

## Section 10 - Durham University Race Equality Charter Action Plan (2022-2025)

Our critical reflection, data analysis and dynamic consultations with a range of stakeholders enabled the Race Equality Charter (REC) Self-Assessment Team and working groups to identify five fundamental areas for priority action in the next three years. These priority areas have provided the basic architecture for our action plan.

- Notes:** (1) We have kept our action plan within an initial 3-year timeframe to provide an opportunity to take stock and to harness the collective endeavour from our initial momentum and align it with other ongoing and developing strategic initiatives at Durham University. We will revisit our action plan in 2023/24 to assess the immediate impact of our initial activity, refine it and build on it with further actions to inform our 5-year plan.
- (2) Throughout the action plan, we have identified beacon actions (marked as ★**BEACON ACTION**★) which we consider as high impact and/or high investment items.
- (3) Our approach to enriching and diversifying the work of the University on its curriculum is to integrate this work within the priority areas to ensure that they are aligned with our approach to culture change and are firmly considered as a part of our practices.

### PRIORITY AREA 1: Promote an anti-racist culture and educate students and staff on racial and intercultural issues

**Background:** REC survey findings highlighted the need for a greater awareness of racial and intercultural issues among staff and students and a perception that more could be done to demonstrate a willingness to tackle racial inequalities and accelerate the pace for institutional change. Discussions with stakeholder groups also highlighted a lack of confidence among staff and students in talking about race-related issues and associated forms of inequalities, gaps in training provision in these areas, and the University's historical connections as important factors that need to be considered and addressed to build a more inclusive University community.

No.	Objective / REC Section relating to	Rationale	Actions	UEC Lead and Owner (Department/ Group)	Success criteria and outcome	Timeframe
1.1	Increase awareness of racial and intercultural issues among staff and students  [Section 3b]	48% of students agree staff are confident about discussing race and racial issues. This demonstrates the need to increase staff awareness of and capability in discussing race and racial issues: to enable students to feel confident about raising concerns and to be assured that they will be supported appropriately.	a) Establish and promote educational talks and other informative events throughout each year in collaboration with staff/student groups and academic departments.	<u>UEC Lead:</u> PVC EDI, Executive faculty deans	Regular programme of educational talks/events held throughout the year. Each year at least 6 events are scheduled.	Oct 2022 to Sept 2025
			b) Input into and promote the "Liberate my Library" scheme to ensure a wide variety of race-related content and anti-racism texts are available in the DU library and are included on reading lists.	<u>Owner:</u> EDI Unit, ULC and academic faculties	Over the course of each year at least 100 requests for race-related content and anti-racism texts to be submitted.	Oct 2022 to Sept 2025
			c) Develop a resource pack containing the respectful engagement agreement and guidance for running events and collecting feedback. Following dissemination, data on uptake of resource pack to be collected annually.		Creation of a resource pack containing the respectful engagement agreement and guidance for running the session. Collection of feedback set up, disseminated and implemented by at least 70% of departments.	Oct 2022 to Sep 2023

No.	Objective / REC Section relating to	Rationale	Actions	UEC Lead & Owner (Department/ Group)	Success criteria and outcome	Timeframe
			d) Effect of measures to be assessed using the REC survey.		58%* of student respondents to the next REC survey agree that staff are confident about discussing race and racial issues.  (*target %agree rate)	Jan to Mar 2024
1.2	Develop training interventions to support delivery of the REC action plan and Respect Commission recommendations.  [Sections 3b and 3c]	The REC survey highlighted a perceived lack of understanding of varying types of racism, positive action and unconscious bias.	a) Undertake an EDI-focussed training offer review, with emphasis on race-related training, to identify appropriate training interventions co-created with appropriate stakeholder groups. This will support delivery of the REC action plan and Respect Commission recommendations.	<u>UEC Lead:</u> HR Director / PVC Colleges and Student Experience / PVC EDI (b)  <u>Owner:</u> HR-OD in partnership with the Student Support and Wellbeing Directorate and the EDI Unit (b)	Completion of the training programmes offer of EDI related development opportunities, with input from stakeholder groups. Recommendations developed for training.	Oct 2021 to Feb 2022
			b) Use recommendations from the training review to develop a training plan, implemented with a cascade approach. Topics to be considered may include: respect; values and behaviour; race awareness/racism; intercultural relations; whiteness (including white privilege and white allyship), and being an active bystander  This training plan will include objectives and measurables (to be defined once interventions have been developed).		Training plan developed and implemented with a cascade approach.	Feb 2022 to Mar 2023
			c) To assess the impact of the training against the learning objectives. This will be achieved using data from the REC survey and feedback from training courses.		Satisfactory attainment of articulated learning objectives: at least 75% of attendees who respond to the evaluation of EDI delivered training courses agree that they have a good understanding of varying types of racism, positive action and unconscious bias.	Jan 2024 to Jun 2024

