



# **Equity, Diversity and Inclusion Annual Report**

**August 2023 – July 2024**

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## Abbreviations

A list of abbreviations used in this report

Abbreviation	
CDS	Cranfield Defence and Security
EDI	Equity Diversity and Inclusion
HESA	Higher Education Statistics Agency
PSU	Professional Services Unit
SATM	School of Aerospace, Transport and Manufacturing
SOM	School of Management
STEM	Science, Technology, Engineering, Maths
SWEE	School of Water, Energy and Environment

# Introduction

This Equity, Diversity and Inclusion (EDI) report provides an account of our staff data for the period 1 August 2023 – 31 July 2024, in line with our statutory reporting to the Higher Education Statistics Agency (HESA) and to demonstrate compliance with the Public Sector Equality Duty and Equality Act (2010). The charts and tables in this report are presented in line with statutory requirements, by individual protected characteristics, and provide a detailed account of our staff demographic data.

We continue to analyse our EDI data regularly, not only to meet our statutory obligations, but to assist us with understanding our staff demographics and experience. Over the reporting period we are pleased to report we have made further positive progress against our four EDI strategic ambitions and the People KPIs outlined in our [EDI strategic plan](#). This report offers the opportunity to highlight Cranfield’s ongoing progress and successes in EDI while acknowledging the challenges we continue to face.

## Overview 2023-2024

We continue to make positive progress against all our EDI People KPIs. A summary of our progress is provided here, along with key operational highlights.

### People KPIs

We are pleased to report continuing positive progress towards our 2027 People KPIs, as shown in Table 1 below. The KPIs were first agreed in 2022 and include targets to increase the representation of underrepresented groups against baseline figures by 2027. The data show that we have seen increased representation of female academics, female professors and UK Black, Asian and minoritised ethnic staff. Our disability sharing rates reached 9% at the end of the period.

**Table 1 Progress towards People KPIs**

<b>KPI- increased representation</b>	2027 Target	2022 Base line	Progress Jul-23	Progress Oct-23	Progress Jan-24	Progress Apr-24	<b>Progress Jul-24</b>
Female Academics	35%	24%	27%	28%	28%	29%	<b>29%</b>
Female Professors	20%	11%	13%	14%	15%	15%	<b>15%</b>
UK Black, Asian and Minority Ethnic	12%	7%	8%	9%	9%	10%	<b>10%</b>
Disability shared	6%	4%	7%	8%	10%	9%	<b>9%</b>

# Highlights

Example operational highlights over the reporting period are shared here.

## Gender

- Our gender pay gap continues to reduce. For the fifth consecutive year, we have reduced our gender pay gap and this year we reported our biggest year-on-year reduction in our mean pay gap since we began reporting in 2017. In the period, our mean pay gap reduced from 21% to 18.7% and our median from 18.4% to 16.9%.
- The number of women in STEM-focussed SATM increased by 12%
- We updated our support and guidance for colleagues experiencing the menopause or perimenopause, complemented by a new Menopause in the Workplace Policy.

## Ethnicity

- The number of Black, Asian and minority ethnic staff employed by the university has increased by 11% (an increase of 41 people). Black, Asian and minority ethnic staff across all nationalities now make up 24% of all university staff, an increase from 21% last year.
- Although not a statutory requirement, we reported our annual ethnicity pay gap for the second time. The mean pay gap increased from 15.8% in 2022 to 16.4% in 2023, and our median increased from 6.3% to 11.2%. This reflects higher levels of recruitment of ethnically diverse staff into positions in lower pay bands in the reporting period, and that Black, Asian and minority ethnic staff continue to be underrepresented at more senior levels. This is described in more detail in the Staff ethnicity profile section below.
- We established a Self-Assessment Team for AdvanceHE's Race Equality Charter with a new Executive Lead. As part of our commitment to the Charter, we conducted focus groups and a survey to help us understand the experience of all staff at Cranfield, including Black, Asian and minoritised ethnic staff. This data is currently being analysed to inform future actions plans.

## Disability

- Members of our community who have shared a disability, condition or impairment increased during the reporting period, and at 9% of our staff, this compares favourably with the sector.
- A new Reasonable Adjustments framework and guidance was published by a cross university working group. This guidance aims to support managers in starting conversations with colleagues who might need adjustments at work.
- An Introduction to Accessible Teaching and Learning training programme was created for staff, introducing the importance of digital accessibility and providing guidance on how to create accessible content.

## Sexual orientation

- The percentage of people who choose to share their LGBTQ+ status has remained steady at 3% and is in line with the sector average of 4%.
- A new Trans Inclusion policy and guidance has been published which outlines our commitment to, and sources of support for, trans people and colleagues who are transitioning.

## Intersectionality

- In our bi-monthly meetings, we bring together staff network chairs, EDI group chairs, and People and Culture senior business partners to actively discuss EDI. These meetings provide a structured space where we look at all protected characteristics and experiences—such as gender, race, disability, caring responsibilities, and sexual orientation—through an intersecting lens. By doing so, we ensure that the challenges faced by individuals with overlapping identities are fully addressed.
- A Data working group is analysing data for our submissions to the Race Equality charter and Athena Swan (gender equality) charter to enable us to take an intersectional approach and create action plans to help address barriers for people with intersecting identities, not only individual characteristics in isolation.

## Policies and practices

- Introduced a new Annual Leave Purchase Scheme to enable staff to take additional annual leave and spread the cost over a full year.
- Conducted a pilot scheme to share interview questions with candidates in advance of recruitment interviews.
- Held training and development workshops about neurodiversity, inclusive leadership and conscious decision-making.
- Improved our family friendly policies by enhancing the level of support and resources for staff, including Dependant Leave, Fertility (IVF) Treatment, Parental Bereavement Leave, Paternity/Partner Leave & Supporting Carers at Work.

## Governance and leadership

- Established an Executive Committee for EDI. Meetings of the committee take place on a quarterly basis and are attended by external partners and advisors.
- Introduced new formal strategic governance for our Athena Swan Charter renewal, and Race Equality Charter first submission via executive leadership of the Self Assessment teams, and the EDI Executive Committee.

## Charters, accreditations and awards

- Secured our place in the Top 30 Working Families Benchmark for the second year in a row.
- Received confirmation of our reaccreditation under HR Excellence in Research (HREiR).

## Public engagement and outreach

- The Public Engagement team created a new Forum to enhance our community outreach and public engagement activities. The aim of the Forum is to enable staff from diverse job roles and experience to access support and get involved in activities in our community.
- Cranfield have engaged with pupils in schools in areas of multiple deprivation to bring STEM (science, technology, engineering and mathematics) experiences to under-represented groups.

## Recruitment

- Recruitment continues to be a focus for enabling us to achieve our EDI strategic goals. The [Magan Research Centre of Applied Mycology](#) ran a recruitment campaign to highlight the culture of inclusion and to take positive action to recruit diverse candidates, including based on socio-economic background.

## Staff Networks

- Staff networks and EDI groups at Cranfield play a vital role in promoting an inclusive and supportive environment for all. Through a calendar of events, networking opportunities, and supportive spaces, our networks and groups help highlight and address barriers and challenges faced by staff, promote awareness and foster allyship. The networks and groups also help create a sense of belonging, enabling every voice to be heard and valued. Our current staff networks are:
  - Step Up, which supports women across the University with developing their skills, career and confidence;
  - EmbRace, which was created to raise awareness of race/ethnic diversity;
  - The Disability Network aims to promote disability awareness and a safe and supportive environment to make Cranfield a more inclusive University for disabled staff and students;
  - Q at Cranfield, which supports our LGBTQ+ communities; and
  - The Parents and Carers Network, which was established in June 2023 for staff who are parents or who have caring responsibilities such as for relatives.

# Data Analysis

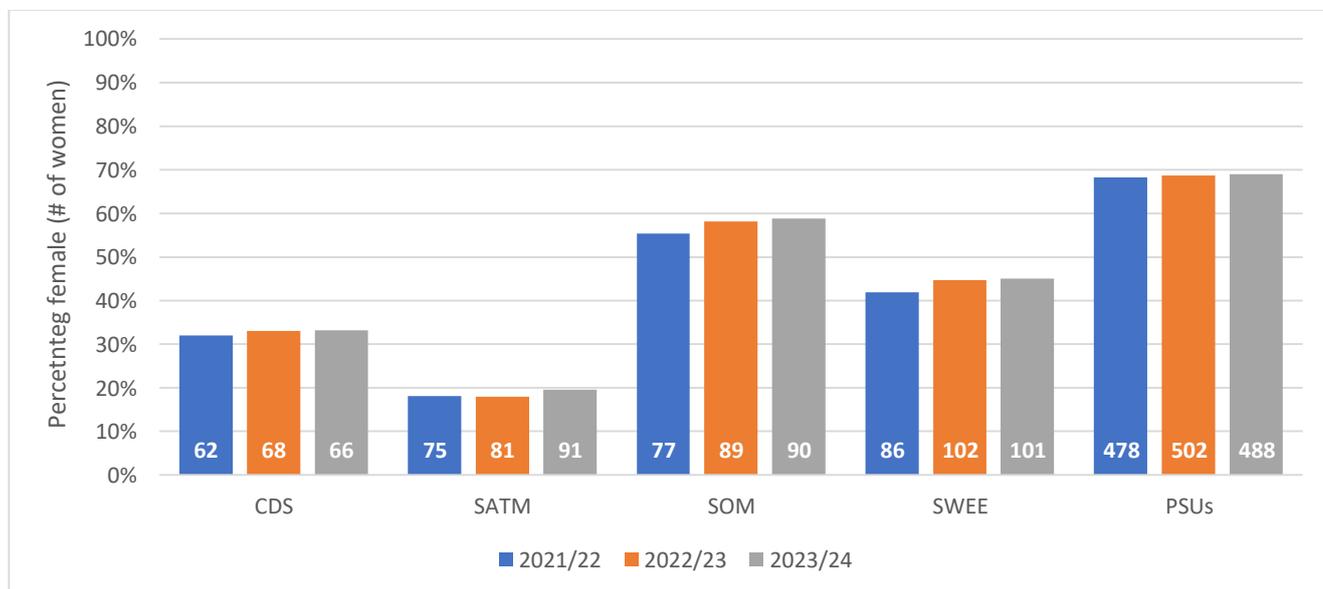
In this section we provide a snapshot of our staff demographic data in a series of tables and charts, with brief commentary to help interpret the data alongside our People KPIs. We also provide data on recruitment and turnover.

## Staff gender profile

There was no change in the overall gender balance across the University from last year, with women again representing 48% of all University staff.

Figure 1 below shows the gender of our staff across each school and the professional service units (PSUs). There was little change within the schools and PSUs compared to last year.

