Any questions about the report, or for further information, please contact the University Diversity Manager Hiran Odedra. h.odedra@cranfield.ac.uk
Introduction

Cranfield University is committed to equality and diversity, as highlighted in our Charter:

“The University will provide a collaborative and supportive working and learning environment, which embeds equality of opportunity and the rights of individuals in all its operations and treats everyone with dignity and respect.”

The University’s governing body, Council promotes equality and diversity throughout the University, including in relation to its own operation. This annual report provides Council with the following:

• a review of progress on diversity and inclusion during 2015
• staff and student data for 2015 against characteristics protected by law
• 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 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.
Diversity and inclusion

- We applied for an Institutional Athena SWAN Bronze award\(^1\) in November 2015, with a detailed three year action plan identifying how we aim to advance gender equality at the University. The results will be announced in April 2016.
- We achieved a Bronze Opportunity Now Award in 2014 and 2015 (Opportunity Now is the gender campaign from Business in the Community), which demonstrates that we have a good foundation for gender equality.
- 20 female staff members in total have participated in the Leadership Foundation’s Aurora Programme in Spring and Autumn 2015, 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. A third cohort of 10 women started the programme in February 2016.
- The Learning & Development Team worked with the School of Management to develop an internal ‘Women as Leaders’ programme (based on the successful external programme) for female staff at levels 6 and 7 with the aim of developing their leadership skills to help prepare them for more senior roles within the University.
- The University’s Female Researchers Network (FeRN) was formed and has run 20+ events including their first annual lecture and poster symposium event showcasing the diverse projects undertaken by female researchers at the University. The event incorporated an opening address from Professor Sir Peter Gregson and a keynote speech from Professor Averil Macdonald OBE (Professor Emerita, University of Reading).
- The University hosted an Outreach event with 8 local schools and a range of Employers in September 2015 in partnership with the social enterprise Full Circle Education to inspire girls aged 12 to 14 to consider non-traditional careers, particularly in STEM areas.

\(^1\)Athena 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

Gender equality

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- The University hosted an Outreach event with 8 local schools and a range of Employers in September 2015 in partnership with the social enterprise Full Circle Education to inspire girls aged 12 to 14 to consider non-traditional careers, particularly in STEM areas.

Engagement

- We achieved HR Excellence in Research\(^2\) – a prestigious Award that can only be retained if the University achieves its action plan, which is being delivered through a University-wide working group. In addition, a group of representatives from Schools and PSUs relating to Research are working on a Researcher Development Programme which should be in place for September 2016.
- The Pulse Survey ran in November 2015. Results for the University overall show that we have upheld our commitment to Health & Safety as recognised by staff. In general the results were lower than March 2014 including the percentage of people responding – 48% in 2015 vs 75% in 2014. In general PSUs, level 8, part-time/contract staff, women, new joiners with up to 3 yrs. service, 16-39 yr. olds and managers were more positive than others. Schools, Academic and Technical employees, Level 6 & 7, staff with 10-20 years of service, staff who prefer not to disclose gender, disability, care responsibilities, ethnic origin, age etc. were less positive than others. The KPI – “I am proud to work at Cranfield University” response was 71% positive, down from 74% positive in 2014.
- The Engagement Index (which is gleaned from a group of seven questions relating to what people say, whether they want to stay, and how they strive for the University) showed a drop from 66% in 2014 to 60% in 2015.

\(^2\)The HR Excellence in Research award supports the full implementation of the UK Concordat which sets out clear standards that research staff can expect from the institution that employs them, as well as their responsibilities as researchers. One of the Concordat Principles states: ‘Diversity and equality must be promoted in all aspects of the recruitment and career management of researchers’.
Staff

Over the last five years, the overall gender balance has remained fairly stable at around 46% of female staff. This is lower than the sector benchmark of 53% and is likely to be because of our STEM focus. This is further highlighted by looking at the proportion of female staff across our schools and professional services. It must be noted that the percentage of female staff decreased in the Schools in 2015 due to the Service functions being realigned centrally (the total number of PSU staff increased from 435 in 2014 to 663 in 2015). This review had a large impact on the female representation in all of our Schools due to the high proportion of females employed in our Service functions.