No.	Objective / REC Section relating to	Rationale	Actions	UEC Lead & Owner (Department/ Group)	Success criteria and outcome	Timeframe
1.3	Increase students' sense of belonging and inclusion and enhance their appreciation of other cultures.  [Section 7d]	The REC survey showed that while colleges were a good source of pastoral care, there was a need for increased intercultural activities to improve the sense of belonging for some groups. 50% of BAME student respondents to the REC survey agreed that students from all backgrounds are included in college events.	a) Develop a series of intercultural activities with student groups based within colleges. These events will be open to all.	<p><u>UEC Lead:</u> PVC for Colleges and Student Experience</p> <p><u>Owner:</u> Colleges (a and b), Director of Student Enrichment (c)</p>	Programme of college-based intercultural events developed. All colleges to have held at least one event.	Jan 2022 to Sep 2023
			b) Develop a feedback form to enable colleges to communicate best practice and implement: to ensure that cultural awareness is embedded within college communities.		Feedback form developed. Feedback collected, analysed and best practice communicated.	Sep 2022 to Sep 2023
			c) Progress work of task and finish group established to understand barriers limiting participation in the wider student experience (WSE) among students from less privileged backgrounds, international students and minority ethnic students, and to find ways of mitigating these barriers.		60% of BAME student respondents to the REC survey agree that students from all backgrounds feel included in college events.	Nov to Dec 2023
					The task and finish group has reported about the barriers identified and how these can be mitigated.	Oct 2022 to Apr 2023
1.4	Enhance the quality of dialogue and increase engagement with individuals from underrepresented groups to fully understand the challenges experienced by BAME and international staff and students and draw on this experience to shape practical interventions to address these.  [Section 3b]	There is a need to understand better the challenges experienced by BAME and international staff and students.	Co-develop a stakeholder consultation framework with staff and evolve the existing student consultation framework, to identify and agree the principles and process for developing activities in support of advancing race quality, drawing upon the research background and expertise of staff and students.	<p><u>UEC Lead:</u> PVC EDI</p> <p><u>Owner:</u> EDI Unit</p>	Stakeholder consultation framework co-developed and implemented. Enhanced involvement in the development and implementation of initiatives promoting race equality and positive intercultural relations	Sep 2023 to Dec 2023
1.5	Establish race equality champions and allies within	The REC survey highlighted perceptions that there were gaps in dealing with racism at	Work within existing EDI structures in departments to ensure race equality is encompassed within the existing remit, by	<p><u>UEC Lead:</u> PVC EDI</p>	All departments have appointed EDI champions and allies.	May 2022 to Dec 2023