The notable exception was in the School of Aerospace, Transport and Manufacturing (SATM) which saw a 12% increase in the number of women since last year, comparing favourably to a more modest increase of 1% in the number of men during the same period.

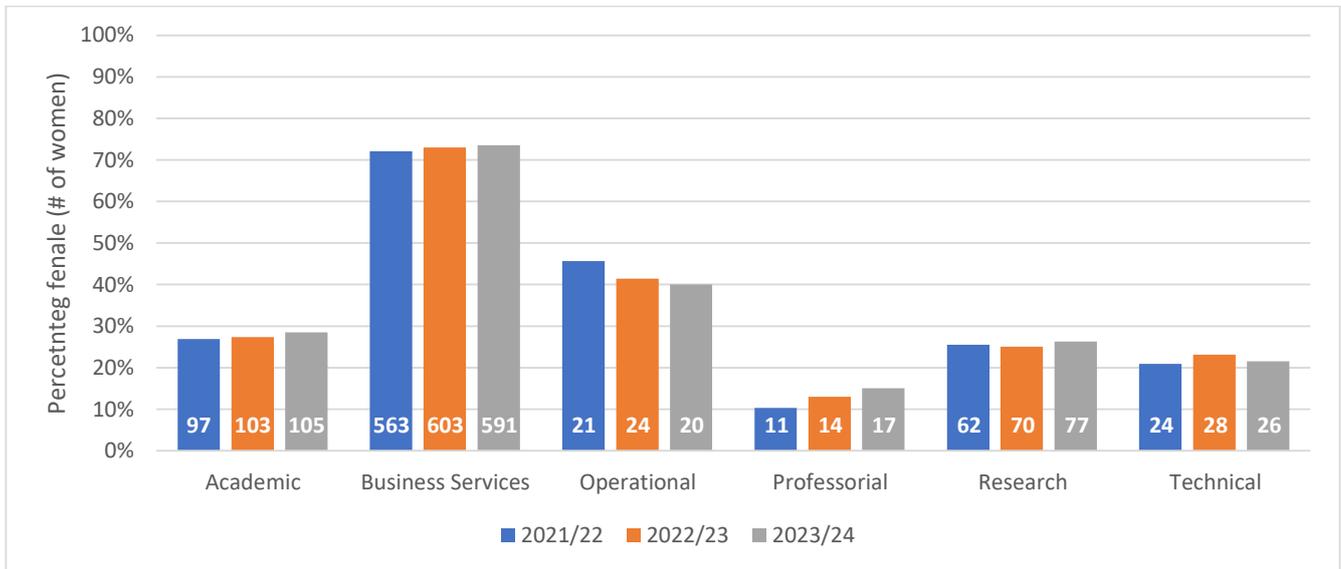


**Figure 1 Number of women, and percentage female, by School/ PSUs**

Figure 2 below shows the gender of our staff across each job family. It is encouraging to see the number of female professors rising steadily over the past three years, from 11 in 2021/22 to 17 in 2023/24, now representing 15% of all University professors. We continue to take steps in developing senior female academics to help us achieve our goal of 20% female professors by 2027.

A small increase in the number of female academics, together with a decrease in the number of male academics, has led to women now making up 29% of our academic staff, an improvement of 2% since 2022/23 and progress against our People KPIs.

As in previous years, women continue to represent a significant proportion of our business service staff.



**Figure 2 Number of women, and percentage female, by job family**

## Gender representation on senior committees of the University

The gender representation of University senior committees is shown in Table 2.

Gender representation on Council remained strong, with women again making up 53% of its membership, exceeding the sector average<sup>1</sup> of 42%.

Gender representation on University Executive has improved slightly at 36% female representation from 31% in 2022/23. Gender representation on Senate has improved by 1% at 21% female.

We continue to strive for greater gender balance across all senior levels and committees, ensuring that our leadership reflects the diversity of our staff and community. By maintaining a focus on gender equity in our recruitment, development, and promotion processes, we hope to continue progress in this area.

**Table 2 Gender representation on senior committees of the University**

Committee	2022 - 2023		2023 - 2024	
	Female	Male	Female	Male
Council	53%	47%	53%	47%
University Executive	31%	69%	36%	64%
University Executive Forum	43%	57%	49%	51%
Senate	20%	80%	21%	79%

<sup>1</sup> Source: HESA Staff Data 2022/23.

## Staff ethnicity profile

Black, Asian and minority ethnic staff now make up 24% of all University staff, a 3% increase compared to last year. Table 3 shows the change in the ethnic diversity of Cranfield staff over the past three years.

The University has made encouraging progress in increasing the representation of Black, Asian and minority ethnic staff, with numbers rising by 41 over the past year—a growth of 11%. This has led to an increase in the overall proportion of Black, Asian and minority ethnic staff, from 21% last year to 24% in 2023/24. In particular, the number of UK Black, Asian and minority ethnic staff grew from 136 in 2022/23 to 167 in 2023/24, a significant and positive shift. UK Black, Asian and minority ethnic staff now make up 10% of the University workforce, reflecting a 2% increase from the previous year and progress towards our 2027 KPI of 12%.

Although our data campaigns have successfully increased the number of staff who have shared their ethnicity, the remaining gaps continue to affect the completeness of our overall ethnicity data. As shown in Table 3, the sharing rates improved by 50% in the period compared to last year but remains stubbornly high at 25% undisclosed. We will actively continue to encourage staff to share their information.

**Table 3 Staff nationality and ethnicity**

Ethnicity	2021/22		2022/23		2023/24	
	Count	%	Count	%	Count	%
<b>Black, Asian &amp; Minority Ethnic</b>	<b>313</b>	<b>19%</b>	<b>380</b>	<b>21%</b>	<b>421</b>	<b>24%</b>
<i>UK Black, Asian &amp; Minority Ethnic</i>	116	7%	136	8%	167	10%
<i>Non-UK Black, Asian &amp; Minority Ethnic</i>	197	12%	244	14%	254	14%
<b>White</b>	<b>1284</b>	<b>78%</b>	<b>495</b>	<b>28%</b>	<b>897</b>	<b>51%</b>
<i>UK - White</i>	1053	64%	434	25%	742	42%
<i>Non-UK White</i>	231	14%	61	3%	155	9%
<b>Undisclosed<sup>2</sup></b>	56	3%	894	51%	431	25%
<b>University total</b>	<b>1653</b>	<b>1769</b>	<b>1769</b>	<b>100%</b>	<b>1749</b>	<b>100%</b>

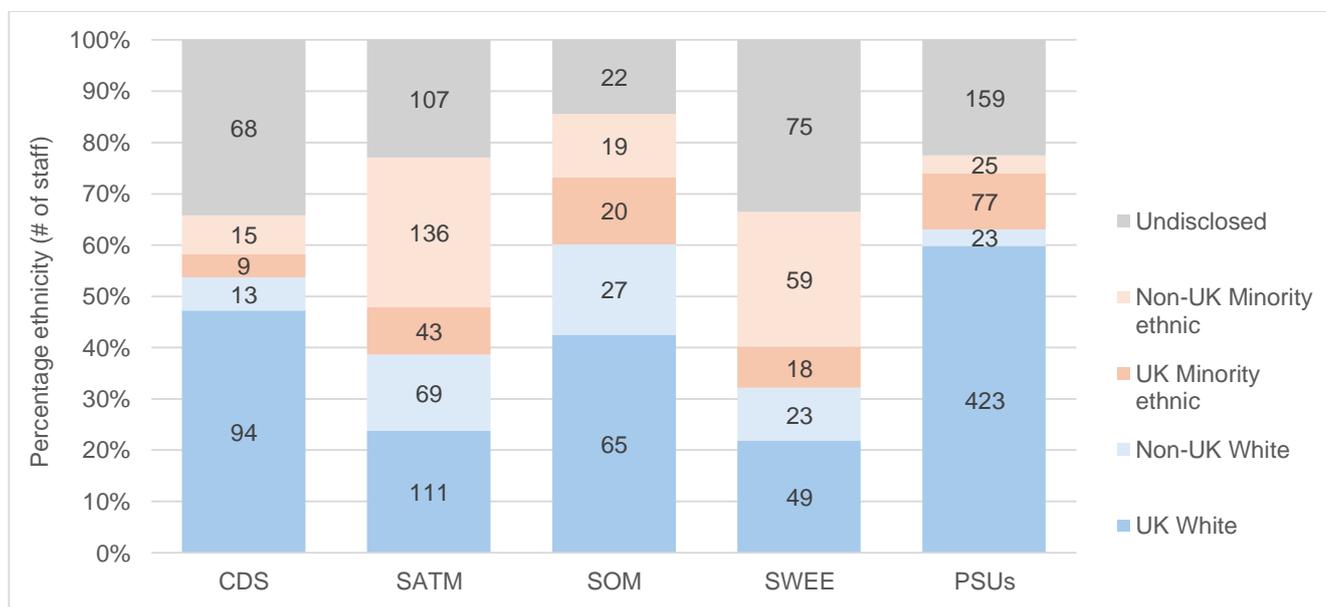
<sup>2</sup> We experienced a significant increase in “undisclosed” ethnicity data in the period 2022/23. This was a result of changes to the ethnicity categories made by HESA which required staff to re-share their ethnicity information with us. Significant efforts have been made to encourage re-sharing of this information and sharing rates have improved in 2023/24.

There has been little change in the distribution of specific ethnicities among UK staff compared to last year. A comparative breakdown for 2022/23 and 2023/24 is presented in Table 4 below.

