



Diversity monitoring report and action plan

August 2017 – July 2018

Introduction

This report is produced annually to assess the progress made, and challenges faced, in achieving our diversity and inclusion objectives.

This report contains:

- a review of progress on diversity and inclusion actions during 2017/18,
- a snapshot of staff and student diversity data for 2017/18,
- an update on the actions the University is taking to comply with our obligations under the Equality Act 2010, specifically our 'general duty' to:
 - eliminate unlawful discrimination/harassment and victimisation,
 - promote equality of opportunity between people who share a protected characteristic¹ and those who do not share it,
 - foster good relations between people who do share a protected characteristic¹ and those who do not.

Executive summary

The University Executive and Council can be assured that the University is committed to promoting diversity and inclusion. There is an effective infrastructure in place to monitor the University's diversity and inclusion performance, ensuring that any exposures have plans to address them, and that we are complying with our legal obligations (as a minimum standard).

The University Executive and Council are asked to note and endorse the current and proposed actions in this report, with the following caveats:

- A number of new initiatives and processes have been put into place to help improve the diversity of our staff, but the impact of these initiatives will take time to be realised and to change our staff demographics.
- A number of staff initiatives were put on hold during the University's programme of job losses during 2017/18 due to limited resources and sensitivities around staff issues. An equality impact assessment was carried out at regular intervals, to ensure there was no detrimental impact on any particular groups of staff.
- We have exercised caution when drawing conclusions from our data analysis as we recognise that trends can appear more or less extreme with small data sets.
- Previous reports have referred to calendar years, but in line with other HR reports, the data in this report relates to the 2017/18 financial year.

¹The protected characteristics are: age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex, sexual orientation, marriage and civil partnership.

Key highlights

Gender equality

- After achieving our Bronze Athena SWAN Institutional award² in April 2017, we have delivered a significant number of actions from the three-year action plan, particularly focused on the recruitment and retention of staff.
- The Cranfield 'Step-Up' women's network was relaunched to help support and retain our female colleagues. A series of successful events have run over the year covering talent management, career development and mentoring. Membership of the network currently stands at 191.
- We produced our first Gender Pay Gap report (in line with legislative requirements) and have identified actions to help close the gap in the long term.
- The University sponsored International Women in Engineering Day for the second year and ran events to celebrate women in STEM subjects, and to emphasise career opportunities.
- For the second year running, two Cranfield female academics were named in the Telegraph's Top 50 Women in Engineering, which was supported by the Women's Engineering Society (WES).
- We have signed up to support the 'Women in Aviation, Aerospace and Defence Charter' which reflects the aspiration to see gender balance at all levels across Aviation, Aerospace and Defence companies.
- To date, we have supported 47 female staff to participate in the Leadership Foundation's Aurora Programme, which is a leadership development programme for those in an academic or professional service role and are Level 5 or have been newly promoted to Level 6. Twenty-five percent of the participants have been promoted since participating in the programme.

Recruitment and selection

- We have actively identified women who want to become more involved in making our recruitment practices more inclusive. This has led to a number of diverse women being trained so they are now eligible to become interview panel members and can be called upon when required.
- Our professorial shortlisting guide has been formalised to ensure that a wider recruitment panel (which includes at least one female) takes part in each professorial shortlisting process. This allows for potential decisions to be challenged for unconscious bias and discussed among a wider group.
- We have included the following statement in our job advertisements to demonstrate our commitment to diversity and inclusion and flexible working:
At Cranfield, we value diversity and inclusion, and aim to create and maintain a culture in which everyone can work and study together harmoniously with dignity and respect and realise their full potential. We actively consider flexible working options such as part-time, compressed or flexible hours and/or an element of homeworking, and commit to exploring the possibilities for each role.
- Our Times Higher Education (THE) advertising subscription saw a 323% increase in job application click-throughs on the University website. The THE network is global, and reports highlight that we are accessing more diverse talent in Asia, the Middle East and Australia.
- We have continued to engage with the local community and a number of Cranfield colleagues are attending WorkTree events in the local community, which encourage young people from all backgrounds to consider careers in STEM and other technical areas.
- Advance HE (formerly the Equality Challenge Unit) ran a workshop in June 2018 on 'diversifying recruitment' for line managers and HR&D which focussed on actions that could be taken to attract diverse talent. Many of the recommendations have been incorporated into our recruitment processes.

²Athena SWAN is a national scheme that recognises the commitment to advancing women's careers in STEMM (science, technology, engineering, maths and medicine) in higher education and research. Athena SWAN grants bronze, silver and gold awards to organisations who can demonstrate increasing levels of good practice in recruiting, retaining and promoting women in STEMM in higher education.

Staff engagement/retention

- The following online learning modules have been rolled-out to staff and are now mandatory:
 - Equality, Diversity and Inclusion – understand their roles and responsibilities under the Equality Act 2010.
 - Diversity in Learning and Teaching – aimed at academics and those who support our students.
- To demonstrate our commitment to flexible working for all staff and to help attract diverse talent, the University has joined Working Families (who work with organisations to help develop an agile, flexible approach that maximises engagement, wellbeing and high performance). Working Families will support the flexible working steering group to develop our policies and practices in this area to balance the needs of the individual and the organisation.
- As part of HR Excellence in Research, the Technician's Commitment and Athena SWAN, we are developing materials to fully support all staff in the development of their career. A working group is currently:
 - developing materials to support career development,
 - interviewing staff at different levels to produce case studies showing how they have achieved their career goals,
 - providing workshops to help staff to address planning and developing their own careers,
 - creating an intranet site that will be available to all staff.
- In 2017, Cranfield University was a founding signatory of the Technician Commitment which aims to ensure visibility, recognition, career development and sustainability for technicians working in higher education and research, across all disciplines. We have pledged action against the key challenges affecting technical staff through the formulation of a two-year action plan.
- Alongside career development, we are enhancing the University's approach to mentoring. Existing guidelines are in use to help mentors and mentees to understand the benefits of mentoring and what is required from this type of relationship. We have purchased software developed by St Andrews University to match mentors and mentees.
- Since the University's first apprenticeship levy payment was taken in May 2017, we have had 24 apprenticeships start across six different apprenticeship programmes. Sixty-one percent of the apprentices are female staff.
- A new exit interview process has been established, initially for senior women at Level 7 and above leaving the University, to gain more qualitative information which will be used to retain staff. Feedback will be shared with line managers and local HR teams (where appropriate). This process has only recently been launched, but once sufficient data has been captured, it will be included in the annual diversity report.
- The senior academics promotion process has been reviewed to further encourage inclusion. All staff, regardless of level or tenure, are now reviewed in terms of promotion potential, and particular focus is now being given to under-represented groups e.g. women, who are less likely to put themselves forward for promotion unless they 'tick all the boxes'.
- Local HR teams have been working with individuals/line managers to draft cases to enable all staff to present their promotion cases as effectively as possible. Attention is given to ensure that language barriers are not undermining the ability to present a case. To support the development of senior academic promotion cases, previous examples of cases are shared (with permission of their author), support is offered either via workshops or on a one-to-one basis from local School executive members. We have started to see the benefits of this revised approach, as more diverse staff are being successfully promoted across the Schools, many of whom may not have put themselves forward without this new approach.
- A number of initiatives have been implemented since the University achieved its HR Excellence in Research Award (the university achieved the award initially in 2015 and again in August 2017. The four-year external review is due in summer 2019). The award is primarily to provide our researchers with the career and personal development support they require and is measured against the 'Concordat to Support the Career Development of Researchers'. The action plan was developed alongside the Diversity Action Plan and Athena SWAN so that actions across all three are fully aligned.

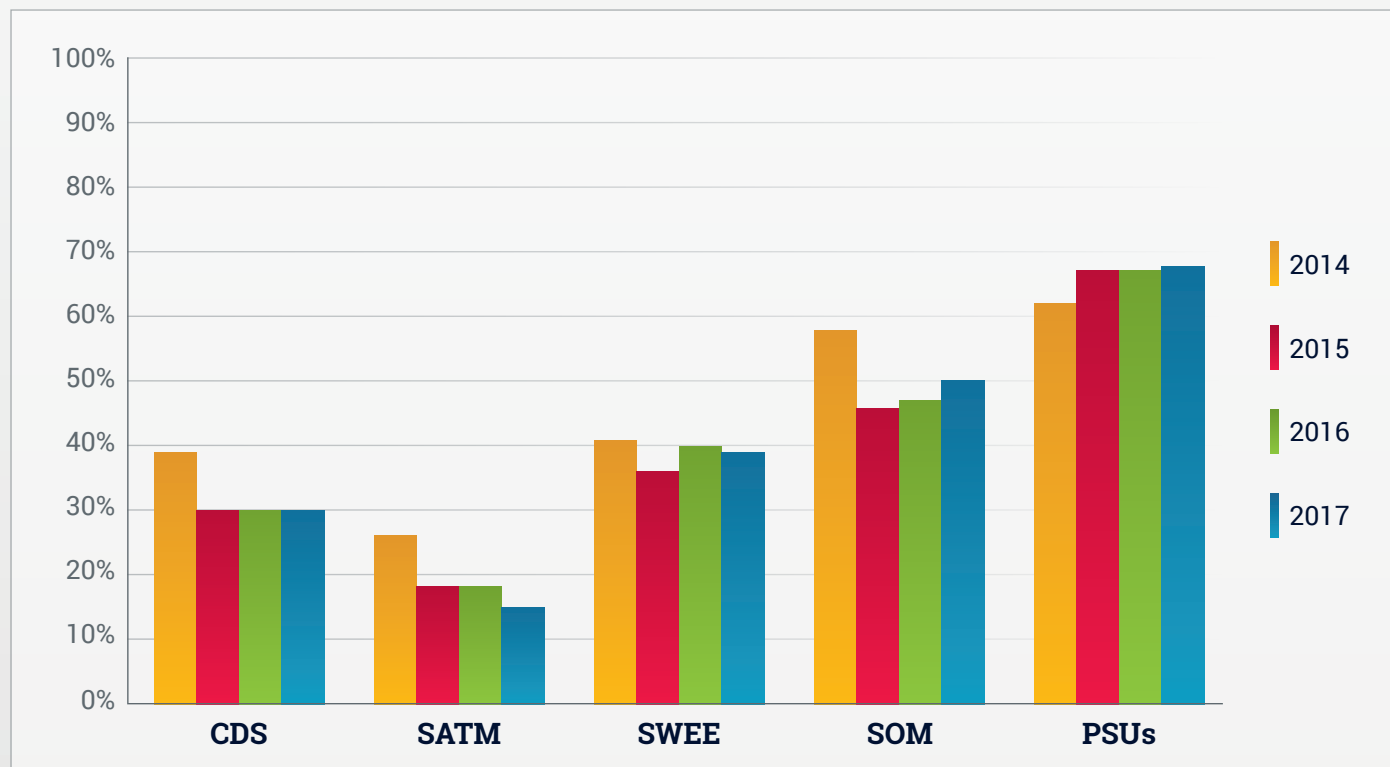
Diversity monitoring of our staff and students

Staff gender profile

In recent years, the overall gender balance within the University has remained static at around 45% of female staff. Although the number of staff across the University decreased by over 100, following the University's programme of job losses, the ratio of female to male staff has remained the same.