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	existing departmental EDI structures. [Section 7d]	a departmental level and a need for increased active bystander behaviour and 'safe spaces' to tackle issues around race.	ensuring the appointment of race equality champions and allies.	<u>Owner:</u> EDI Unit	60% of staff respondents to the REC survey agree that they are engaged, and their voices heard.	Jan to Mar 2024
1.6	Establish a governance and accountability structure for the delivery of the REC Action Plan [Section 2d]	The action plan touches on all areas of the University and requires a coordinated approach to manage, deliver and review the effectiveness of interventions and refine where necessary.	Establish a governance and accountability structure to drive the implementation and delivery of the REC Action Plan, following review of existing structures led by PVC EDI. Ensure BAME stakeholder group representation from both staff and students.	<u>UEC Lead:</u> PVC EDI  <u>Owner:</u> EDI Unit	A governance structure led by PVC EDI established. Group membership to include significant BAME representation among staff and students. REC actions are delivered against timescales and termly updates on the REC Action Plan published on the website.	Dec 2022 to Feb 2023
1.7	Improve understanding of intersectional inequalities and ensure that the University takes an intersectional approach in addressing racial disparities [Section 2d]	The complexities of intersectionality around race, class and gender were a prominent theme in the REC survey. An increased understanding of intersectionality is required, along with scrutiny of data: to allow appropriate actions to be taken in response to any identified inequalities.	a) Include intersectional literature in the resource pack created for Action 1.1 and promote its use by promoting widely across the University.	<u>UEC Lead:</u> PVC EDI  <u>Owner:</u> EDI Unit	Literature exploring intersectional issues: in the context of tackling racial inequalities, is included in the resource pack.	May 2022 to Dec 2023
			b) Ensure that an intersectional approach is undertaken when analysing data and developing actions for the institutional Athena Swan submission (and other wider EDI work where applicable).		Data analysis undertaken for the institutional Athena Swan submission includes intersectionality between race and gender.	Nov 2023
			c) Establish data analysis in the annual EDI report which includes consideration of intersectionality between race and gender.		Data analysis in the annual EDI report includes intersectionality between race and gender.	Jan 2022 to Dec 2025
1.8	Enhance understanding of racial and intercultural issues among staff by co-creating and overseeing delivery by Advance HE of a cross-institutional programme of activity on Inclusive Leadership.	The survey highlighted a perceived lack of institutional commitment to issues around race. An inclusive leadership programme would instil and embed these values and commitment in University leaders, and provide the skills	★ <b>BEACON ACTION</b> ★  a) HROD will work with Advance HE to co-create a cross-institutional Inclusive Culture Leadership Behaviours programme.  The programme will aim to:	<u>UEC Lead:</u> HR Director  <u>Owner:</u> HR	Programme content agreed and developed in collaboration with HROD and Advance HE with defined learning objectives.	Nov 2021 to June 2022

No.	Objective / REC Section relating to	Rationale	Actions	UEC Lead & Owner (Department/ Group)	Success criteria and outcome	Timeframe
	[Sections 3b, 6b, 6d and 8c]	needed to discuss and promote the inclusion agenda.	<ul style="list-style-type: none"> <li>• Facilitate a dialogue about the inclusion agenda at Durham University;</li> <li>• Explore progress made following the Respect Commission;</li> <li>• Raise staff understanding of racial and intercultural matters;</li> <li>• Deliver skills-based leadership and management workshops on 'how to raise the subject of inclusion and communicate effectively with colleagues/teams about belonging and cultural differences'.</li> </ul> <p>b) The Advance HE Inclusive Culture Leadership Behaviours programme will be delivered across academic year 2021/2022.</p>		<p>Phase 1 Discovery completed. Advance HE have delivered 'Inclusive Leadership interviews' in 1:1 sessions with the VC, PVC and in-group sessions with the EDI leads and staff network groups.</p> <p>Phase 2 completed – Advance HE delivered 13 'Championing an inclusive culture and skills sessions' in February 2022 with 150 leadership staff participants. evaluation forms reviewed, training revised.</p> <p>Phase 3 delivered – Advance HE have delivered 8 'Inclusive Culture Manager' skills sessions with 40 participants per session during May and June 2022.</p> <p>A final 'Inclusive Culture' UEC session delivered in July 2022.</p>	Nov 2021 to October 2022