**Table 4 UK ethnicity**

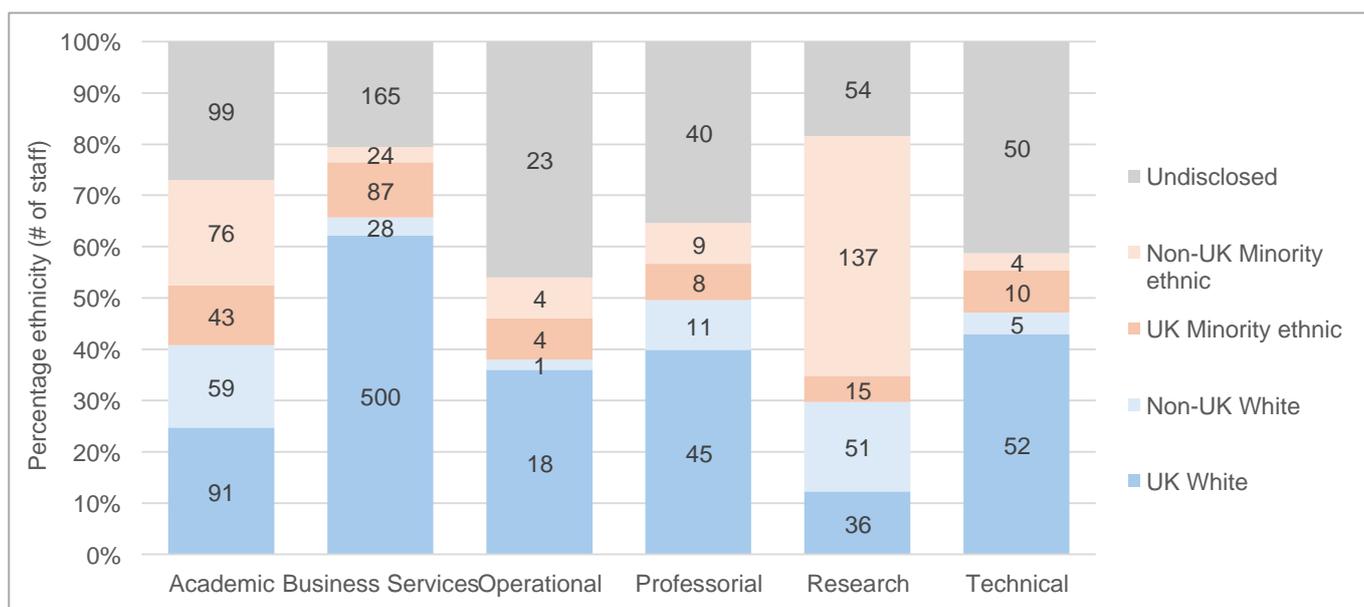
UK Ethnicity	2022/23		2023/24	
	Count	%	Count	%
<b>Asian - Indian or Indian British</b>	34	25%	36	22%
<b>Any other Asian background</b>	16	12%	22	13%
<b>Asian - Chinese or Chinese British</b>	15	11%	16	10%
<b>Asian - Pakistani or Pakistani British</b>	13	10%	16	10%
<b>Black - African or African British</b>	11	8%	14	8%
<b>Mixed or multiple ethnic groups - White or White British and Asian or Asian British</b>	7	5%	12	7%
<b>Any other ethnic background</b>	12	9%	12	7%
<b>Black - Caribbean or Caribbean British</b>	9	7%	11	7%
<b>Asian - Bangladeshi or Bangladeshi British</b>	5	4%	8	5%
<b>Any other Mixed or Multiple ethnic background</b>	5	4%	7	4%
<b>Mixed or multiple ethnic groups - White or White British and Black Caribbean or Black Caribbean British</b>	5	4%	5	3%
<b>Arab</b>	3	2%	5	3%
<b>Mixed or multiple ethnic groups - White or White British and Black African or Black African British</b>	1	1%	3	2%

Figure 3 below illustrates the ethnic diversity of staff across each School and the PSUs for 2023/24. Comparatively, CDS, SOM and the PSUs are less diverse, while SATM and SWEE are more ethnically diverse, with minority ethnic staff representing 38% and 34% of staff, respectively.



**Figure 3 Staff ethnicity by School/PSUs**

Figure 4 below illustrates the ethnicity distribution of staff across each job family for 2023/24. It reveals that technical roles have the lowest level of ethnic diversity, followed by business services and professorial staff. In contrast, research roles are the most ethnically diverse, with 52% of the staff from minority ethnic backgrounds, followed by academic staff at 38%. Research and academic staff groups show higher levels of ethnic diversity compared to other job families, and most Black, Asian and minority ethnic staff in these groups are from outside the UK. In other job families, the distribution between UK and non-UK minority ethnic staff is more balanced.



**Figure 4 Ethnicity by job family**

## Ethnicity representation on senior committees of the University

The ethnicity of members of University senior committees is shown in Table 5. This is the first year we are reporting the data on the ethnicity of our senior committees.

Comparative data<sup>3</sup> indicate that, at 12%, our current representation of Black, Asian and minority ethnic membership on Council falls below the sector average of 16%.

It is important to note that 30% of members of Senate have not shared their ethnicity with us at all, and a further 4% said ‘prefer not to say’.

Improving the diversity of our senior committees will be a focus for our action plans under AdvanceHE’s Race Equality Charter.

**Table 5 Ethnicity representation on senior committees of the University**

	2023 - 2024	
Committee	Black, Asian and minority ethnic	White
Council	12%	88%
University Executive	0%	100%
University Executive Forum <sup>4</sup>	6%	94%
Senate <sup>5</sup>	16%	50%

## Staff disability profile

Table 6 below shows the number of staff who have shared they have a disability, condition or impairment. We are pleased to report the number of staff choosing to share this information has continued to increase, rising from 126 in 2022/23 to 166 this year, and now accounts for 9% of all University staff. The increase in staff sharing their disability status, from 7% in 2022/23 to 9% in 2023/24, is a positive reflection of several initiatives fostering an inclusive environment and activities we have undertaken to raise trust and awareness about the importance of sharing through communications and our Disability staff network.

**Table 6 Staff sharing a disability, condition or impairment**

	2021/22		2022/23		2023/24	
	Count	%	Count	%	Count	%
<b>No shared disability</b>	1552	94%	1593	90%	<b>1512</b>	<b>86%</b>
<b>Disability shared</b>	78	5%	126	7%	<b>166</b>	<b>9%</b>
<b>Undisclosed</b>	23	1%	50	3%	<b>71</b>	<b>4%</b>

<sup>3</sup> Source: HESA Staff Data 2022/23.

<sup>4</sup> Of the 82 members, 3 excluded from analysis as no ethnicity information available.

<sup>5</sup> We experienced a significant increase in “undisclosed” ethnicity data in the period 2022/23. This was a result of changes to the ethnicity categories made by HESA which required staff to re-share their ethnicity information with us. Significant efforts have been made to encourage re-sharing of this information and sharing rates have improved significantly in 2023/24 but this has nonetheless impacted our data again this year.

This year, we introduced neurodiversity awareness training for staff to foster greater understanding of neurodivergent experiences, and we also became members of [Neurodiversity in Business](#) which is an industry group for organisations to share good practice on recruitment, retention and empowerment of neurodivergent employees. Additionally, the Disability Network has been instrumental in raising awareness and providing support to staff, creating an environment of trust. Together with the Conscious Decision-Making courses, these initiatives have contributed to a more inclusive workplace where staff feel empowered to disclose their needs.

Table 7 below provides a detailed breakdown of the disabilities, conditions or impairments shared by staff. As last year, ‘long-term illness or health condition such as cancer, HIV, diabetes, chronic heart disease, or epilepsy’ continues to be the most shared disability amongst our staff, together with a ‘learning difference such as dyslexia, dyspraxia or AD(H)D’, followed by a ‘mental health condition, challenge or disorder, such as depression, schizophrenia or anxiety’.

**Table 7 Disability, condition or impairment**

<b>Disability, condition or impairment</b>	<b>Count</b>	<b>%</b>
Long-term illness or health condition such as cancer, HIV, diabetes, chronic heart disease, or epilepsy	40	24%
Learning difference such as dyslexia, dyspraxia or AD(H)D	40	24%
Mental health condition, challenge or disorder, such as depression, schizophrenia or anxiety	35	21%
D/deaf or have a hearing impairment	16	10%
An impairment, health condition or learning difference not listed above	13	8%
Physical impairment (a condition that substantially limits one or more basic physical activities such as walking, climbing stairs, lifting or carrying)	10	6%
Social/communication conditions such as a speech and language impairment or an autistic spectrum condition	6	4%
Two or more impairments and/or disabling medical conditions	3	2%
Development condition that you have had since childhood which affects motor, cognitive, social and emotional skills, and speech and language	2	1%

A closer analysis of the data reveals notable increases in sharing rates in the following areas, and we are pleased that people trust us when sharing a disability or condition.

- a ‘learning difference such as dyslexia, dyspraxia or AD(H)D’ - 25 staff shared this information in 2022/23, rising to 40 this year; an increase of 60%.

- a ‘mental health condition, challenge or disorder, such as depression, schizophrenia or anxiety’ - 22 staff shared this information in 2022/23, rising to 35 this year; an increase of 59%.
- a ‘social/communication condition such as a speech and language impairment or an autistic spectrum condition’ – two staff shared this information in 2022/23, rising to six this year; an increase of 200%.

## Staff sexual orientation profile

Table 8 shows the number of staff sharing their sexual orientation.

While the number of staff identifying as LGBTQ+ has increased slightly to a total of 58 (from 57 last year) it remains a small percentage of our overall workforce, at 3%.

Encouragingly however, there has been a significant 19% decrease in the number of staff opting not to disclose their sexual orientation, now standing at 309, or 18% of our staff. This reduction highlights the positive impact of efforts to encourage people to share information about their protected characteristics through our proactive communications and the Q at Cranfield staff network.

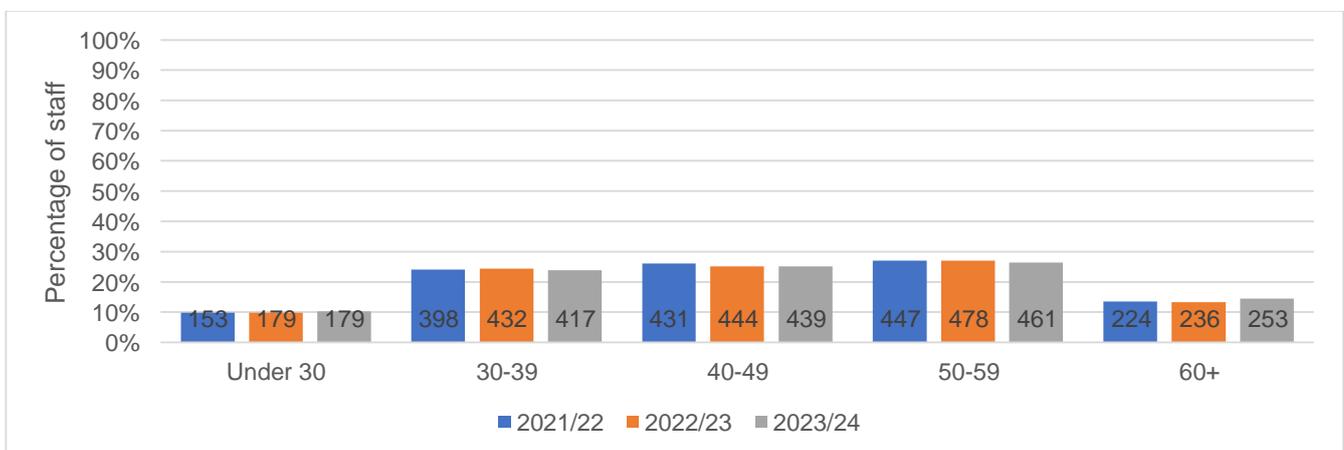
**Table 8 Staff sexual orientation**

Sexual orientation	Count	%
Heterosexual	1382	79%
LGBTQ+	58	3%
Undisclosed	309	18%

## Staff age profile

Figure 5 displays the age profile of our staff and shows this has remained largely unchanged from last year.