The sector benchmark still remains at 54% female staff³ and despite comprising the majority of staff working in higher education, women remain under-represented among academic staff, STEM areas and senior management roles. Our profile reflects these norms as **Figure 1** below highlights the majority of our female staff are in PSU roles (68%) which is slightly higher than the sector benchmark of 63%.

Figure 1. Female staff by School/PSU:



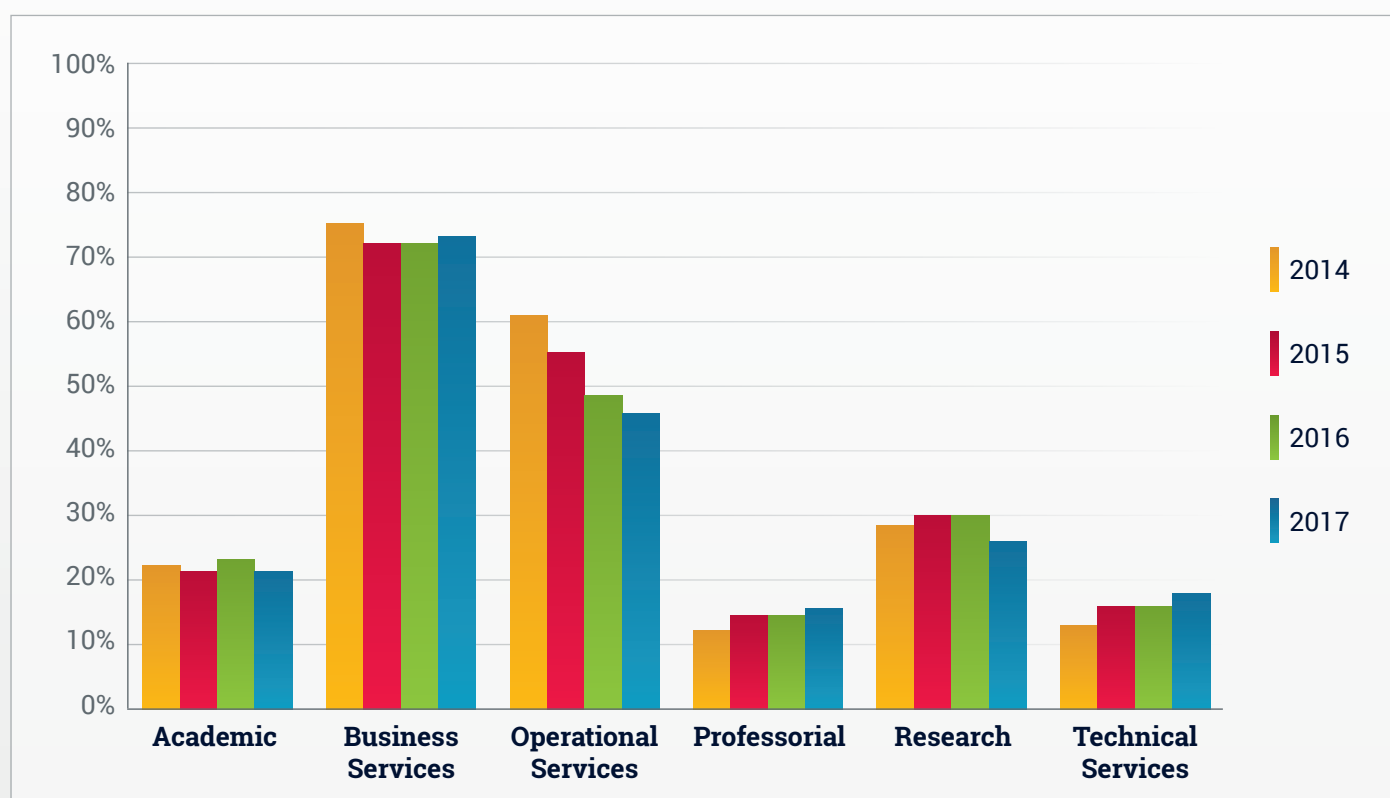
Over the last few years, there has been little change in female representation across our occupational groups (with the exception of the PSU review in 2014 which resulted in the realignment of the Professional Service functions). There continues to be higher female representation in Business and Operational Services, at 70% of all female staff.

SATM appears to have seen the biggest decrease in female representation but these figures should be treated with caution as female numbers are low in the School (which can be partially attributed to the specialist areas of mechanical and aeronautical engineering it specialises in). With 13% female academics in SATM, the School is just above the UK benchmark for female engineers (at 11%), but below the benchmark of female academics in mechanical, aeronautical engineering (at 17%). Eight female staff left SATM in the reporting period and they gained eleven males, despite a number of efforts to attract female talent during recent recruitment campaigns. The actions outlined in our Athena SWAN action plans should help to address the imbalance over time. The PSUs also lost a significant number of staff (47 female and 32 male), but the gender ratio has remained the same.

On a positive note, the gender representation in SOM is 50/50 which is above the sector benchmark for Business and Management at 42%.

³Advance HE data

Figure 2. Female staff by occupational group:



Despite initiatives to attract more female academics to the University, the overall number decreased by 14 in the reporting period (male academics decreased by 12), so more work is required to attract more diverse applicants if we are to reach our aspirational target of 30% female academics by 2022. However, the percentage of female professors increased slightly to 15% and, as previously mentioned, work is underway to actively encourage all academic staff to apply for promotions or review their development so they know what is required for them to progress, as well as the launch of a new mentoring scheme.

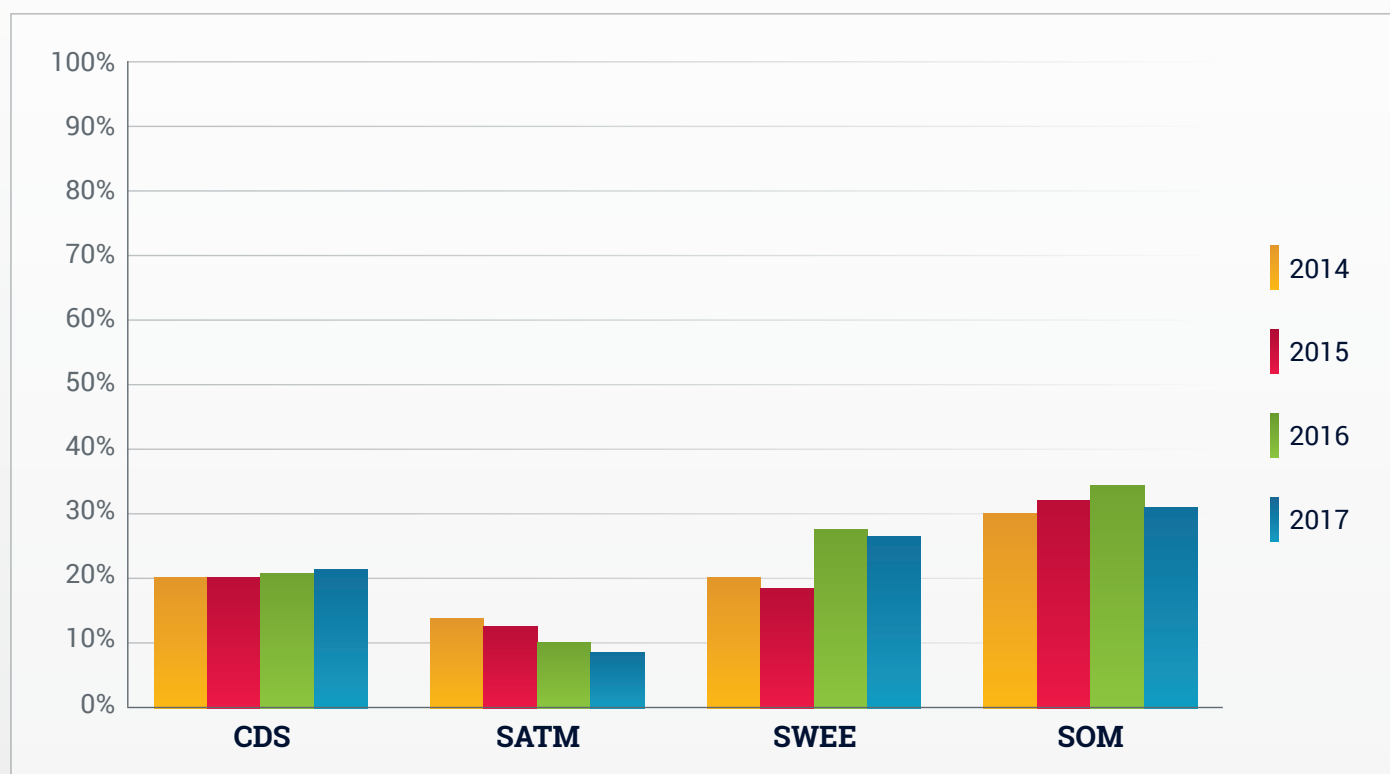
The percentage of female researchers overall has decreased as more male researchers have been recruited (17) and the number of female researchers dropped by five.