Over the last five years, there has been little change in female representation across our occupational groups. There is higher female representation in Business and Operational Services, at 75% of all female staff. However, through our Athena SWAN action plan we will be looking at ways to attract and retain more female staff in academic, research and professorial roles.

As the number of female academics and professors is fairly low across the whole University (at 69 and 13 respectively), a small change in numbers can have an impact on percentages in individual Schools. For example there were two fewer female academics in SEEA in 2015 compared to 2014 and two more female professors in SOM in 2015 compared to 2014.

Despite the variation in our Academic/Professorial gender data across our schools, all are below the sector benchmarks, which are:

- Female Engineers in the UK 9%¹
- Female Academics in SET subjects (includes nursing, psychology etc) 40%²
- Female Academics in Business/Management 41%²

Research carried out by EngineeringUK highlighted that the UK has the lowest proportion of female engineering professionals at 9%, compared to 18% in Spain, 26% in Sweden and 20% in Italy. Over the next twelve months, EngineeringUK will be commissioning research to understand what lies beneath this disparity and what the UK must do differently in future to address it. We will incorporate any recommendations from the research into our action plans as soon as they become available.

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¹ – EngineeringUK
² – HESA data
Recruitment and retention

The overall number of vacancies at Cranfield increased from 217 in 2014 to 335 in 2015 and the table highlights that some of the actions the University has taken to increase the gender representation have been successful:

- An increase in female applicants across the whole University, particularly Business/Operational Services which is likely to be due to the Professional Services review.
- An increase in offers to females in all areas (with the exception of Academic/Professorial roles).
- A decrease in female leavers in all areas (significantly for female academics/professors).

Anecdotal evidence suggests that this could be due partly to increased awareness across the University of initiatives such as Athena SWAN, Aurora and HR Excellence in Research and a recognition that the University is more committed to diversity and inclusion.

Our Athena SWAN action plan will help us to attract more female applicants to academic/research roles to help improve the gender balance in these areas, which have remained fairly static. Similarly, more work is required to improve the gender balance in our Business and Operational areas, which are dominated by female staff, which will be addressed through engaging with local community groups and careers fairs.

The conversion rates from application to job offer for females and males were consistent, which highlights that female applicants are just as successful as males when they do apply for roles and our selection processes appear to be unbiased.

The percentage of female Academics/Professors leaving is now slightly lower than the sector norm of 17.7%, which is an improvement from 2014. The main reason that academics cite for leaving Cranfield is ‘better career prospects’ but there are specific actions identified in our Athena SWAN action plan which should help us understand how we can try and retain our most talented people.

### Table: Recruitment and Retention by Gender

<table>
<thead>
<tr>
<th></th>
<th>University</th>
<th>Academic/Professorial</th>
<th>Research/Technical</th>
<th>Business/Operational Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female applicants</td>
<td>38%</td>
<td>48%</td>
<td>20%</td>
<td>21%</td>
</tr>
<tr>
<td>Offers to females</td>
<td>34%</td>
<td>49%</td>
<td>24%</td>
<td>22%</td>
</tr>
<tr>
<td>Female leavers</td>
<td>52%</td>
<td>44%</td>
<td>27%</td>
<td>21%</td>
</tr>
<tr>
<td>Females employed</td>
<td>45%</td>
<td>46%</td>
<td>20%</td>
<td>20%</td>
</tr>
</tbody>
</table>

Part-time working

The percentage of University staff working part-time has decreased from 21% in 2014 to 18% in 2015, which 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 2015.