In line with the overall University trend, most age groups experienced an increase in staff numbers during 2022/23, followed by a decrease in 2023/24. However, a notable exception is the 60 and over age group, where staff numbers continued to rise in 2023/24.



**Figure 5 Age profile**

Table 9 shows as in previous years, the highest percentage of staff over the age of 60 exists within our professorial and operational job families. Succession planning continues to be an important consideration for Cranfield.

**Table 9 Staff percentage age by job family**

Age range	Business Services	Operational	Academic	Professorial	Research	Technical	University
< 30	8%	8%	1%	0%	27%	26%	10%
30-39	20%	6%	27%	1%	47%	16%	24%
40-49	26%	18%	37%	24%	15%	13%	25%
50-59	33%	38%	23%	39%	7%	25%	26%
60+	14%	30%	13%	36%	4%	20%	14%

## Staff recruitment data

The data presented below are summary results from analysing recruitment activity for the period 2021/22 to 2023/24, covering the gender, ethnicity and disability of applicants. Analysis is provided for permanent, fixed-term and temporary roles.

Where 'success conversion' rates are provided, this refers to the percentage of candidates who were successfully hired.

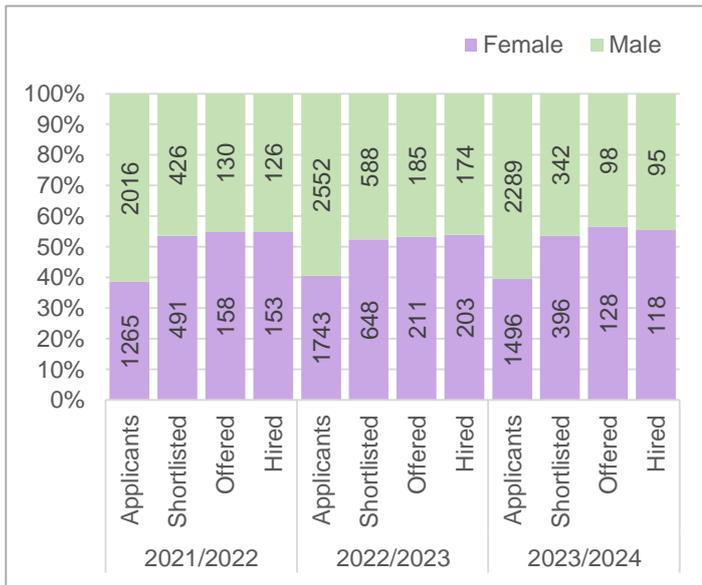
### Gender in recruitment data

Overall<sup>6</sup> in 2023/24, women represented 40% of all applicants, and 55% of those hired, resulting in a higher overall success rate of 8% for female applicants compared to that of 4% for male applicants. Figure 6 illustrates that application rates remained consistent with previous reporting periods, with 41% of all applicants in 2022/23 being female, and 39% in 2021/22.

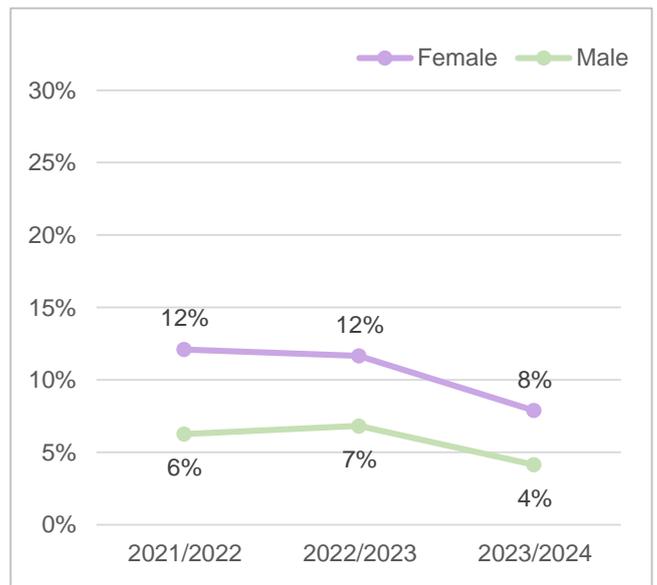
Further analysis is presented in Figure 7 below, demonstrating that women consistently achieve higher success rates than men in the recruitment process, with higher conversion rates observed across all years.

The successful conversion rate decreased for male and female applicants compared to last year, which may have arisen from a number of factors including an increased volume of applications for vacancies; the niche nature of our funded research roles meaning some roles are not successfully filled; and withdrawing some vacancies in the period. The conversion rate data will be considered in more detail as part of our action planning for Athena Swan and Race Equality Charters in the next reporting period.

<sup>6</sup> The small number of applications with no gender disclosed have been excluded from the analysis - 2021/22 (44 applications), 2022/23 (33), 23/24 (12).



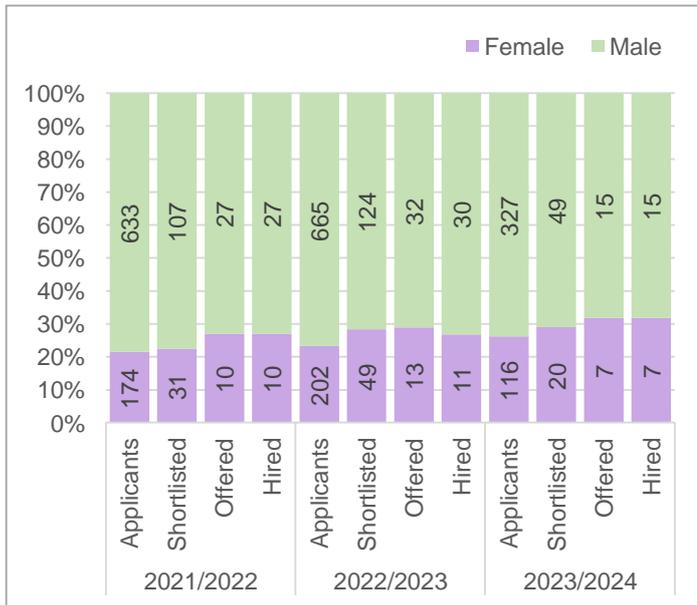
**Figure 6 Recruitment stage success by gender (all roles) 2021/22 to 2023/24**



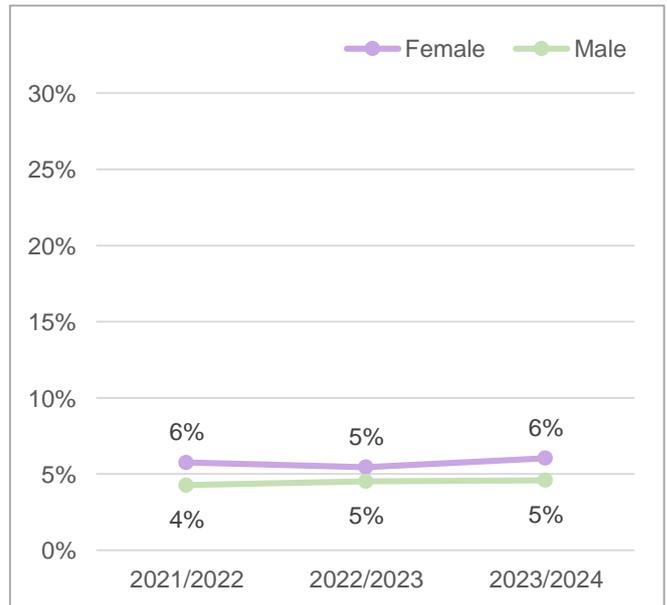
**Figure 7 Applicant success conversion rates by gender (all roles) 2021/22 to 2023/24**

**Recruitment of academic roles by gender**

Figures 8 and 9 below show more detailed analysis of recruitment data for academic roles by gender. These figures help illustrate our progress towards our people KPI to improve representation of women in academic roles at Cranfield, with a target of 35% female representation by 2027.



**Figure 9 Recruitment stage success by gender (academic roles) 2021/22 to 2023/24**



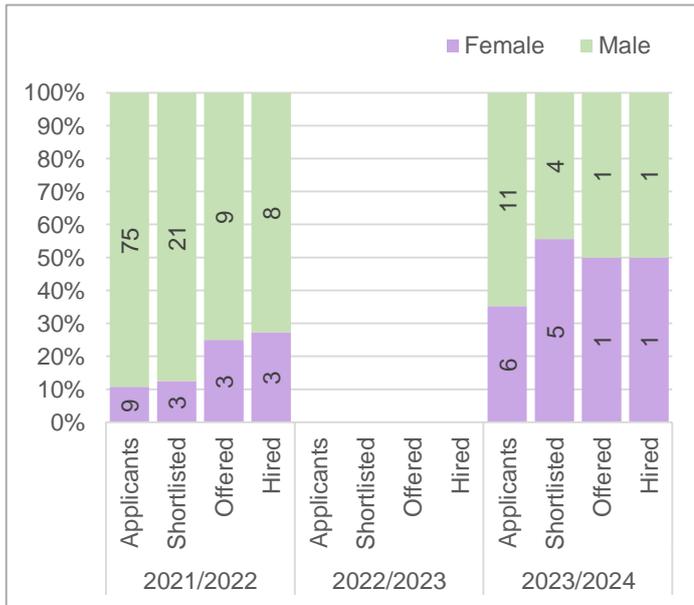
**Figure 8 Applicant success conversion rates by gender (academic roles) 2021/22 to 2023/24**

Success conversion rates for men and women were comparable; however, women outperformed men slightly in securing academic positions. The data in Figure 9 show that success rates for males in the period remained steady at 5%, whereas conversion rates for women increased slightly from 5% in 2022/23 to 6% this year. The data reflect that there were fewer hires in the reporting period compared to previous years, as there were fewer vacancies advertised for recruitment in this period.