The increase in the percentage of female technicians can be attributed to a significant drop in the number of male technicians across the University (from 116 to 93).

The table below highlights the sector benchmarks and at **21% female academics** and **15% female professors** we are below the sector benchmarks, which can partly be attributed to the specialist areas of STEM that we focus on.

	HEI female academic benchmarks	HEI female professor benchmarks
All subject areas	46%	25%
STEM areas (including nursing, veterinary science, psychology etc.)	42%	21%
Non-STEM areas	50%	31%

Figure 3. Female academic and professorial staff by School:



The number of female academic staff has decreased from 80 to 66 since 2016, which is disappointing and can partly be attributed to the University's programme of job losses. Although all of the Schools lost a small number of female academics, SATM and SOM had the largest impact. The number of female professors increased by one (from 14 to 15) in the same period, so we must focus our efforts and fully commit to our action plans to improve the gender balance.

The gender breakdown of the senior committees of the University are as follows:

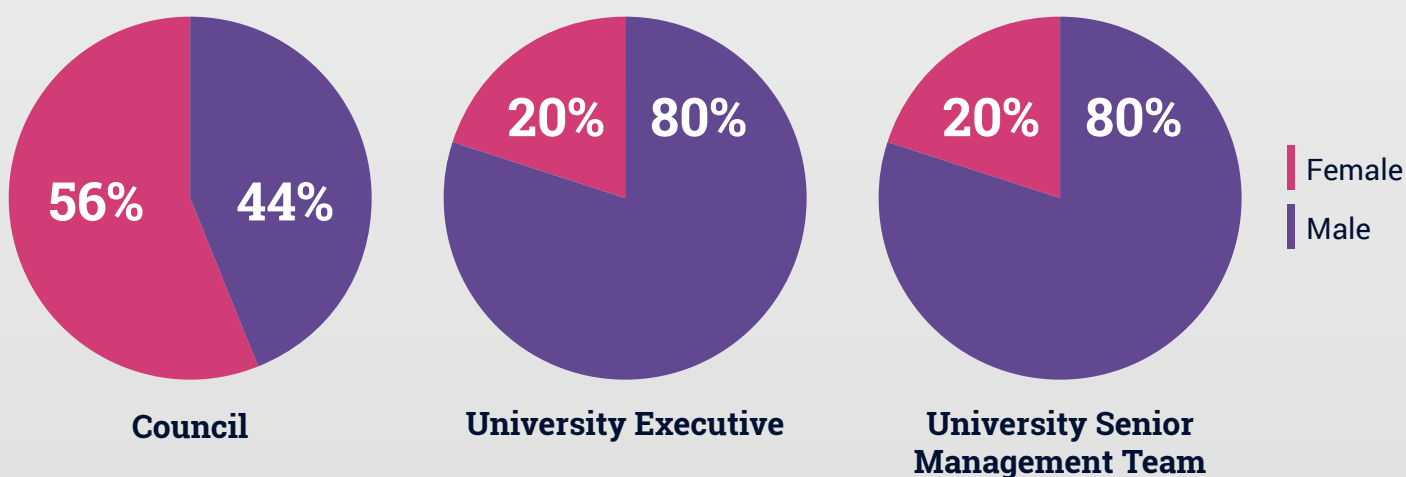


Figure 4. Recruitment and retention:

	University		Academic/ professorial		Research/ technical		Business/ operational services	
	2016	2017/18	2016	2017/18	2016	2017/18	2016	2017/18
Female applicants	38%	37%	17%	27%	24%	17%	66%	63%
Offers to females	47%	44%	20%	28%	31%	22%	73%	73%
Female leavers	48%	47%	23%	29%	26%	30%	69%	70%
Females employed	46%	45%	21%	19%	24%	23%	70%	70%

The overall number of vacancies at the University decreased from 279 in 2016 to 239 in 2017/18.

The number of women applying for roles in all occupational groups has fallen, but not as significantly as it has for men. After further analysis, it is clear that the reason for the 10% uplift in females applying for academic/professorial roles is due to a significant decrease in males applying for these roles. The number of women applying for academic and professorial roles has actually fallen from 178 in 2016 to 158 in 2017/18.

In 2017, the conversion rate from 'applied' to 'offer' was slightly higher for female applicants across the University (7%), compared to male applicants (5%). This was also the case in 2016 and could be a result of the positive actions that we have put in place to review our recruitment and selection processes, as well as trying to eliminate bias.

Following the programme of job losses, it was expected that we would see an increase in voluntary labour turnover across all areas, but the figures are still disappointing (in particular the level of academic/professorial leavers which is much higher than the sector benchmark of 17.7%). A new exit interview process has been implemented to help gain more qualitative information around why staff leave Cranfield, which we can incorporate into our action plans moving forward.

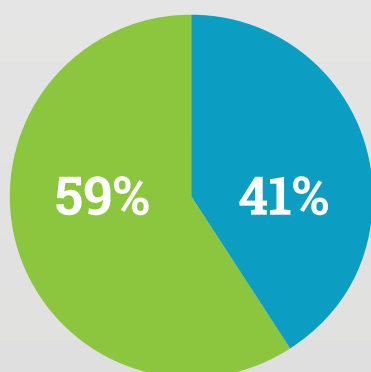
The main reason for leaving is for 'career prospects' for all staff and we have started to implement more career development and support initiatives to address this.

The breakdown of leavers is as follows:

2016

Total number of leavers: **179**

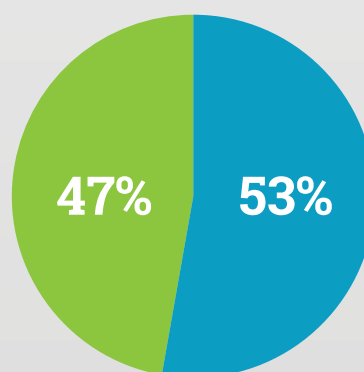
Voluntary: **105**
Involuntary: **74**



2017/18

Total number of leavers: **337**

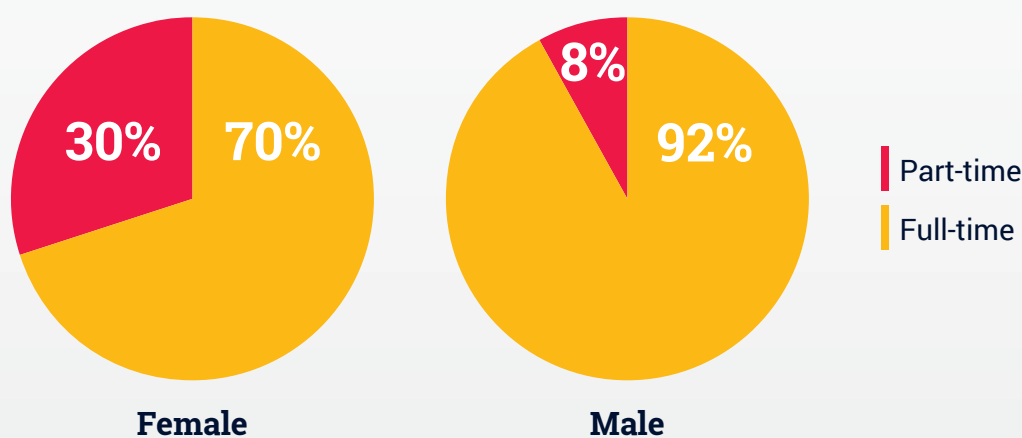
Voluntary: **157**
Involuntary: **180**



Part-time working

The percentage of staff working part-time has steadily decreased over recent years from 21% to 18% in 2017, which is well below the sector benchmark of 33%.

This has had more of an impact on female staff as the percentage of women working full-time has increased from 66% in 2014 to 70% in 2017 (no change from 2016).



A third of all staff in the PSUs work part-time, which is to be expected given the nature of many of the roles. However, it is encouraging that SATM and CDS both have the highest levels of flexible working of the four Schools as more males work part-time when compared to female staff.

Extensive research has demonstrated that flexible or agile working boosts recruitment, retention and performance levels within an organisation. The newly formed flexible working steering group will be reviewing existing flexible working policies and procedures and developing an action plan to help move the University forward in this area, in line with our Athena SWAN commitments.