### Table: Part-time Working

<table>
<thead>
<tr>
<th></th>
<th>Part-time</th>
<th>Full-time</th>
</tr>
</thead>
<tbody>
<tr>
<td>% Female</td>
<td>30</td>
<td>70</td>
</tr>
<tr>
<td>% Male</td>
<td>8</td>
<td>92</td>
</tr>
</tbody>
</table>

The percentage of female staff working part-time has decreased in almost all Occupational groups, with the exception of Academic and Business Services roles.

### Graph: Part-time Staff by Occupational Group
Gender pay equality

Differences in gender salaries at each pay band are deemed acceptable (less than 5%) with the exception of the senior levels. This has been addressed with a review of Professoriate salary bands (May - July 2015). The review examined all Professors against the key criteria of Research, Education and Leadership & Management to align bands equitably across the University. The review was informed by the Hay Group; using external benchmarking within the Higher Education sector and beyond, and an Independent Advisory Panel. Following the review, we noted more female professors received a pay increase (70% compared to 66% for males) and had a greater percentage increase in their pay in each band than males. This review has moved us some way forward in addressing historic differences in pay.

As was the case in 2014, the levels of both female and male staff receiving a ‘High Performance Zone’ salary are similar. A higher percentage of female staff are receiving recognition awards compared to male staff at 26%, but the percentage of male staff receiving a recognition payment has increased from 17% in 2014 to 20% in 2015. The gap has closed between full and part-time staff receiving recognition awards, as both are at 22% (whereas previously, a higher percentage of full time staff received awards).

HR&OD will have an overview of pay increases moving forward to ensure equity across the University for staff and that there is consistency in pay and reward processes.

Students

Our student gender profile has remained unchanged in recent years:

<table>
<thead>
<tr>
<th>Year</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>23%</td>
</tr>
<tr>
<td>2013</td>
<td>24%</td>
</tr>
<tr>
<td>2014</td>
<td>24%</td>
</tr>
<tr>
<td>2015</td>
<td>23%</td>
</tr>
</tbody>
</table>

By School:

This reflects Cranfield’s STEM focus and is consistent with UK STEM benchmarks, but slightly below the Business benchmark:

<table>
<thead>
<tr>
<th>Programme</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female Engineering Undergraduates</td>
<td>15.8% (^1)</td>
</tr>
<tr>
<td>Female Engineering Postgraduates (Taught)</td>
<td>22.4% (^2)</td>
</tr>
<tr>
<td>Female Business Postgraduates (Taught)</td>
<td>49% (^2)</td>
</tr>
</tbody>
</table>

\(^1\) – Engineering UK  
\(^2\) – HESA data

Across the University as a whole, 52% of students study full-time.
Gender summary and actions

• We have prioritised gender diversity as an area of focus for 2015-7 to help improve the gender balance in Academic/Professorial and Research/Technical roles and in turn for the University’s Senior Management Team.

• Focused initiatives, such as Athena SWAN and Aurora, will help us to improve our environment and culture to ensure we are an ‘inclusive’ University. This will have a positive impact on all staff and help us meet sector benchmarks.

• More work is required to improve the gender balance in our Business and Operational areas, which are dominated by female staff.