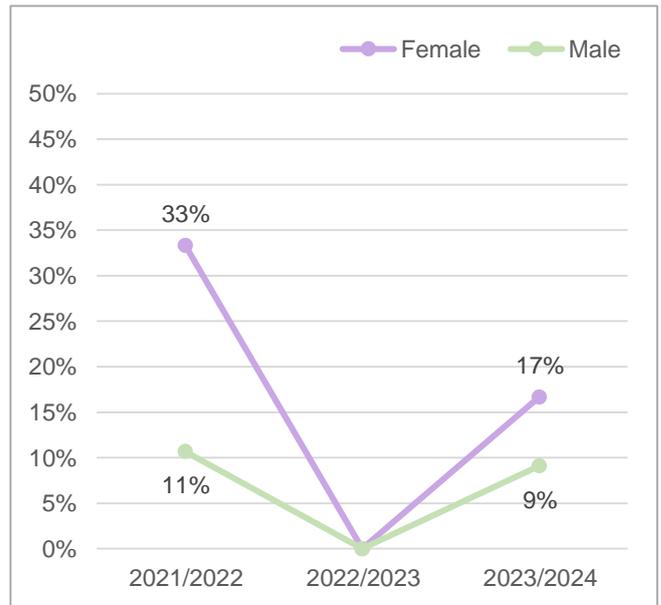
## Recruitment of professorial roles by gender

Figures 10 and 11 below provide more detailed analysis of recruitment data for professorial roles by gender. These figures help illustrate our progress towards our people KPI to improve representation of female professors at Cranfield, with a target of 20% by 2027.

The data demonstrate that we hire very few professors externally. Most of our professors are appointed through our internal Senior Promotions process. There were no external professors appointed in the period 2022/23 and just two in the current reporting period. The low number of external hires make further analysis difficult, however the data in Figure 11 show that women tend to be more successful for the external professorial vacancies.



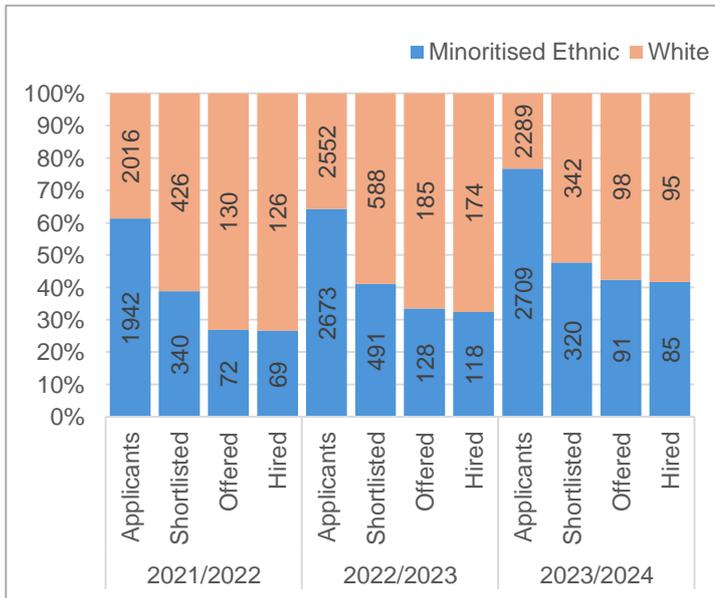
**Figure 11 Recruitment stage success by gender (professorial roles), 2021/22 to 2023/24**



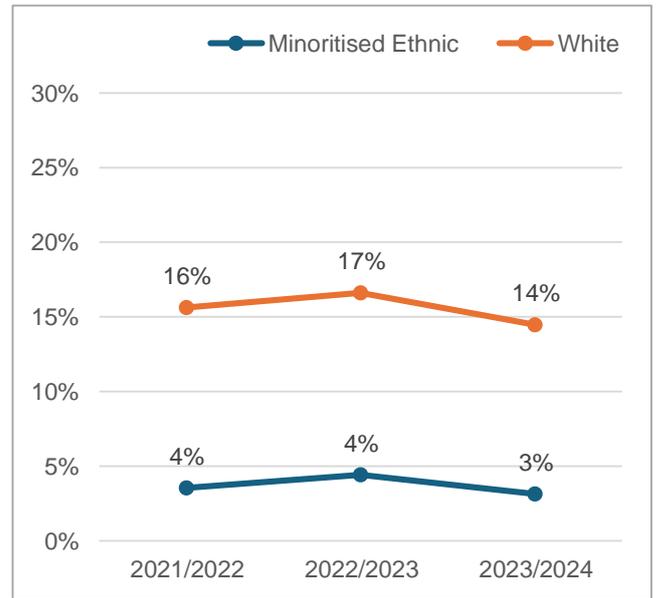
**Figure 10 Applicant success conversion rates by gender (professorial roles) 2021/22 to 2023/24**

## Ethnicity in recruitment data

Figures 13 and 14 show that overall<sup>7</sup>, the success conversion rates have decreased slightly for all groups since the last reporting period. As in the previous period, UK white applicants continue to experience the highest success conversion rates across all roles at Cranfield at an average of 14%, compared with Black, Asian and minority ethnic candidates at an average of 3%, down from 4% in the previous reporting period.



**Figure 13 Recruitment stage success by ethnicity 2021/22 to 2023/24**

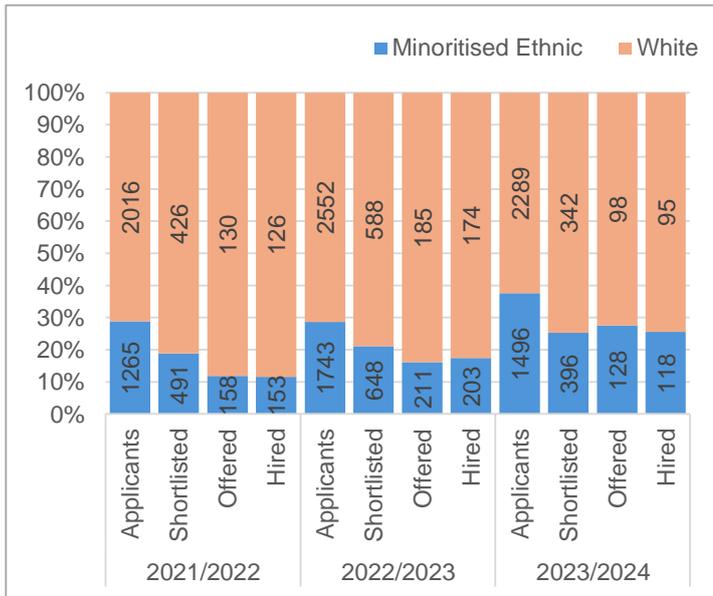


**Figure 12 Applicant success conversion rates by ethnicity 2021/22 to 2023/24**

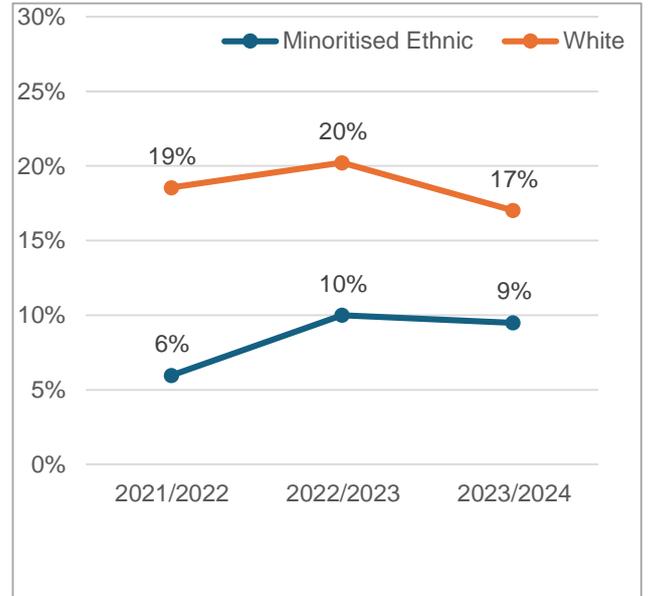
## Recruitment of UK Black, Asian and minority ethnic staff

Figure 15 and Figure 14 below illustrate the recruitment journey of UK Black, Asian and minority ethnic and UK white applicants from 2021/22 to 2023/24, comparing the success rates of each group. As with the overall applicant pool, the percentage of UK Black, Asian and minority ethnic applicants decreases at each stage of the recruitment process compared to UK white applicants, leading to a lower overall success conversion rate for the former. However, it is encouraging to note that in 2023/24, the conversion success rate gap narrowed, with UK minoritised ethnic applicants achieving a 9% success rate compared to 17% for UK white applicants. This contributed to the increase in the proportion of UK minoritised ethnic staff discussed earlier in this report.

<sup>7</sup> The comparatively small number of applications with no ethnicity disclosed have been excluded from the analysis - 2021/22 (160), 2022/23 (174), 23/24 (266).



**Figure 15 Recruitment stage success by ethnicity (UK only) 2021/22 to 2023/24**



**Figure 14 Applicant success conversion rates by ethnicity (UK only) 2021/22 to 2023/24**

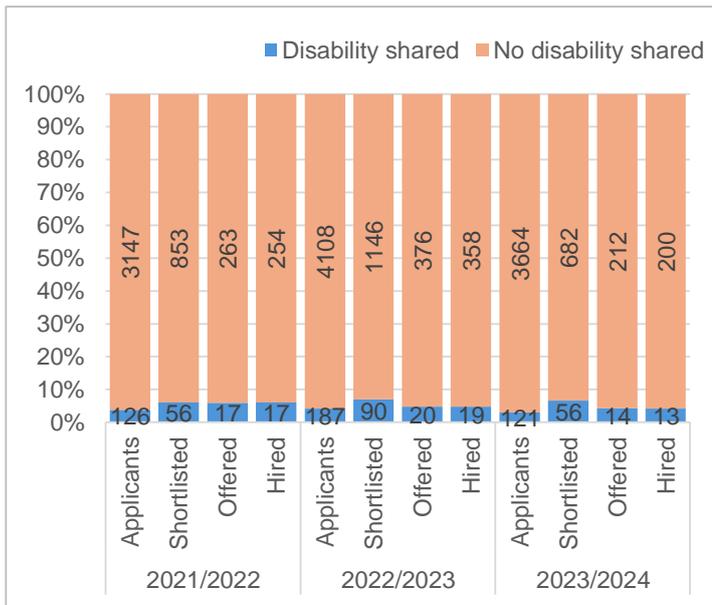
## Disability in recruitment data

We aim to improve our understanding of the candidate experience for disabled candidates and, in line with our commitments as a Disability Confident Employer, continue to request people share their information with us and offer a guaranteed interview to candidates who meet the essential criteria for a role.

