I Team  CEA	Refreshed policy and guidance published, which address staff and student concerns and sector best practice.	
37	<b>Consult with staff and students around the provision of toilets across campus</b>	Ensure out provision male/female and gender neutral is appropriate across campus.	37.1. Carry out audit of toilets across campus to determine if adequate facilities are in place.  37.1. Engage with staff and students as part of the audit,	Jan 2022	June 2022	Facilities/D&I Team	Comprehensive audit report and recommendations for Executive, based on staff and student feedback.	
38	<b>Continue with annual staff monitoring exercise to improve staff declaration rates on protected characteristics.</b>	To help ensure we are aware of the demographic profile of our workforce and reflect the communities we operate in.	38.1. Annual communication to staff to encourage them to update their personal and Diversity details on the HR system. Including the reasons why we collect this data and how it will be used.	Annual	On-going	Head of D&I/CEA	Improve declaration rates by 10% on key protected characteristics (BAME/disability/sexual orientation).	Annual monitoring process started in December 2018.

## Actions relating to other protected characteristics

Action Ref	Planned Action	Rationale	Key Outputs and Milestones	Start	End	Owner(s)	Success Criteria and Outcome	Actions since last award
39	<b>Develop BAME (Race) Action plan</b>	To address the low proportions of BAME staff in academic and PSU roles, particularly at senior levels.	39.1. Identify key issues and actions which will help attract and recruit more BAME staff for academic roles and PSU role.	May 2020	Oct 2020	D&I Team	Increase in % of BAME staff across the University so it is more in line with the communities we operate in.	
40	<b>Become a Level 2 Disability Confident Employer</b>	To champion a culture where disabled staff can thrive and feel supported.	40.1. Revise our staff disability policy with advice from the Business Disability Forum.  40.2. Plan actions that need to be implemented to enable us to apply for a Level 2 award.	April 2020  Sept 2020	Sept 2020  Dec 2020	D&I Team  D&I Team	Become Level 2 Disability Confident Employers.	We became Level 1 Disability Confident in December 2018 and members of the Business Disability Forum in May 2019.

## Actions relating to section 7 (wellbeing)

Action Ref	Planned Action	Rationale	Key Outputs and Milestones	Start	End	Owner(s)	Success Criteria and Outcome	Actions since last award
41	<b>Launch our Wellbeing Strategy and a coordinated wellbeing awareness campaign, endorsed by senior management.</b>	To promote the value of a positive supportive environment in which to work and study.	41.1. Strategy and action plan developed and presented to the University Executive.	March 2020	Sept 2020	Implementation Working Group	Strategy to be approved by University Executive.	

42	<b>Continue to provide a range of health promotion initiatives to raise awareness of health and lifestyle issues.</b>	To support and promote the wellbeing of staff.	43.1.A programme of workshops in place across the year on a range of wellbeing, stress and overall health promotion.	Jan 2020	Dec 2020	Implementation Working Group	Programmes well attended by staff with positive feedback and positive results in staff surveys.	We introduced a suite of wellbeing, health, stress-management and mental health workshops in 2019.
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