Figure 5. Part-time staff by occupational group:

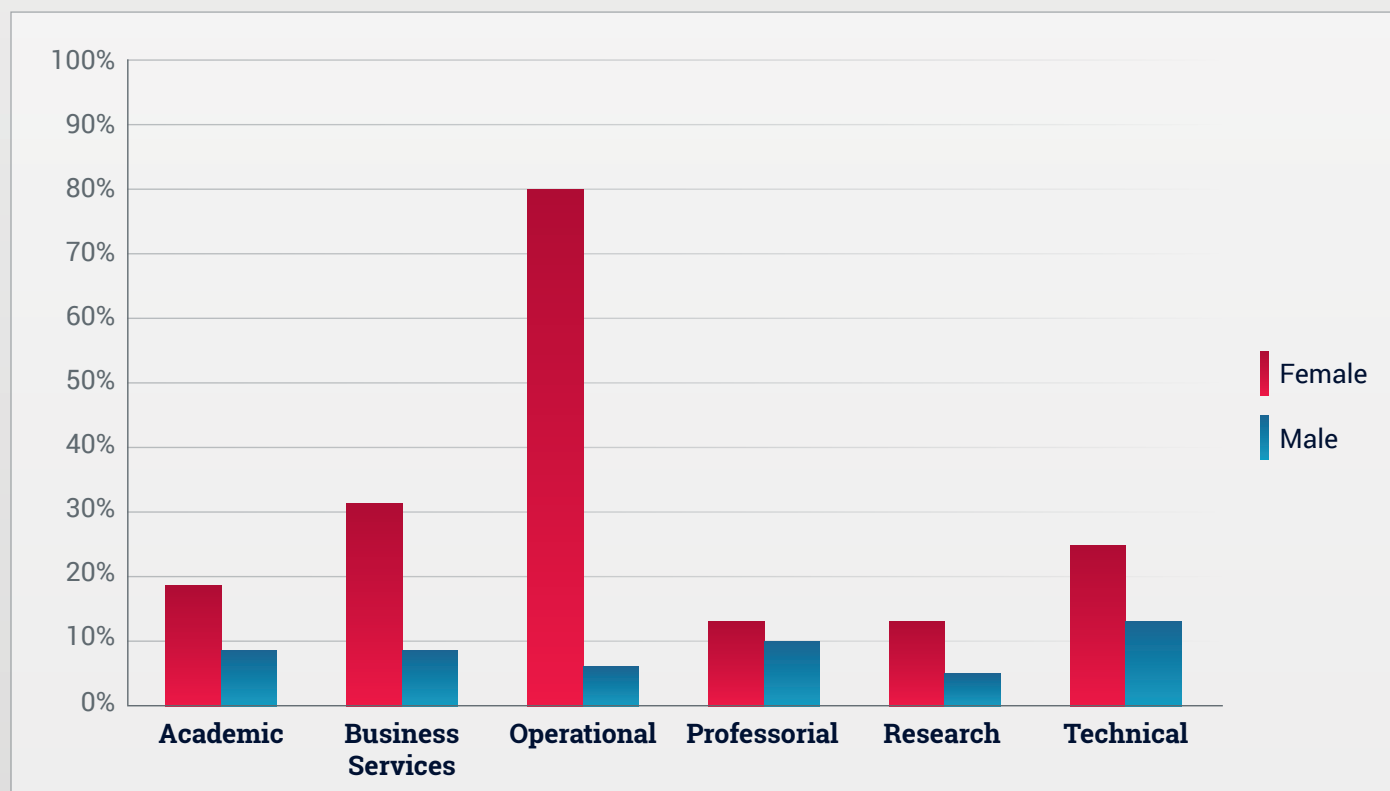
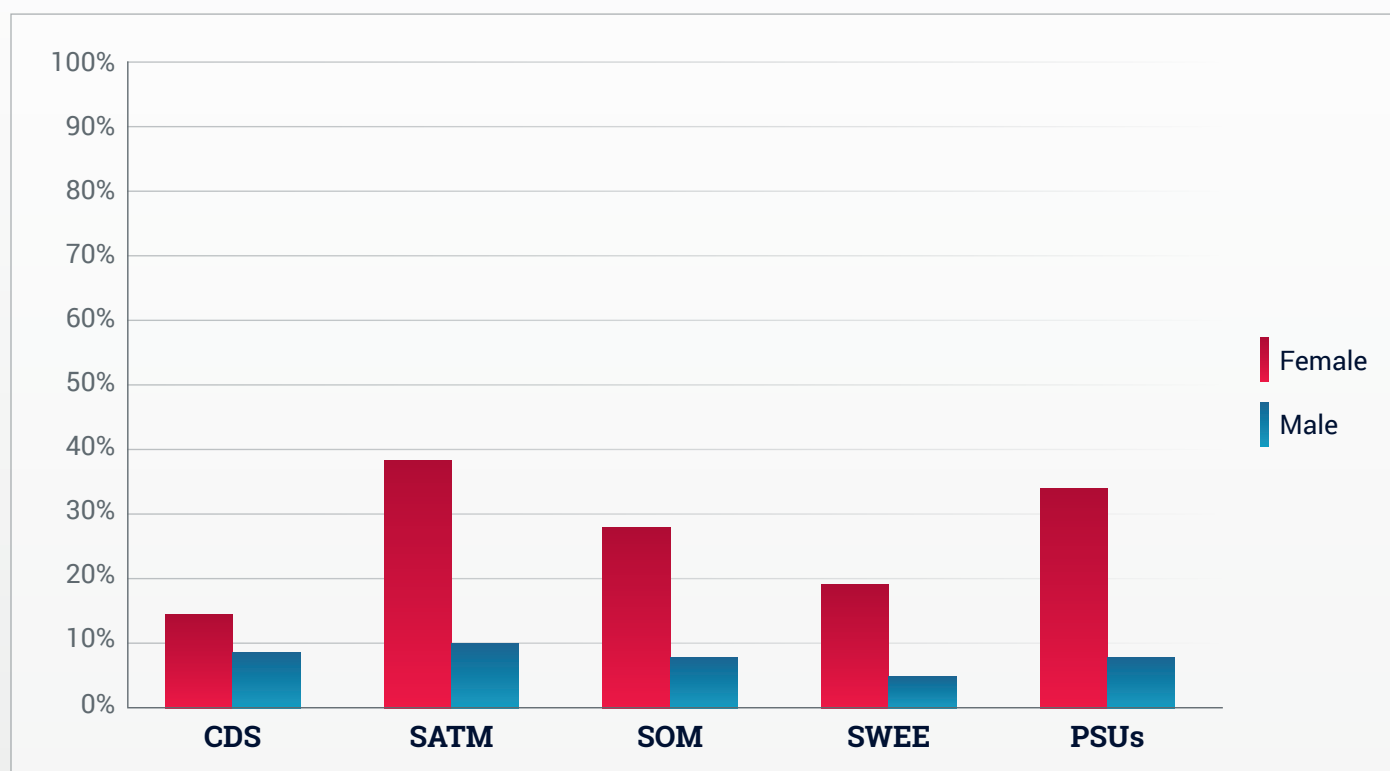


Figure 6. Part-time staff by School/PSU:



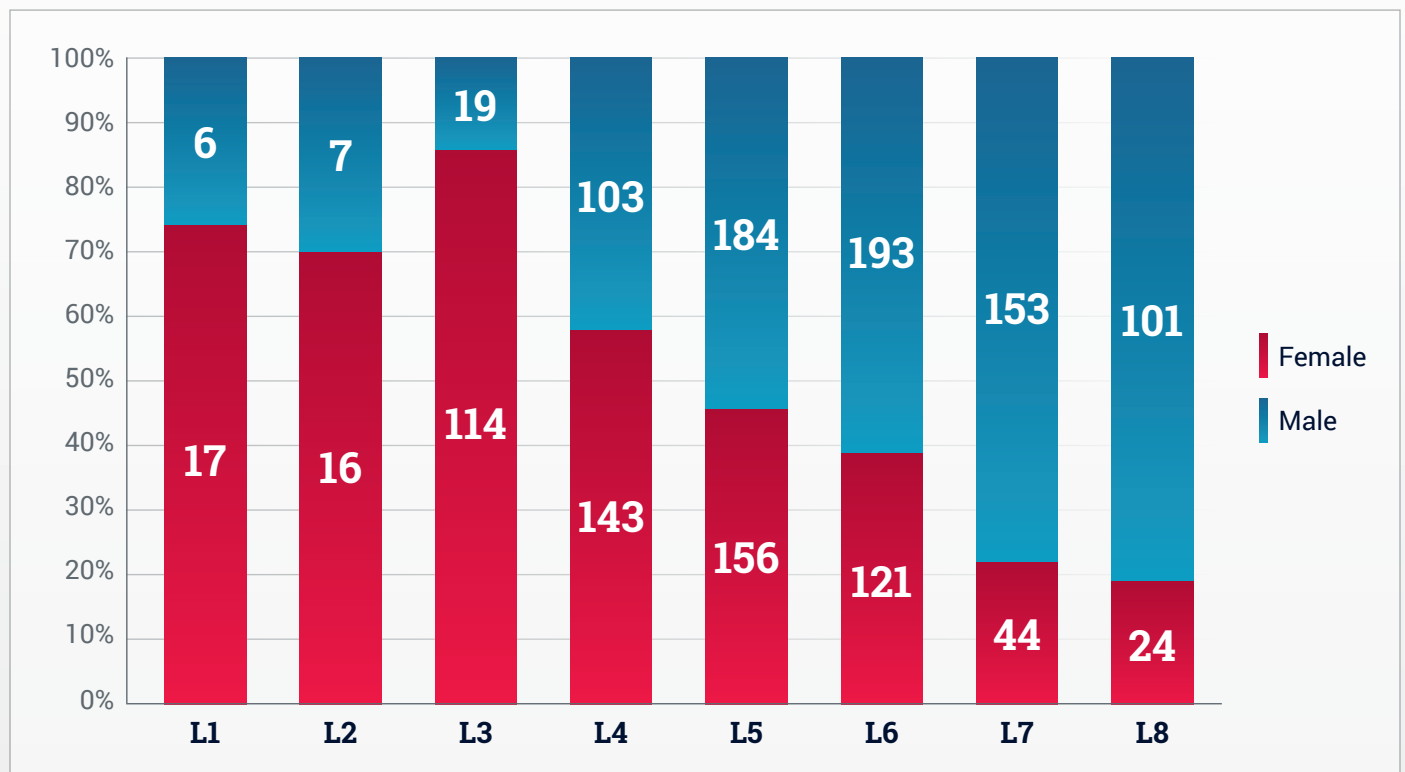
Gender pay equality

During the past year, we published our first Gender Pay Gap data and accompanying report, in accordance with our duty under the Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017 and the associated ACAS guidance “Managing Gender Pay Reporting”.

Our pay gap figures (shown as 25.5% mean; 23.3% median) are undoubtedly influenced by our workforce composition and the specialist nature of the STEM-focused research undertaken at the University. High staff retention in some areas/roles has also meant more limited opportunities to appoint more females into senior posts.