<table>
<thead>
<tr>
<th>Current actions 2014/5:</th>
<th>Update on 2014/5 actions:</th>
<th>Proposed actions 2015/6:</th>
<th>Update on 2015/6 actions:</th>
</tr>
</thead>
<tbody>
<tr>
<td>A project team has been established to drive our Athena SWAN Bronze award submission for November 2015.</td>
<td>Athena SWAN application and action plan submitted in November 2015, results to be announced April 2015.</td>
<td>A bespoke ‘Women as Leaders’ programme established for women who were not eligible for the Aurora Programme (L6/7)</td>
<td>Pilot programme run in October 2015, with 8 participants.</td>
</tr>
<tr>
<td>Ten women participating in the Aurora Leadership Development Programme who will form a ‘learning community’ to share their experiences with colleagues across the University.</td>
<td>Three cohorts have participated in the Aurora programme, with regular networking events to share key learnings and evaluate the ongoing impact of the programme.</td>
<td>Analyse our recruitment and selection processes to ensure we are doing our best in attracting diverse talent and that processes are free from bias.</td>
<td>Recruitment review project.</td>
</tr>
<tr>
<td>Launch of a mentoring scheme to support Aurora Programme participants and academics</td>
<td>All participants who have completed the Aurora programme have been successfully paired with a mentor of their choice. Initial feedback has been very positive and that mentoring pairs are working very well.</td>
<td>To undertake further research into why people at senior levels leave Cranfield.</td>
<td>A new recruitment &amp; selection workshop will be launched in Spring 2016.</td>
</tr>
<tr>
<td>The launch of the Female Researcher Network (FeRN) which aims to bring together female students from across all of our schools. FeRN provides a support network to share research tips, skills and funding information for scholarships as well as organising dinners, internal and external lectures/events.</td>
<td></td>
<td>A Professorial Pay review and the benchmarking of other Senior level roles.</td>
<td>This is planned for Q3 2016 as outlined in our Athena SWAN action plan.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The formation of a University-wide Pay Body.</td>
<td>Professorial pay review took place in Summer 2015</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>HR&amp;OD to monitor pay increases to ensure equity and consistency in processes.</td>
</tr>
</tbody>
</table>
Staff

Our ethnicity breakdown has remained fairly static in recent years, at around 12-13%.

86% White
13% Ethnic Minority
1% Unknown

University ethnicity breakdown:

The above breakdown highlights that while we are culturally and internationally diverse, only 6% of our ethnic minority staff are from the UK (up from 5% in 2014) which does not reflect the local communities that we operate in, as the ethnic minority population of both Bedford and Milton Keynes is around 20% and for Swindon is around 14%. However, our UK ethnic minority population is in line with the sector benchmark of 6.7% (HESA).

Actions such as reviewing our recruitment and selection processes, rolling out Unconscious Bias and Cross Cultural competence workshops will all help the University become more inclusive and in turn will help improve the diversity of our workforce.

The breakdown of ethnic minority staff in our schools reflects their international recruitment (highlighted by the higher proportion of EU-White and Non-EU Ethnic staff) compared to the Professional Service Units, which are more likely to recruit from the local community. The number of UK ethnic minority staff in the PSU’s increased from 33 in 2014 to 51 in 2015, but there was no percentage change due to the increased number of staff in the PSU’s overall.

Ethnic minority profiles in the University’s occupational groups have generally remained stable in recent years, with the majority of staff in Business Services and Technical roles classed as ‘White UK’ and more of a diverse mix in Academic and Research roles (which is in line with sector benchmarks). Due to low numbers, a small change can lead to a fluctuation in percentages, for example the number of UK ethnic minority professors fell from 9 (10%) in 2014 to 6 (7%) in 2015 and the number of UK ethnic minority staff in Business Services increased from 32 in 2014 (5%) to 45 in 2015 (7%).
The University attracts culturally diverse applicants, as only 43% of applicants are classed as UK White and although the conversion rates for UK Ethnic minority applicants to offers has improved, further analysis is required to understand the nature of the roles and why White applicants from the UK and EU and Non-EU Ethnic applicants are more successful at being offered positions than UK Ethnic minority applicants.

White applicants (UK and EU) are offered roles across all areas of the University, whilst Non-EU Ethnic applicants are offered more roles in SATM and SEEA which reflects the international recruitment of researchers/academics in these areas. A slight concern is that no Ethnic Minority applicants were offered positions in CDS in 2015, so further analysis is required here to understand the reasons better and address them. However, SOM offered roles to a wide range of culturally diverse applicants.