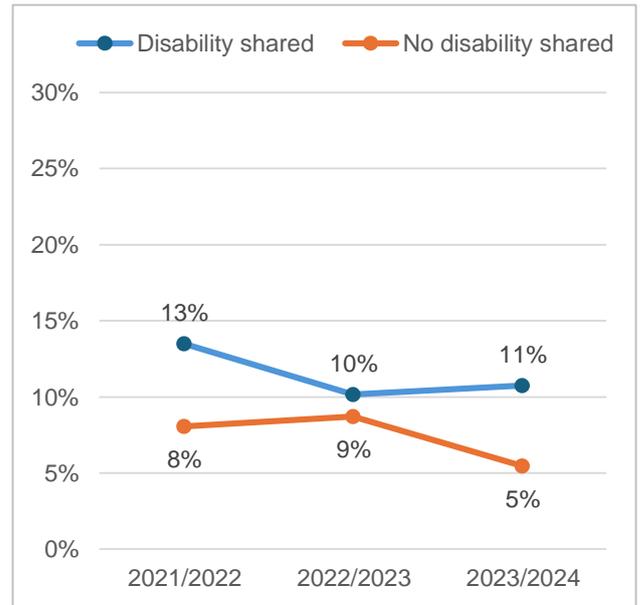
As in previous years, the percentage of candidates applying for positions at Cranfield who have shared a disability or condition remains relatively low. As shown in Figure 16 below, this percentage has consistently hovered around 4% since 2021/22.

Overall<sup>8</sup>, candidates sharing they have a disability or condition appear to experience higher success conversion rates in the recruitment process compared to those who have not. Figure 17 below highlights this trend, showing the success conversion rate for candidates who have shared a disability being consistently higher across all years. This would indicate a positive outcome from our Disability Confident commitments.

<sup>8</sup> The small number of applications where disability status was not shared have been excluded from the analysis - 2021/22 (52 applications), 2022/23 (33), 23/24 (12).



**Figure 16 Recruitment stage success by disability (all roles) 2021/22 to 2023/24**



**Figure 17 Applicant success conversion rates by disability (all roles) 2021/22 to 2023/24**

### Sexual orientation in recruitment data

Our data on sexual orientation of candidates during the recruitment process are currently too small to perform meaningful analysis. We maintain our commitment to encouraging applicants to share their sexual orientation with us during recruitment stages through our engagement with the LGBTQ+ community.

## Staff voluntary turnover data

Voluntary turnover refers to staff who choose to leave an organisation of their own choice, rather than due to the end of a fixed term contract or other reasons initiated by the employer.

Figure 18, which illustrates voluntary turnover from 2021/22 to date, shows a steady decrease in voluntary turnover rates over this period, falling to 9.2% in 2023/24. Our turnover figures remain consistent with sector benchmarks<sup>9</sup>.

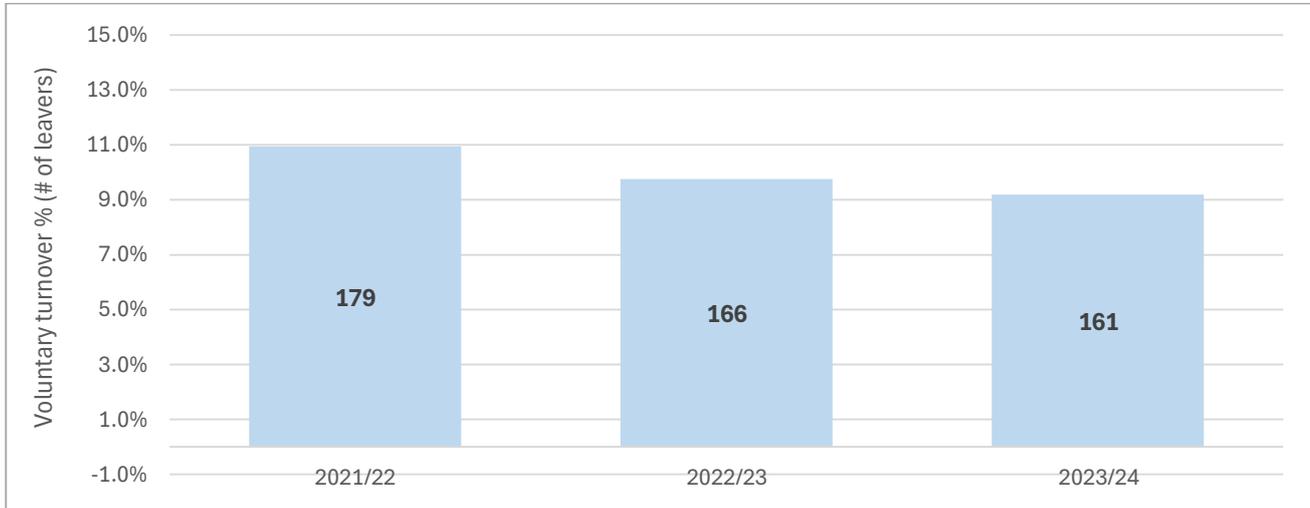


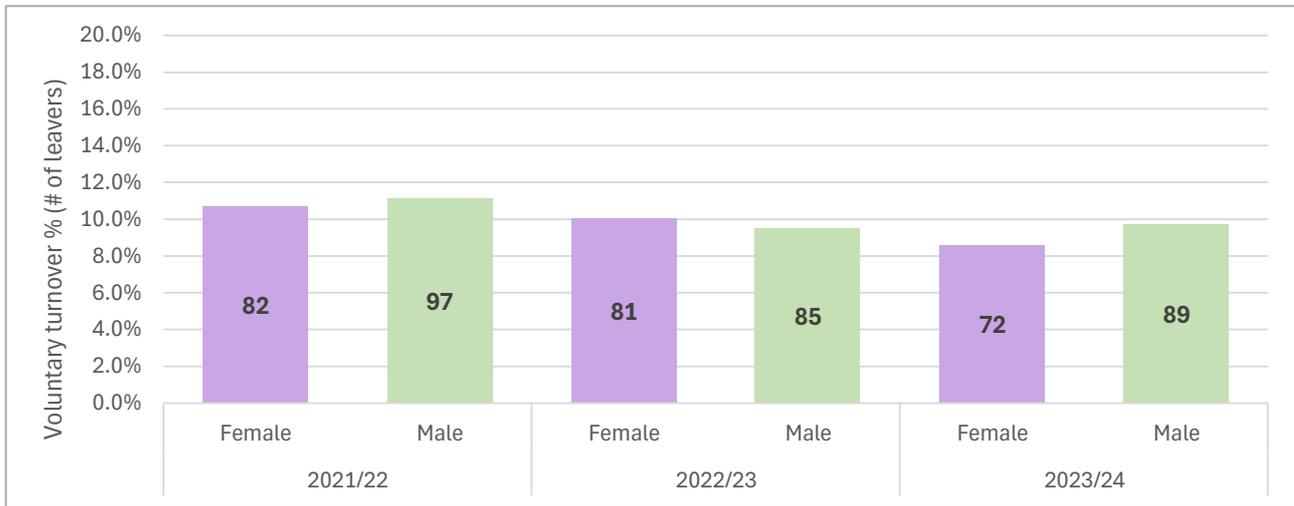
Figure 18 Voluntary turnover 2021/22 to 2023/24

## Gender in voluntary turnover data

In 2023/24, the voluntary turnover rate for women was 8.6%, lower than the 9.7% rate for men. As shown in Figure 19, turnover rates overall have declined since 2021/22. However, while the turnover rate for women showed a year-on-year decrease to 2023/24, turnover of male staff has plateaued at just over 9.5% since 2022/23.

Focusing on the reasons for leaving during the 2023/24 period, where recorded, there was little variation between men and women. Both groups identified 'career prospects' as the most common reason for leaving, with 25% (18 individuals) of women and 27% (24) of men citing this factor. 'Normal retirement' was the second most frequently mentioned reason for both genders, given by 15% (13) of men and 14% (10) of women. While 'job dissatisfaction' was more commonly selected by women (8%, or 6 individuals), 'relocation' was a more significant factor for men, with 9% (8) citing this as their reason for leaving.

<sup>9</sup> UCEA – Employee turnover in higher education 2021/22 to 2022/23.



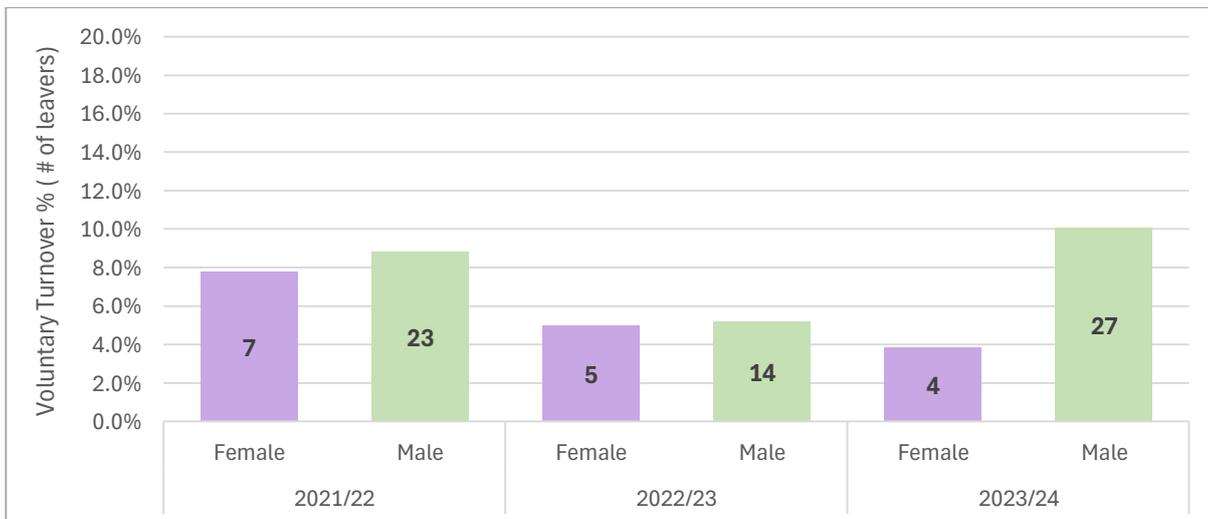
**Figure 19 Voluntary turnover by gender (all roles) 2021/22 to 2023/24**

### Voluntary turnover - academic roles by gender

Figure 20 provides more detailed analysis of voluntary turnover for academic roles by gender. These figures help illustrate our progress towards our people KPI to improve representation of female academics at Cranfield, with a target of 35% by 2027. The initiatives we have introduced to support, retain, develop and promote our academic staff are showing strong results.

The data reveals that turnover of female academics has not only remained consistently lower than that of their male counterparts since 2021/22 but has also steadily reduced over this period. In contrast, turnover rates for male academics over the same period have been more variable and peaking in 2023/24, as shown in Figure 18. This variability is in line with sector benchmarks, but is an area of focus for Cranfield.