The workforce distribution, as shown by the table below, demonstrates the uneven distribution of female to male staff, with male staff outnumbering female staff in the higher grades, (which is particularly evident in STEM areas). This is one measure, however as stated previously, when examining each of the pay levels separately (effectively comparing like with like), the gender pay gap falls within the Equality and Human Rights Commission acceptable tolerance level (+/-5%), with the exception of the senior levels (senior management and professorial roles). Further analysis shows that these differences are related to length of service, with the females at these levels having been only recently recruited/promoted to these roles. Our recent successes in recruiting and promoting female professors will therefore continue to impact on the gender pay gap for some time to come.

Male/female split by level:



A number of initiatives, in line with our Athena SWAN Action Plan, are in place to address the gender pay gap.

The University continues to review and develop its pay model, seeking to address inequities. As part of this overall approach, we undertook our second Professorial Pay Review (PSR), between January and July 2017.

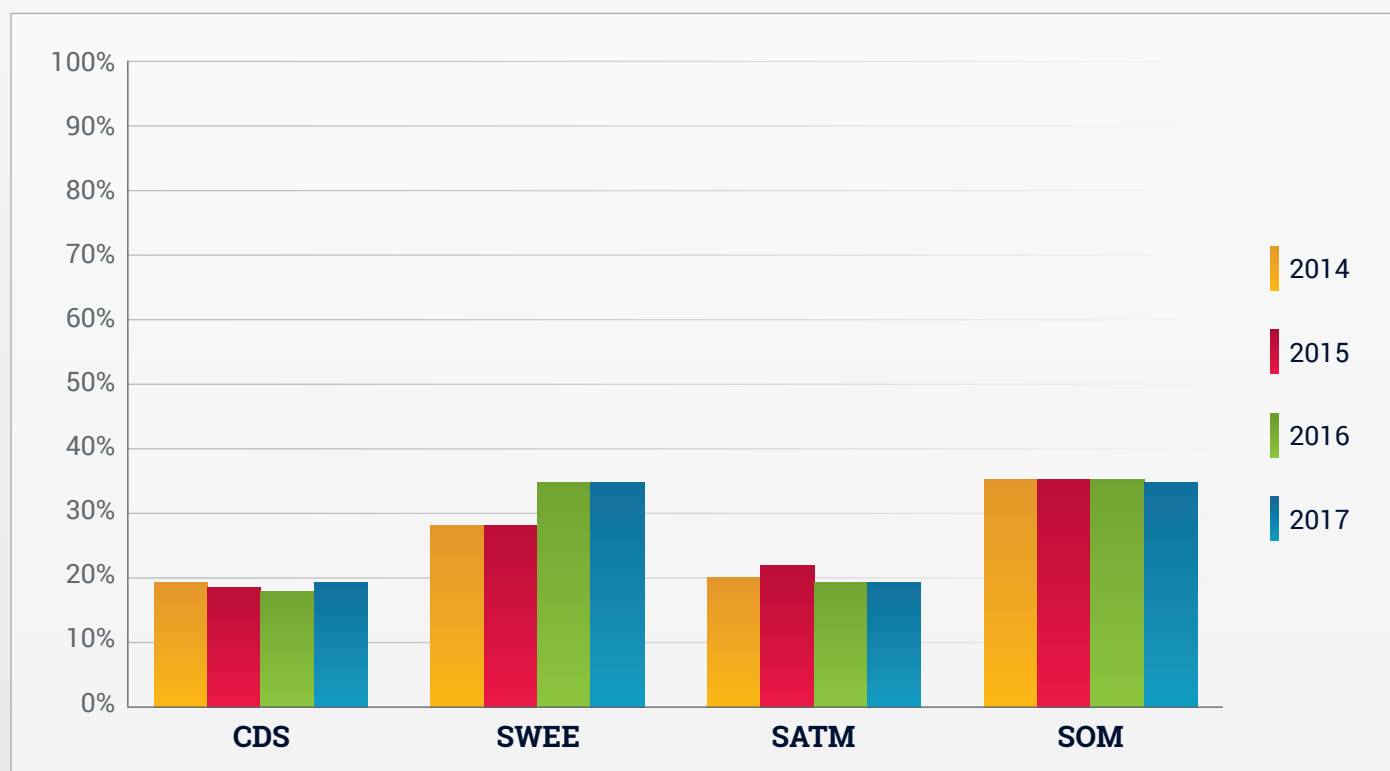
The Equality Impact Analysis for this exercise demonstrated that the PSR framework continues to provide a consistent and evidence-based rationale for the setting of salaries for our Professoriate and where pay awards were made, there was equitable distribution overall. While it was noted that the number of women in Range 2 and 3 remained very low, it is envisaged that interventions via the Athena SWAN Action Plan will support an increase in female representation in the Professoriate.

Student gender profile⁴

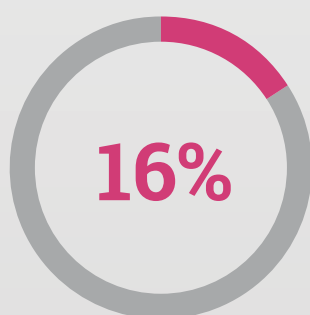
Our student gender profile has increased in the last academic year, which could be attributed to the outreach activity that we have been involved with and the positive action initiatives in our action plans:

Year	2014	2015	2016	2017
Female	24%	23%	22%	26%

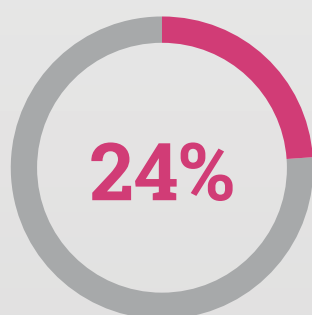
Figure 7. Student gender profile by School:



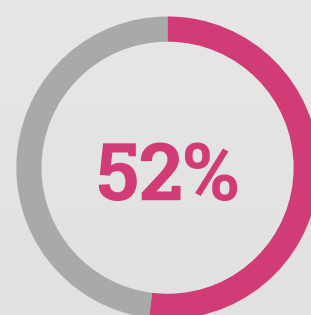
This reflects Cranfield's STEM focus and is broadly consistent with UK STEM benchmarks (Advance HE), but below the business benchmark:



Female engineering undergraduates



Female engineering postgraduates (taught)



Female business postgraduates (taught)

⁴Student figures are for active, registered students on 22nd August 2018. It excludes students who are dormant or writing up, as well as those studying with partner institutions for Cranfield awards.

Staff ethnicity profile

Our staff BAME (black and minority ethnic) breakdown increased from 13 to 15% between 2016 and 2017.

Figure 8. University ethnicity breakdown:

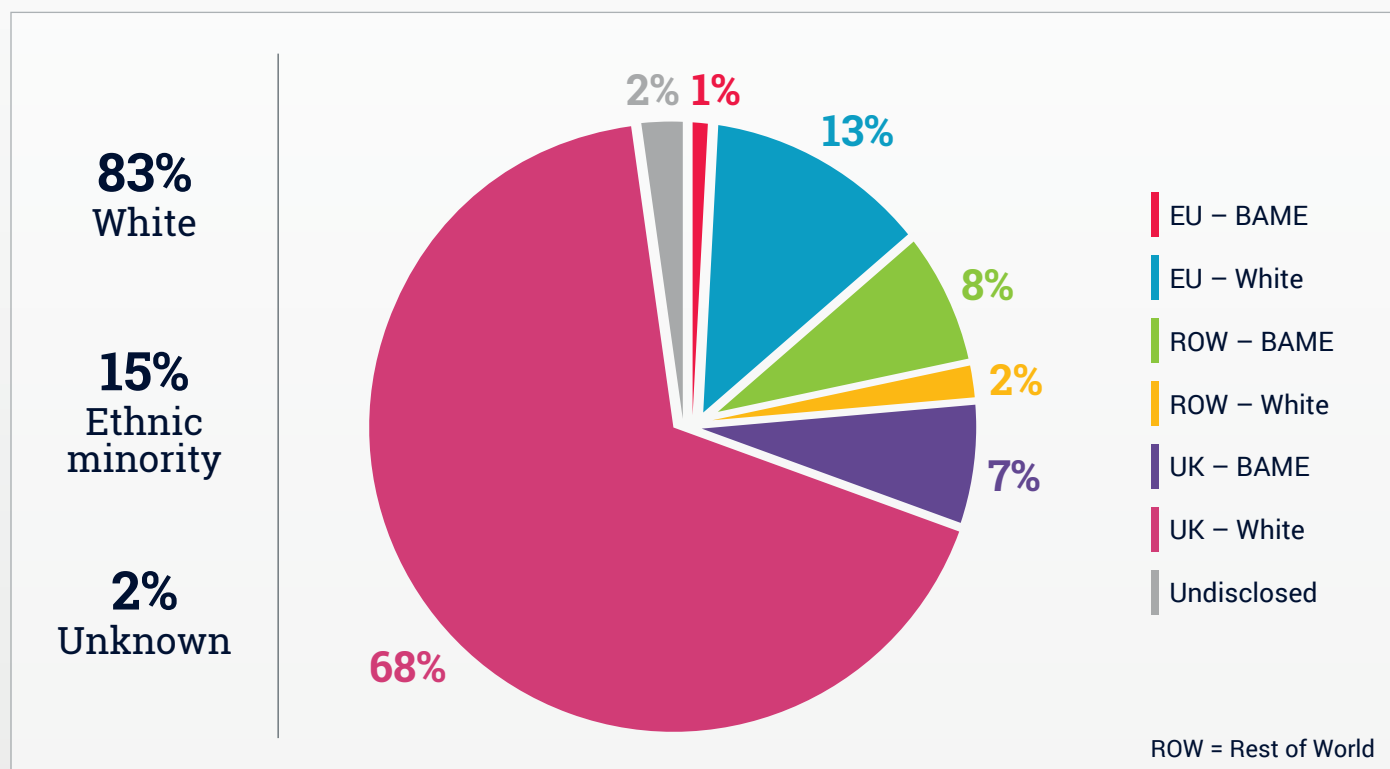


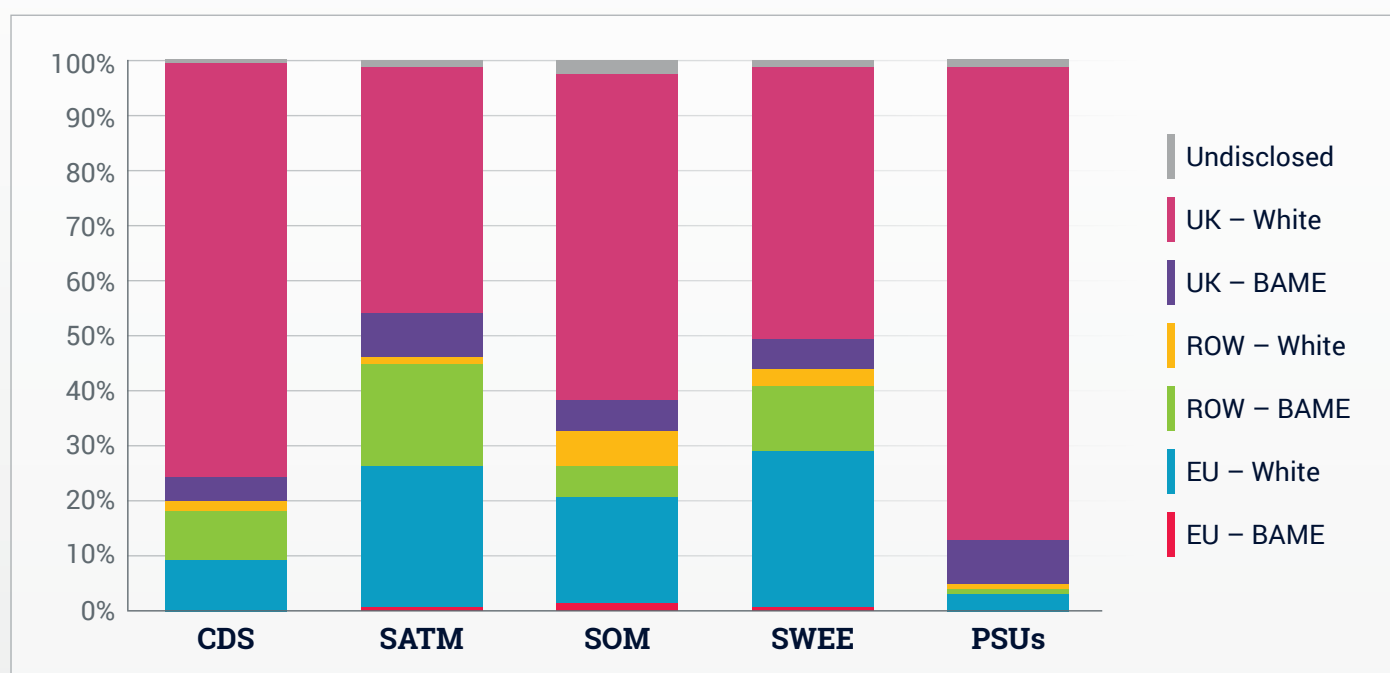
Figure 8 reflects the cultural and international diversity of our staff, which is something that we are very proud of and celebrate, as many of our students refer to Cranfield as a ‘global village’. The number of staff across the University decreased across all ethnicity groups between 2016 and 2017 following the University’s programme of job losses – with the exception of the ROW BAME group, which increased from 99 to 116 staff and can be attributed to our international researcher and academic recruitment.

Seven percent of our UK staff are BAME, which is the same as 2016, although there has been a slight drop in the number of UK BAME staff across the University for the first time in recent years. This is below the sector benchmark of 9.4% and does not reflect the local communities that we operate in.⁵ As highlighted in our diversity and inclusion strategy, one of our priorities is to increase the recruitment and selection of diverse staff, particularly in senior roles.

A range of actions are being taken to help attract and retain more diverse talent to the University and to continue to move us towards reflecting our local communities. These include reviewing and monitoring our recruitment and selection processes, participating in local outreach activities, rolling out unconscious bias workshops and career development initiatives.

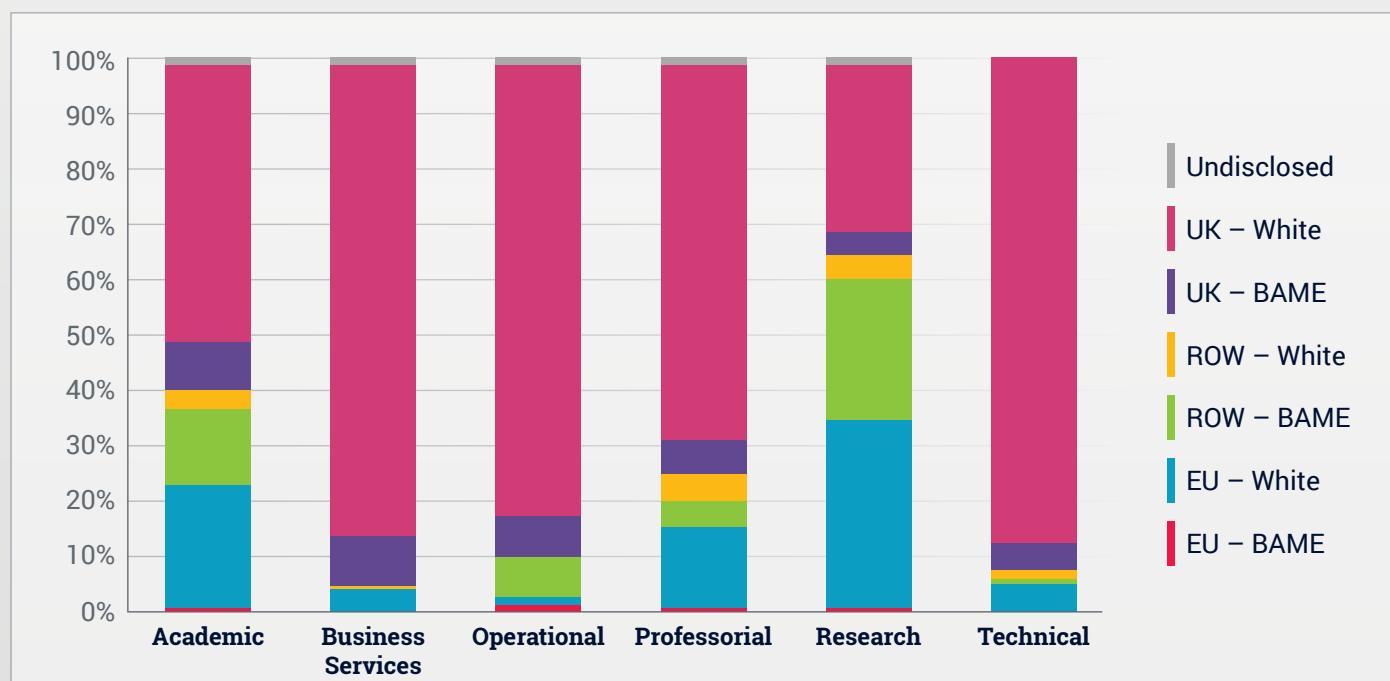
⁵The ethnic minority population of both Bedford and Milton Keynes is over 25% and for Swindon is over 15%.

Figure 9. Ethnicity by School/PSU:



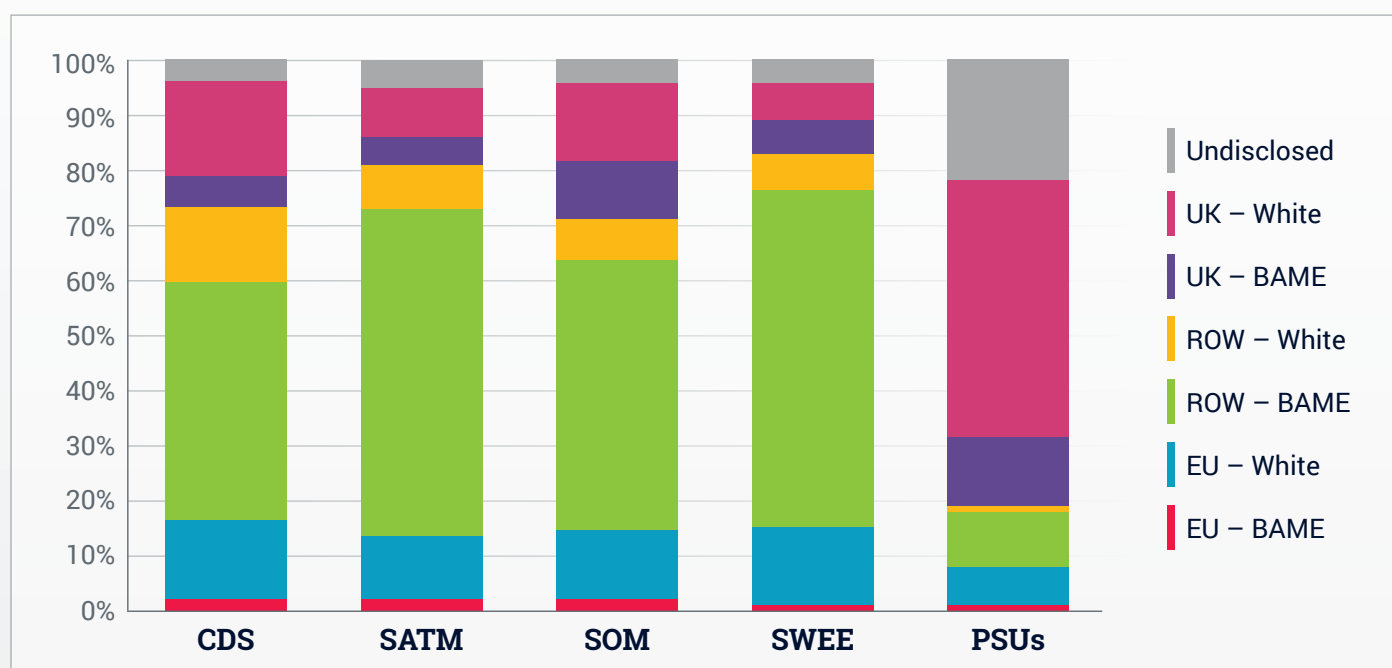
The ethnicity breakdown of staff in our Schools reflects the international recruitment for specialist academic/research roles (highlighted by the higher proportion of non-UK staff in the Schools) compared to the Professional Services roles, which are more likely to be recruited locally. Eight percent of PSU staff are from the UK BAME group, which is just below the sector benchmark.