### Students

<table>
<thead>
<tr>
<th></th>
<th>2014</th>
<th>2013</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>UK</td>
<td>43%</td>
<td>46%</td>
<td>50%</td>
</tr>
<tr>
<td>Rest of EU</td>
<td>25%</td>
<td>24%</td>
<td>22%</td>
</tr>
<tr>
<td>Non-EU</td>
<td>32%</td>
<td>30%</td>
<td>28%</td>
</tr>
</tbody>
</table>

The University remains culturally diverse and this year there has been an increase in UK students, which had been showing a downward trend in recent years.
Ethnicity summary and actions

- The University has a broad mix of staff from the UK, EU and the rest of the world with a higher percentage of ethnic minority staff from outside the EU than from the UK.
- There is a higher ethnic mix in our schools, particularly in Academic and Research roles which require specialist expertise not always available in the UK.
- Further work is required through engaging with local networks and careers fairs to attract UK ethnic minority applicants and ensure recruitment processes are fair and unbiased, as there is a potential exposure to the University if we are not attracting diverse applicants and reflecting our local communities.

<table>
<thead>
<tr>
<th>Current actions 2014/5:</th>
<th>Update on 2014/5 actions:</th>
<th>Proposed actions 2015/6:</th>
<th>Update on 2014/5 actions:</th>
</tr>
</thead>
<tbody>
<tr>
<td>We offer a cross-cultural competence workshop to all staff. This was launched due to increasing feedback from staff on the misunderstandings which happen due to culture, language, religion, background etc. Those attending have provided excellent feedback on what they will now do differently.</td>
<td></td>
<td>Further work is required into recruitment and selection processes to ensure we are doing our best to attract diverse talent and that our processes are free from bias.</td>
<td>Planned for 2016</td>
</tr>
<tr>
<td>One of the Aurora Programme criteria is that the cohort is made up of individuals from different nationalities and backgrounds.</td>
<td>Diverse cohort for all three Aurora cohorts and Women as Leaders.</td>
<td>Analyse recruitment data and the nature of the roles to understand if there are any barriers to recruitment for ethnic minority applicants.</td>
<td>Planned in 2016</td>
</tr>
<tr>
<td>Exit interviews – more robust data (qualitative and quantitative) to understand why ethnic minority staff in key roles leave the University.</td>
<td></td>
<td>Engage with local community groups and careers fairs to raise our profile as an ‘inclusive employer’.</td>
<td>Planned in 2016, as part of the recruitment project.</td>
</tr>
</tbody>
</table>
Staff

The disability breakdown of our staff is:

Declared Disability 2%
No Declared Disability 98%

This figure has remained stable in recent years, however it is still below the sector benchmark for 'declared disability' which is just below 4%.

We believe that the figure of 2% is lower than our actual figure because of under-declaration. In our 2016 Pulse Survey, 2.1% of staff declared themselves as disabled and 10.4% preferred not to say (the figure was 3% and 6% respectively in the 2014 Employee Engagement Survey).

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

<table>
<thead>
<tr>
<th>School/Service Area</th>
<th>% Declared Disability</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEEA</td>
<td>0 1 2 2</td>
</tr>
<tr>
<td>CDS</td>
<td>1 1 2 2</td>
</tr>
<tr>
<td>SATM</td>
<td>1 1 1 2</td>
</tr>
<tr>
<td>SOM</td>
<td>3 3 3 1</td>
</tr>
<tr>
<td>PSU's</td>
<td>2 2 3 3</td>
</tr>
</tbody>
</table>

The top categories of disability are:

• a disability, impairment or medical condition other than those listed above
• a specific learning difficulty such as dyslexia, dyspraxia or AD(H)D
• a physical impairment or mobility issues, such as difficulty using arms or using a wheelchair or crutches
• A mental health condition, or long standing health condition.

There has been an increase in the number of staff requiring support or adjustments due to mental health conditions.

A pilot Disability Confident workshop was run in September 2015 for the HR&OD Team to help to understand how they (and line managers) could support disabled staff more effectively, these workshops are being run throughout 2016.