The small number of female academics leaving in 2023/24 limits the ability to draw detailed comparisons of reasons for leaving. However, where reasons were recorded, similar patterns emerged to those in the wider population. Both female and male (30%, or 8 individuals) academics most frequently cited 'career prospects' as their primary reason for leaving, while 'normal retirement' was the second most common reason among male academics.



**Figure 20 Voluntary turnover by gender (academic roles) 2021/22 to 2023/24**

## Voluntary turnover - professorial roles by gender

Figure 21 provides more detailed analysis of voluntary turnover for professorial roles by gender. The small number of male and female leavers in professorial roles, and the comparatively low number of female professors limits the ability to perform meaningful comparative analysis of turnover.

The small number of professors leaving in 2023/24 limits the ability to draw detailed leaving reason comparisons, however the majority of male professors, 83%, left due to retirement.

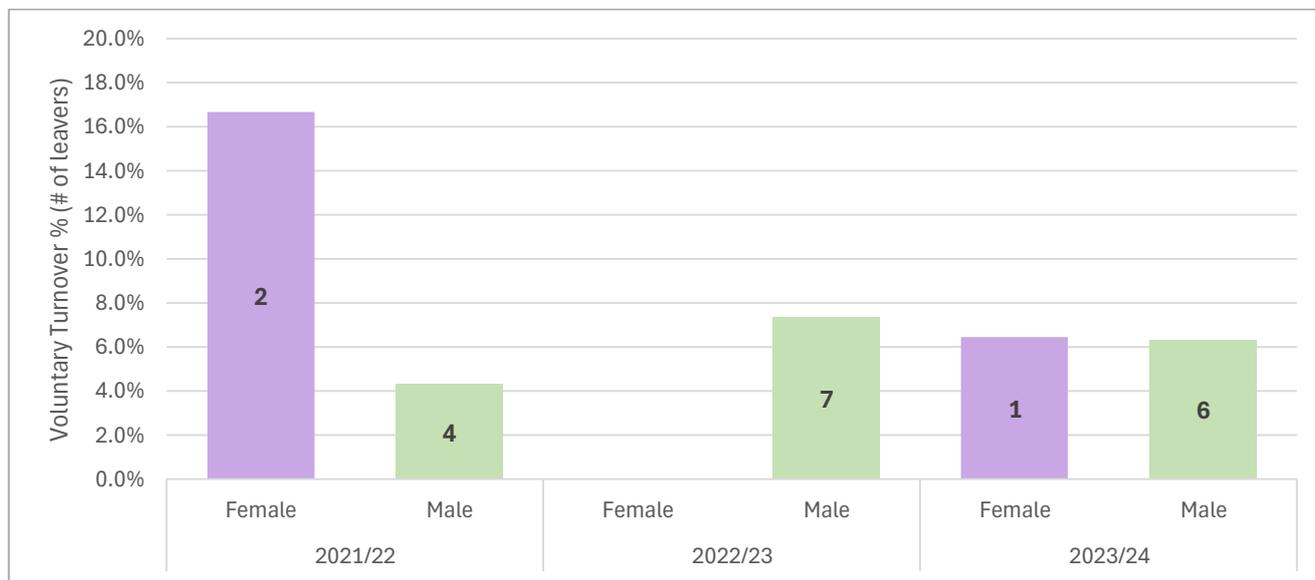
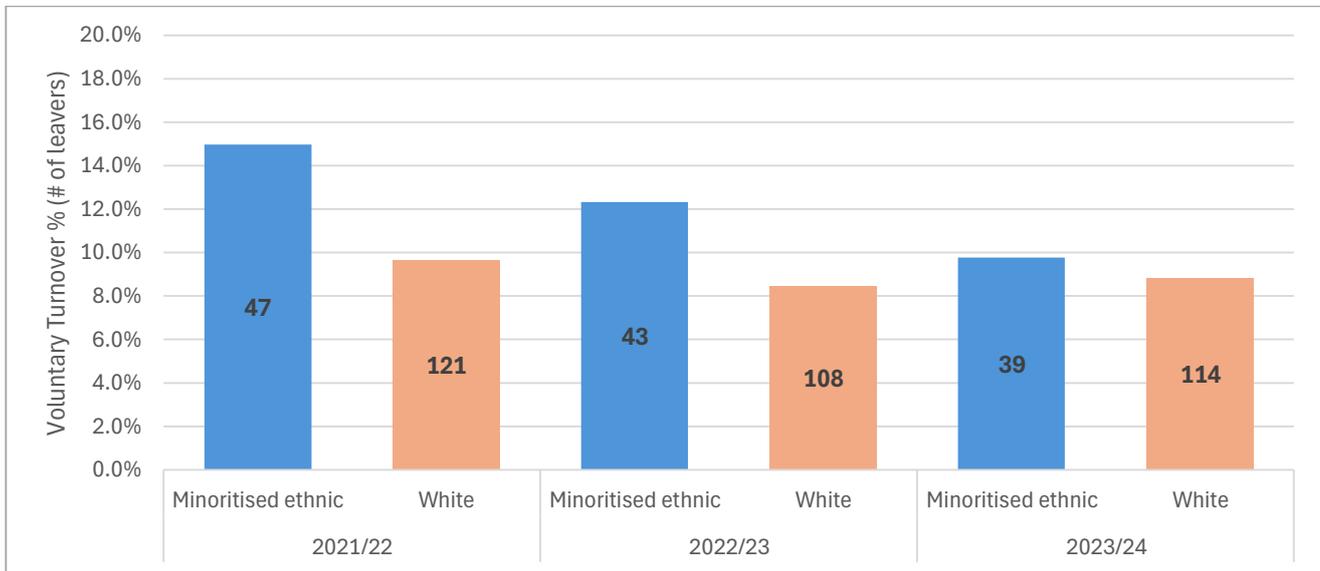


Figure 21 Voluntary turnover by gender (professorial roles) 2021/22 to 2023/24

## Ethnicity in voluntary turnover data

In 2023/24, voluntary turnover for Black, Asian, and minority ethnic staff stood at 9.8%, higher than the 8.8% turnover rate for White staff. As shown in Figure 22, overall declined over the three-year period leading up to 2023/24, with the most significant drop seen among Black, Asian, and minority ethnic staff, who experienced a year-on-year decrease in turnover through to 2023/24. In contrast, the reduction in turnover for White staff was less pronounced, remaining relatively stable and levelling off by 2023/24.

A comparison of recorded leaving reasons between Black, Asian and minority ethnic and White leavers in 2023/24 reveals notable differences between the two groups. While both groups most responded with 'career prospects' as their primary reason for leaving - 28% (11 individuals) of Black, Asian and minority ethnic leavers and 26% (30) of White leavers - 'retirement' was also a significant factor for White leavers. A combined 27% (31) of this group cited 'normal retirement' or retirement via the flexible retirement scheme as their reason for leaving.



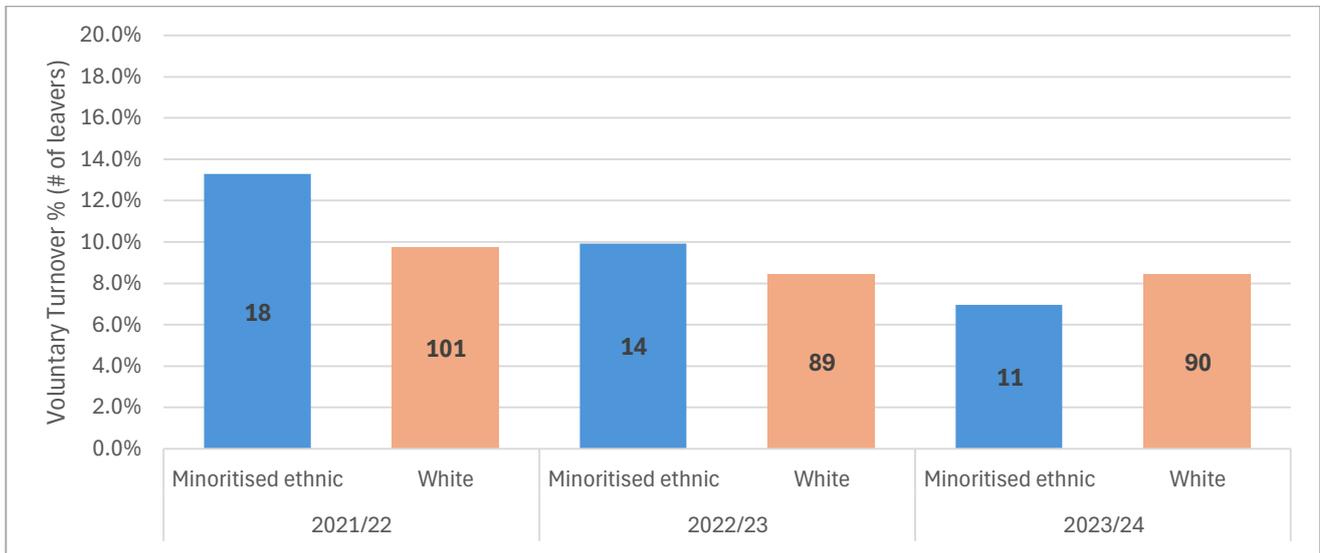
**Figure 22 Voluntary turnover by ethnicity 2021/22 to 2023/24**

**Voluntary turnover of UK Black, Asian and minority ethnic staff**

Figure 23 below examines voluntary turnover among UK staff and reveals trends similar to those observed in the overall staff population. UK Black, Asian, and minority ethnic staff experienced a more substantial decline in turnover over the three-year period leading up to 2023/24, whereas the decrease in turnover for UK White staff was less pronounced, plateauing by 2023/24. Notably, although turnover among Black, Asian, and minority ethnic staff had consistently been higher than that of White staff across both the broader workforce and UK-only employees, by 2023/24 this trend reversed. The decline in turnover for UK Black, Asian, and minority ethnic staff, alongside the plateauing of turnover for UK White staff, resulted in a lower turnover rate for Black, Asian, and minority ethnic staff (7.0%) compared to their White counterparts (8.4%).

This reduction in turnover, coupled with an improvement in the recruitment success of UK Black, Asian, and minority ethnic applicants, has contributed to the increase in the proportion of UK Black, Asian, and minority ethnic staff highlighted earlier in this report.

The smaller number of UK Black, Asian and minority ethnic staff leaving in 2023/24 compared to their White counterparts limits the ability for in-depth comparative analysis of reasons for leaving. However, the trends generally align with those observed in the overall leaver population. 'Career prospects' was the most frequently cited reason for leaving among both groups, while 'retirement'—whether normal retirement or through the flexible retirement scheme—was the second most common reason given by UK White leavers.