Figure 10. Ethnicity by occupational group:



Staff ethnic minority profiles in the University's occupational groups have generally remained static in recent years, with the majority of staff in Business Services, Operational and Technical roles classed as 'White UK' and more of a diverse mix in Academic, Professorial and Research roles (which is in line with sector benchmarks).

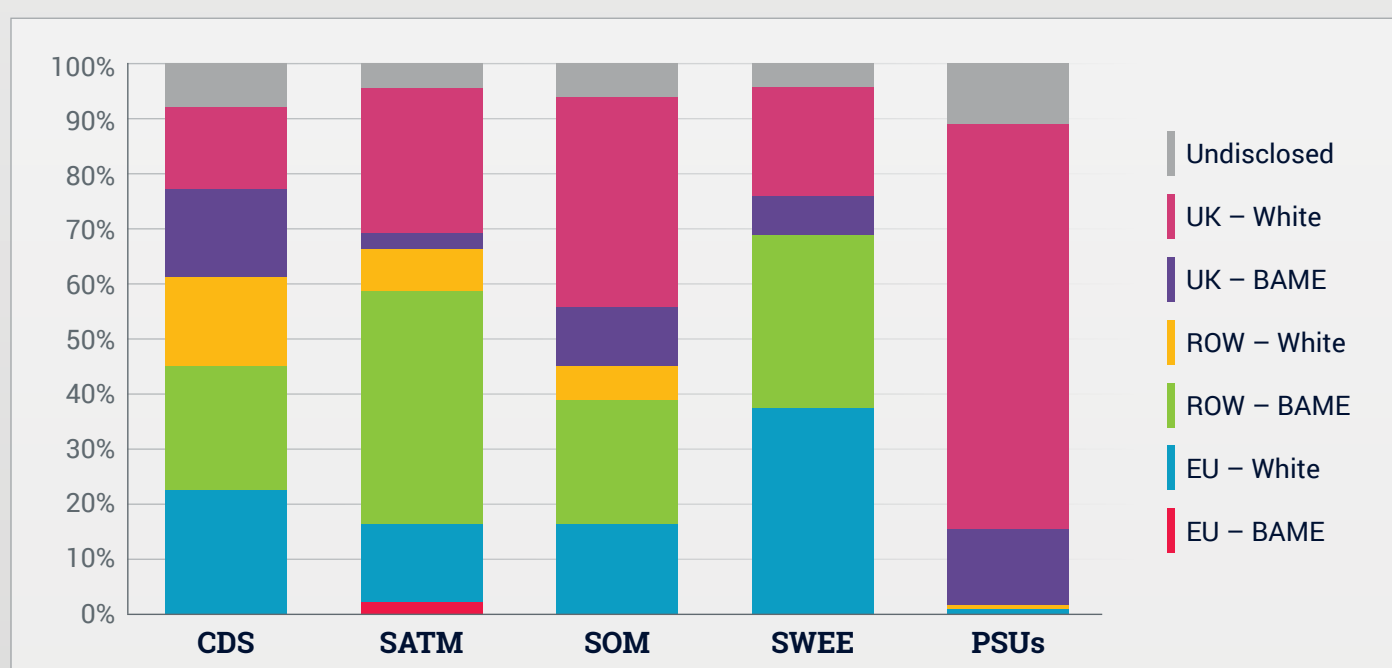
Figure 11. Applications by ethnicity:



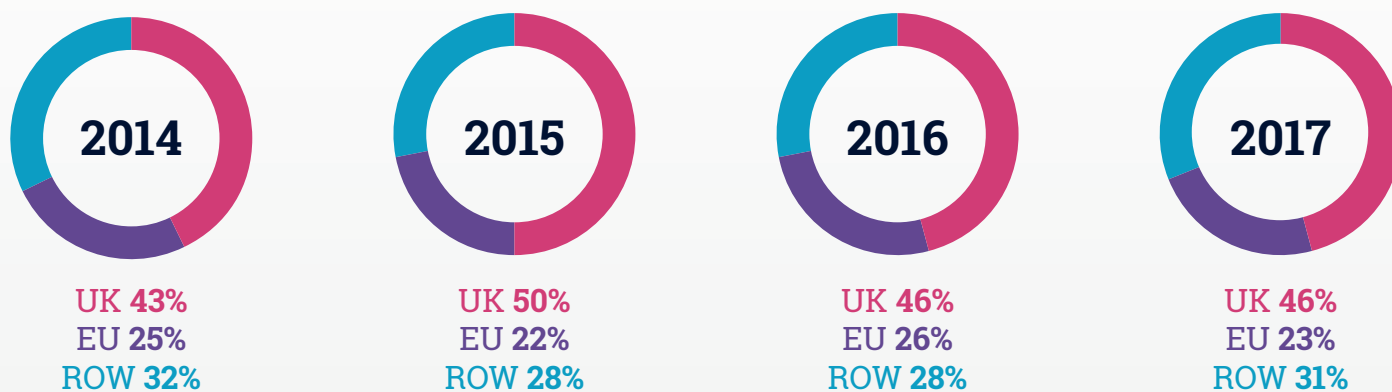
Despite a decrease in applications between 2016 and 2017 (which would be expected given the drop in vacancies), Cranfield continues to attract culturally diverse applications, as the majority of applicants in 2017 were from the ROW BAME group as highlighted in **Figure 11**. Although the conversion rate for ROW BAME applicants is not as high as it is for white applicants (which can be partly attributed to the requirements of the roles, particularly VISA compliance issues), ROW BAME applicants are the second most successful ethnic group in securing roles within the University (see **Figure 12** below).

The number of applications from EU candidates has decreased significantly between 2016 and 2017 and we will monitor this closely to assess whether it is the impact of Brexit or other factors. The University has a number of measures in place to support EU applicants and current staff and students. This includes a Brexit working group.

Figure 12. Offers by ethnicity:



Student ethnicity profile



The University remains culturally diverse and the student population reflects the international student recruitment strategy.

Staff disability profile



This figure has increased from 2% in 2016 (from 30 staff with a declared disability to 39, which is encouraging), but is still below the sector benchmark for 'declared disability', which has consistently increased over the years to 4.7%.

We believe that the figure of 3% is lower than our actual figure because of under-declaration and the local HR teams work closely with Health and Safety and the Head of Diversity and Inclusion to support our disabled staff. We have a number of initiatives planned (in line with our strategy) to help improve Cranfield's perception of being a 'disabled-friendly employer'. These include signing up to the Government's Disability Confident scheme and reviewing our policies and procedures to support disabled staff.

The following table shows the percentage of staff who have declared themselves disabled by School/Service.

School/ Service Area	2014	2015	2016	2017/18
SWEE	2%	2%	1%	1%
CDS	2%	2%	3%	5%
SATM	1%	2%	1%	2%
SOM	3%	1%	1%	0%
PSUs	3%	3%	2%	3%

Disability disclosure rates in the sector are persistently lower among academics than professional and support staff. This is reflected at Cranfield as the number of staff with a declared disability is 21 in the PSUs which is much higher than any of the Schools.

The top categories of disability within the University (and the sector) are:

- a disability, impairment or medical condition other than those listed,
- a specific learning difficulty such as dyslexia, dyspraxia or AD(H)D,
- a long standing illness or health condition such as cancer, HIV, diabetes,
- a mental health condition, such as depression, schizophrenia or anxiety disorder.

The Learning and Development team is working with Health and Safety to develop and deliver a number of 'Wellbeing in the Workplace' workshops for line managers to provide advice on how to prevent and manage instances of work-related stress and promote wellbeing in the workplace.

Student disability profile

The percentage of students who have declared a disability has increased to 6%. This is just below the sector postgraduate benchmark of 6.6%.

School	2013	2014	2015	2016	2017/18
SWEE	5%	5%	5%	6%	7%
CDS	5%	7%	7%	7%	10%
SATM	3%	3%	3%	3%	4%
SOM	4%	2%	5%	5%	4%

In line with the sector, there has been an increase in the number of students presenting with mental health issues and seeking reasonable adjustments to support their learning. While there is growing confidence in declaring a mental health need, students are still largely reluctant to be classified on any formal record as having a 'mental health issue'. As a result, many students choose to be classed as 'multiple needs' or 'other'. The combined figures of which show a significant increase this year with 1.1% in 2017 vs. 0.4% in 2016.

The demographic breakdown of Cranfield full-time students also reflects the growing demand on in-house support to meet reasonable adjustments. With only 14.8% of full-time students holding a UK fee status, the majority of students who declare are not eligible for the Disabled Students' Allowance (UK fee status only), therefore do not have funding in place for one-to-one study skills support or specialist mental health support, frequently funded for by the DSA.

Addressing learning support needs

Working internally with academic and support staff and externally, with agencies, NHS and the DSA, the Learning Support Officers (based in the Student Advice Centre) co-ordinate reasonable course-related adjustments and help support and guide our students during their academic studies.