Students

The percentage of students who have declared a disability remains stable at 3%. This is below the sector postgraduate benchmark of 6%. Again, we believe that this is due to under-declaration.

<table>
<thead>
<tr>
<th>School/Service Area</th>
<th>% Declared Disability</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEEA</td>
<td>6 1 2 2</td>
</tr>
<tr>
<td>CDS</td>
<td>4 1 2 2</td>
</tr>
<tr>
<td>SATM</td>
<td>3 1 1 2</td>
</tr>
<tr>
<td>SOM</td>
<td>4 3 3 1</td>
</tr>
</tbody>
</table>

In all schools dyslexia is the most commonly declared disability (which is consistent across the sector). There continues to be a very low rate of declaration of mental health conditions as a long-term disability.
Disability summary and actions:

• Low disclosure rates continue to be an issue, which means that we do not have a clear picture of the actual number of disabled staff and students. Further action is required to encourage staff and students to declare a disability and reassure them that they will be supported.

• The awareness of reasonable adjustment provisions varies across the University, particularly in respect of mental health conditions. Further initiatives such as the Disability Confident workshops are required to raise understanding amongst line managers to ensure that we comply with our legal obligations and maximise the potential of our disabled staff.

### Current Actions 2014/5:

- Diversity Manager working with Line Managers and HR Managers/Officers to support disabled staff and Line Managers and update staff Disability Policies.

### Update on current actions:

- Ongoing

### Proposed actions 2015/6:

- Staff disability policies to be updated by June 2016.

### Update on 2015/6 actions:

- Raise awareness amongst staff, particularly Line Managers, of the Equality Act and our duty to provide ‘reasonable adjustments’.

- Disability Confident workshop piloted in September 2015 and will be rolled out in 2016.

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### The Employee Engagement Survey Corporate Action Plan includes an action to identify where support is required in developing a positive working environment.

### The Wellbeing Working Group has been formed and to focus on stress in the workplace and welfare provision for all staff.

### Encourage staff to declare their disability and highlight the support that can be provided.

### Staff monitoring exercise to be carried out in 2016 to encourage all staff to update their details, particularly on the protected characteristics.

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### Student disability support will be realigned into Education Services to provide a centrally co-ordinated support service to students.

### Dedicated Learning Support Officers in place in both sites.

### New ‘Health and wellbeing’ workshops being delivered to current students by the Student Advice Centre.

### Encourage collaborative working with Human Resources and Organisational Development, Occupational Health and line managers to support disabled staff more effectively.

### A new Occupational Health process has been established for new starters which will have a positive impact on staff who require reasonable adjustments.

### More work required to support exist members of staff with reasonable adjustments in 2016.
Staff

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

The age distributions for some occupational groups have a slightly younger age profile in 2015 when compared to 2014.

The key trends for particular age groups are:

- Almost 50% of our research staff are in the 25-35 age group, which is a slightly younger profile than 2014.

- Academic staff are concentrated in the 35-49 age group (which is younger than previous years, when it was in the 40-55 age group), whereas Professorial staff tend to be concentrated in the 50-59 age group.

- Technical staff continue to have an older age distribution, peaking at 50 – 59, which is a sector-wide trend, but the percentage of technicians in the 35-39 age group has increased from 7% to 13%.

- 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 are monitoring staff data against all of the protected characteristics covered by equality and diversity guidelines and legislation. At present the data is insufficiently robust to report anything significant on these diversity strands. This is because a very high percentage of staff prefer not to disclose this information - 70-80% of staff prefer not to disclose information on religion and belief or sexual orientation, for example. A further staff monitoring exercise is planned for 2016.
Summary

Council can be assured that there is an effective infrastructure in place to monitor the University’s equality and diversity performance, ensuring that any exposures are well managed, and that we are complying with our legal obligations.

This Diversity Monitoring Report will be externally published to meet our obligations under the Equality Act 2010.

Council is asked to note and endorse the current and proposed actions in this report.