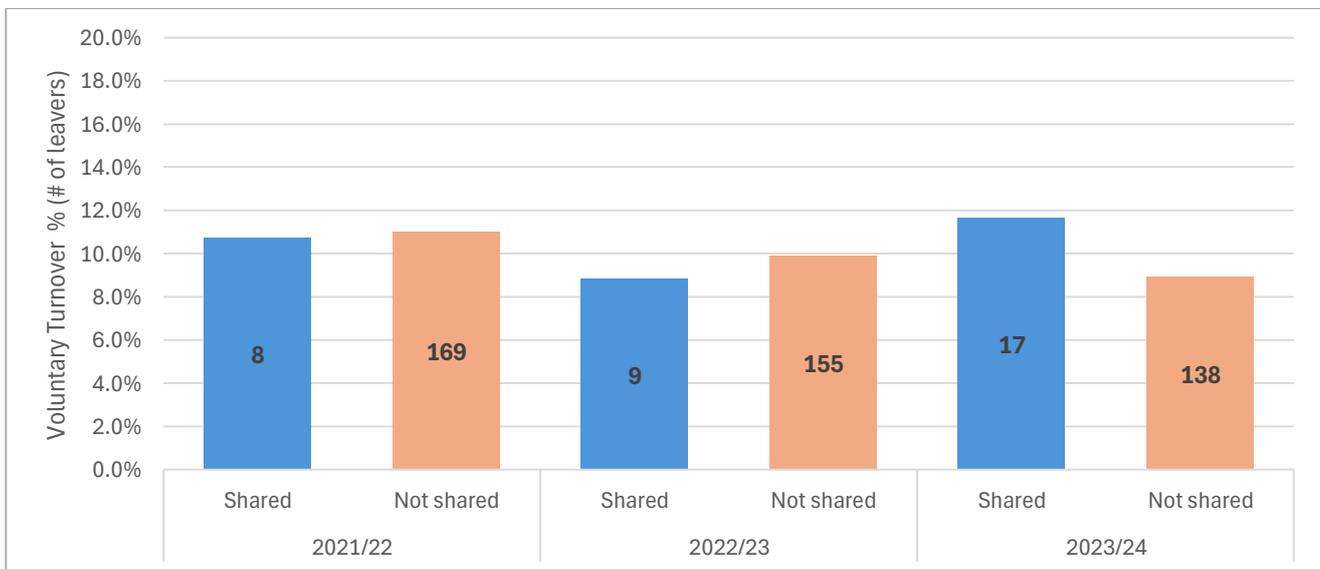
**Figure 23 Voluntary turnover by ethnicity (UK only) 2021/22 to 2023/24**

### Disability in voluntary turnover data

Figure 24 provides a more detailed analysis of voluntary turnover among staff who had shared a disability and shows that the turnover rate for this group was 11.6% in 2023/24, higher than the 8.9% rate for staff who had not shared a disability.

The data also shows that in the first two years of the reporting period, voluntary turnover was lower for staff who had shared a disability compared to those who had not. This was reversed in 2023/24, as voluntary turnover for this group rose, while the turnover rate for staff who had not shared a disability simultaneously decreased.

In 2023/24, some differences emerged in the reasons for leaving between those who had shared a disability and those who had not. Among leavers who had not shared disability, the most common reason cited was 'career prospects,' selected by 25% (35 individuals) of the group, followed by 'retirement,' chosen by 11% (15). In contrast, for leavers who had shared a disability, 'retirement' was the most frequently given reason, with 35% (6) citing it. 'Work-life balance' and 'career prospects' were the second most common reasons among this group, each accounting for 24% (4) of responses.



**Figure 24 Voluntary turnover by disability 2021/22 to 2023/24**

# Benchmarks

Referencing the latest available [HESA staff data](#) for the academic year 2022/23 and, where not available, Advance HE's Staff statistical report 2023, Cranfield's key staff demographic metrics are benchmarked against the wider HE sector and shown in the tables below. The tables also show our People Strategy KPIs to track progress towards our goals for 2027.

Gender	Strategy KPI by 2027	Cranfield July 2024	HESA 2022/23	Advance HE 2021/22 (rounded)
Females as % of all staff	-	48%	55%	
Females as % of all academics	35%	29%	-	-
Females as % of all professors	20%	15%	30%	

Ethnicity	Strategy KPI by 2027	Cranfield July 2024	HESA 2022/23	Advance HE 2021/22 (rounded)
Minority Ethnic staff as % of all staff	-	24%	19%	
UK Minority Ethnic staff as a % of all staff	12%	10%	-	9%
Minority Ethnic staff as % of all professors	-	15%	12%	

Disability	Strategy KPI by 2027	Cranfield July 2024	HESA 2022/23	Advance HE 2021/22 (rounded)
Shared disability as % of all staff	6%	9%	7%	-

Sexual Orientation	Strategy KPI by 2027	Cranfield July 2024	HESA 2022/23	Advance HE 2021/22 (rounded)
Staff sharing their LGBTQ+ status as a % of all staff	-	3%	-	5%

# Making Change Happen 2023 – 2024

Cranfield has strong ambitions to make change happen, as outlined in our [EDI strategy to 2027](#).

## Progress against operational actions 2023-2024

In our previous annual report for 2022-2023 we shared some of the operational actions that were planned for the current period. We are pleased to be able to report we have made progress against these priorities as follows.

Strategic EDI Objective	Link with action from EDI strategy	Planned operational Action 2023 - 2024	Progress status
<b>1. Take down barriers to diversity and inclusion</b>	1.4 Undertake research to identify organisational barriers faced by underrepresented groups	Re-establishing our <a href="#">Athena Swan</a> self-assessment team (SAT) for our Bronze level Charter re- submission.	Achieved – SAT meets monthly, alongside a data working group.
	1.5 Develop and implement actions to achieve physical and digital accessibility for all.	Implementing a working group to review our disability adjustments processes.	Achieved - the working group from Staff network, H&S, IT, People and Culture, and Finance published a new reasonable adjustments framework and guidance.
<b>2. Build an inclusive, values-based culture</b>	2.4 Continue to promote agile, flexible and inclusive working practices that support the diverse needs of staff, students, partners and the wider Cranfield community.	Developing an enhanced shared parental leave policy.	Ongoing - policy has been written and will be considered for implementation in the calendar year 2025.
	2.5 Continue to demonstrate Cranfield's reputation as a diverse and inclusive employer through awards/charter marks and memberships of external bodies.	Commencing the pilot for small and specialist institutions for <a href="#">AdvanceHE's Race Equality Charter</a> submission.	Achieved - our first submission is planned for 2025
	2.5 Continue to demonstrate Cranfield's reputation as a diverse and inclusive employer through awards/charter marks and memberships of external bodies.	Applying for recognition as a <a href="#">Trailblazer by Race Equality Matters</a> .	We applied for Trailblazer recognition and received feedback on our application. Based on the feedback, this action will be reviewed as part of our action planning for the Race Equality Charter.

Strategic EDI Objective	Link with action from EDI strategy	Planned operational Action 2023 - 2024	Progress status
	2.5 Continue to demonstrate Develop and implement actions to achieve physical and digital accessibility for all.	Submitting evidence towards achieving <a href="#">Disability Confident Leader</a> status.	Ongoing - planned for submission in October 2025 based on our new Framework for reasonable adjustments
	2.6 Develop and embed a culture where leadership drives positive change	Establishing an executive committee for EDI and Wellbeing to further strengthen leadership and governance.	Achieved – this committee first convened in 2023.
<b>3. Weave EDI into all we do</b>	3.1 Further enhance our student experience through creating an environment of access and inclusion, by all our stakeholders working together, including our staff, wider community and external partners.	Expanding our outreach activities with local communities, including participation in job shows, and engagement with organisations such as Women Leaders UK.	Achieved – activities with local schools have also increased.
	3.1 Further enhance our student experience through creating an environment of access and inclusion, by all our stakeholders working together, including our staff, wider community and external partners.	Sustaining our momentum of engaging with students, by increased partnering with the Cranfield Students' Association, and collaboration with colleagues such as our <a href="#">Student Wellbeing and Disability Support team</a> and <a href="#">Careers and Employability Service</a> .	Ongoing –collaboration with student wellbeing and disability support team.
<b>4. Ensure all EDI objectives and actions continue to be evidence-based</b>	4.1 Improve sharing rates for people with protected characteristics and ensure people understand how that data will be used by the University.	Reviewing our People KPIs for staff sharing rates which have made strong progress in the past 12 months and may be revised upwards if this trend continues.	Achieved - specific campaigns are run regularly to encourage people to share their information with us and KPIs are monitored on a quarterly basis. Sharing rates have improved for disability and ethnicity.

# Making Change Happen 2024 – 2025

## Operational Actions for 2024-2025

In the period August 2024- July 2025, our priorities will include the following ten operational actions.

Strategic EDI Objective	Link with action from EDI strategy	Planned Operational Action 2024 - 2025
<b>1. Take down barriers to diversity and inclusion</b>	1.5 Develop and implement actions to achieve physical and digital accessibility for all.	<ol style="list-style-type: none"> <li>1. Commence a 'Reasonable adjustments in recruitment' project in .</li> <li>2. Review and improve our Disability policy.</li> <li>3. Introduce a new reverse mentoring programme from January 2025.</li> </ol>
<b>2. Build an inclusive, values-based culture</b>	<p>2.3. Actively support and further promote our staff networks, School and PSU EDI groups, cross-University working groups, and their action plans.</p> <p>2.5 Continue to demonstrate Cranfield's reputation as a diverse and inclusive employer through awards/charter marks and memberships of external bodies.</p> <p>2.6. Develop and embed a culture where leadership drives positive change.</p>	<ol style="list-style-type: none"> <li>4. Ensure our EDI Groups are aligned to the new organisational structure and priorities from January 2025.</li> <li>5. Athena Swana and Race Equality Charters – make progress against our project plans in readiness for submission in November 2025.</li> <li>6. Prepare a Disability Confident Leader application ready for submission in November 2025.</li> <li>7. Review the terms of reference and membership of the Executive Committee for EDI in October 2024.</li> </ol>
<b>3. Weave EDI into all we do</b>	3.3. Create opportunities to increase knowledge and awareness of EDI and practical actions that can be taken across our sites.	8. Host National Inclusion Week programme of events in September 2024.
<b>4. Ensure all EDI objectives and actions continue to be evidence-based</b>	4.3. Continue to carry out equality impact assessments of pay awards, and analysis of gender and ethnicity pay gaps, and act upon the findings.	<ol style="list-style-type: none"> <li>9. Conduct an Equal Pay Review in November 2024.</li> <li>10. Commence reporting for our Disability Pay Gap in April 2024.</li> </ol>