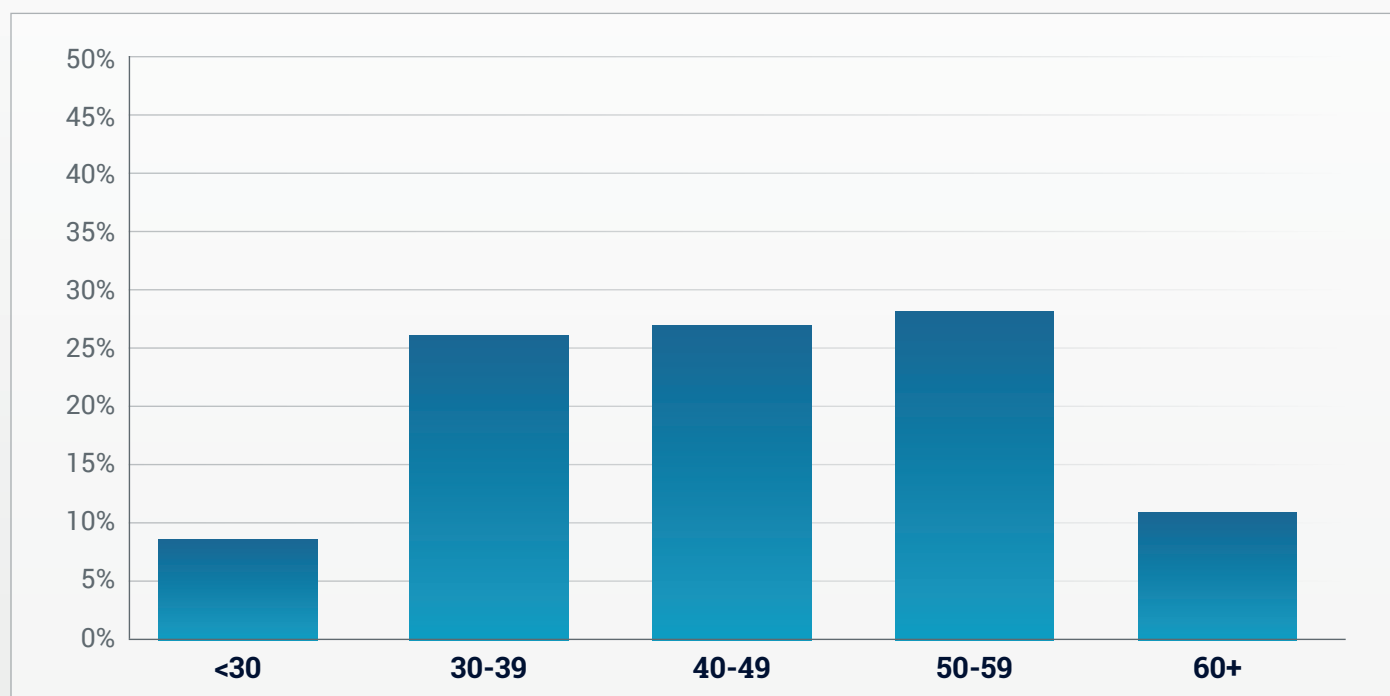
To address the growing support needs, the Student Advice Centre staff have designed and run new workshops for students in; 'time management', 'exam techniques', 'proof reading techniques', 'nutrition and health' and 'stress management', alongside the annual 'de-stress day' event based on the Cranfield site. Workshops for staff have also been held in 'Dyslexia awareness in the teaching environment' and 'Mental health in the context of supporting Cranfield students'.

The Centre for Andragogy and Academic Skills (CAAS) and the Technology Enhanced Learning (TEL) teams continue to encourage course documentation and delivery to be in an accessible format that will benefit all.

Staff age profile

The age profile of our staff has remained stable in recent years.

Figure 13. Staff age profile:



Over 16% of staff working in the higher education sector are under 30, which is well above our figure of 8%. We have a number of initiatives in place across the occupational groups to address this in the longer term e.g. Technicians Commitment, HR Excellence in Research, Athena SWAN, in addition to commit to attract and recruit more apprentices (who tend to be in the under 30 age group).

The key trends different age groups are in line with the sector

- Almost 50% of our research staff are in the 30-39 age group, which is to be expected given the experience required for these roles.
- Over two thirds of our academic staff are between 30 and 49, while our professorial staff tend to be concentrated in the 50-64 age group. There has been an increase in academics under 50 and professors in the 40-49 age group in recent years which may reflect our reviewed and more inclusive recruitment and promotion processes.
- Technical staff continue to have an older age distribution, concentrated at the 50-64 age group, but there has been an increase in the 16-24 age group due to technical apprenticeships. There is a potential skills and knowledge gap in this area in the future, so initiatives such as the Technicians Commitment will help to ensure visibility, recognition, career development and sustainability for technicians moving forward.
- 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 regularly monitor staff data 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 – for example, 70-80% of staff prefer not to disclose information on religion and belief or sexual orientation.

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	Target date	Progress at September 2018
Improve personal data collection to help identify critical diversity issues and monitor impact.	HR&D	Staff monitoring exercise to be carried out in 2017 to improve declaration rates for protected characteristics (particularly disability and sexual orientation).	June 2017	Staff monitoring exercise carried out in June 2017 and another planned late 2018.
		Identify and implement a central monitoring process to capture data regularly by protected characteristic for each stage of the employee lifecycle.	2017/18	On target.
Increase the recruitment, selection and retention of diverse staff.	HR&D	Review recruitment and selection processes, procedures and training to ensure that they are more inclusive to improve the diversity of applicants.	Ongoing	On target (specific timelines are included in the Athena SWAN action plan).
		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	Video case studies have been produced and are published on the University internet site. Further case studies and imagery of diverse staff are being developed.
		Review processes and procedures for leavers to gather more qualitative data on why staff leave the University and develop interventions to address any issues identified.	2017/18	A revised exit interview process has been implemented for senior female staff (L7 and above) and will be expanded to include all staff at L7 and female researchers/academics by the end of 2018.

Support staff in their career development, particularly to improve the diversity of staff at senior levels of the University.	HR&D	Continue to support women to participate in the Aurora and Women as Leaders Programme.	Ongoing	Six cohorts have participated in the Aurora programme since Jan 2015 and two cohorts in women as leaders, with further planned during 2018/19.
		Develop the Cranfield 'Step-Up' women's network and support the launch of other staff networks.	Ongoing	'Step-Up' women's network re-launched March 2017 and a number of successful events to support women's development.
		Develop and deliver career support workshops and guidance to support staff.	2018/19	Career Development working group formed in February 2017 and developing materials to support development of staff across the University.
		Develop appropriate mentoring/sponsorship schemes to support staff with their career development.	2017/18	University wide mentoring scheme has been launched in June 2018 with regular communications to identify mentors and mentees.
Embed an inclusive and respectful culture, which enables staff to value the benefits of diversity.	HR&OD	Provide development opportunities so all staff are aware of their roles and responsibilities under the legislation (as a minimum).	Ongoing	On track.
		1. Unconscious Bias workshops are offered to all staff at both sites.	Ongoing	On track.
		2. Online Diversity and Inclusion online module has been rolled-out across the University to all staff.	September 2018	The Equality, Diversity and Inclusion module is now mandatory on the CUTE training system.
		3. Revised Diversity in Learning and Teaching module was revised in January 2017.	January 2019	Online Diversity in Learning and Teaching module will become mandatory for academic staff and others supporting students.
		4. Online Student diversity module was launched in October 2016.	Ongoing	On track.
		Review Dignity at Work policy, network of advisors and communicate to staff.	July 2017	Complete.

Improve Cranfield's external perception and standing in relation to Diversity awards, in particular Athena SWAN, Stonewall, HR Excellence in Research.	University Executive	Achieve a Bronze Institutional Athena SWAN award.	April 2017	Achieved award in April 2017.
		Develop a plan for future Institutional and Departmental Athena SWAN awards.	September 2017	Re-apply for Institutional Athena SWAN award under the revised principles in 2020.
		Maintain the University HR Excellence in Research award.	Ongoing	The University maintained the award in July 2017.
		Align with our stakeholders and other HEI's and join Stonewall to progress the LGBT agenda.	2018/19	On hold.
		Develop a co-ordinated outreach strategy across the University to support our Diversity and CSR objectives.	2018/19	On hold.
		Engage with the local community to try and attract diverse talent to Cranfield.	Ongoing	On track (through local outreach events).
Champion a culture where disabled staff can thrive and feel supported.	HR&D	Review our disability policies and procedures to ensure that effectively support staff and line managers.	2019	On track for 2019.
		Become a 'Disability Confident' employer, by joining the government's Disability Confident Scheme.	2019	On track for 2019.
		Improve staff declaration rates on disability (currently at 2%).	2017 onwards	Declaration rates have increased to 3%.

Ensure a consistent approach to work life balance and family friendly policies and procedures.	HR&D	Following the flexible working survey in 2016, carry out focus groups to further understand any barriers that may exist and how to address them.	June – October 2017	Focus groups were carried out in 2017 and findings have been collated and communicated. They will also feed into the newly formed Flexible Working steering group.
		Ensure our flexible working policies are current and fit for purpose.	2018/19	On track. This will be under the remit of the Flexible Working steering group.
		Review support for researchers/academics during maternity/paternity/adoption leave.	2019	On track.
		Provide more comprehensive support for staff with caring responsibilities.	2017/18	On track. Carers policy produced and communicated.

Communication and monitoring of the actions:

1. Achievement against the Action Plan above (and other actions as may be captured within related plans and have an impact on diverse staff engagement and retention) are monitored by the Head of Diversity and Inclusion.
2. The Head of Diversity and Inclusion reports to the Director of Human Resources.
3. Either the Head of Diversity and Inclusion or the HRD will report on progress at regular intervals to the following bodies:
 - a. The Joint Consultative Committee – March and September each year.
 - b. The University Executive – as requested but as a minimum once annually.
 - c. The Council – annually.