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					Report Phase 4 –a final report of recommendations to UEC in Sept 2022.  At least 80% of participants will agree/confirm that they have achieved the defined learning objectives and feel confident to discuss racial and intercultural matters.	
			<p>c) HROD will:</p> <ul style="list-style-type: none"> <li>Establish an evaluation method to ensure the baseline 'that 80% of staff agree that they feel confident to discuss racial and intercultural matters' can be achieved;</li> <li>Monitor and review the effect of the Inclusive Culture Leadership Behaviours programme by evaluating subsequent REC surveys.</li> </ul>		A yearly increase in positive responses in subsequent REC surveys.	Oct 2024 to Sep 2026
			d) Respond to the recommendations, as discussed with UEC in Sept 2022	<p><u>UEC Lead:</u> PVC EDI</p> <p><u>Owner:</u> EDI Unit and HR</p>	<p>Inclusive Culture statement communicated and the actions committed to by UEC members taken forward</p> <p>Role of line managers in establishing an inclusive culture agreed</p>	Jan 2023 (communications plan to be finalised) Ongoing (in terms of delivery of recommendations)
1.9	Remove barriers to self-disclosure by ethnic minority staff and students.  [Section 3b]	Comprehensive data throughout the employee and student lifecycle is critical to ensure we have accurate insights which allow us to identify issues and deliver more effective interventions. We need to understand the barriers to self-	a) Carry out focus groups with ethnic minority staff and students to discuss issues around barriers to self-disclosure of racial identity.	<p><u>UEC Lead:</u> PVC EDI, HR Director, PVC for Education</p> <p><u>Owner:</u> EDI Unit</p>	At least 4 staff and 4 student focus groups held, involving at least 20 staff and students per group. Results used, together with insights from the literature, to produce a report including recommendations to increase the self-disclosure rates for staff and students.	Jul 2022 to Sep 2023

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		disclosure so that we can work to remove them.	b) Recommendations implemented.		Proportion of staff selecting “prefer not to say” for ethnicity reduced to no more than 1.5% for staff (2.4% in AY2019/20) and 1.5% for students (2.1% in AY2019/20).	Jul 2022 to Sep 2023
1.10	Enhance understanding of: <ul style="list-style-type: none"> <li>• DU’s involvement with colonialism and historical slavery or income derived from historical slavery.</li> <li>• DU’s involvement with colonialism as a custodian of museum, archive and special library collections of international origin</li> </ul> [Section 8a]	Developing our understanding of the University’s involvement in colonialism and historical slavery is critical to our ongoing enriching and diversification work. Undertaking this research is aligned with our commitment to addressing structural inequalities that are a legacy of enslavement.	★ <b>BEACON ACTION</b> ★ a) Enhance understanding of DU’s involvement with colonialism and historical slavery or income derived from historical slavery by undertaking research using the University’s institutional archives and other external archives and datasets, and by producing an interim report	UEC Lead: Faculty Executive Dean (Arts and Humanities)  Owner: University Library and Collections	Interim report produced and circulated for feedback.	Aug 2022 to May 2023
			b) Recruit an Archivist post to support the delivery of this programme of work over a two-year period.		Archivist is in post and first phase of work completed.	Aug 2022 to July 2024
			c) Assess historic and current custodial and curatorial practice (collections management, interpretation and access). Collaborate with stakeholders across the institution and externally to recommend actions in response to the findings and develop policies (including statements relating to repatriation and restitution) in line with emerging best practice in the sector. Produce an interim report, seek feedback and consult on recommendations to address issues identified.		Interim report produced and feedback collected through consultation on recommendations.  Final report, including implementation plan for policy and procedure has been produced, and work is in progress to implement the recommendations.  There is a clear protocol and set of processes for ULC to respond to any requests or queries.	Aug 2022 to May 2023  Jun 2023 to Dec 2023  Jun 2023 to Mar 2024
			d) Establish a steering group, with representation from the academic community, the EDI office and University Library and Collections (ULC), to guide and oversee work in increasing understanding of DU’s involvement with:		Programme of work completed. Recommendations agreed and implemented.	Aug 2022 to Jul 2024

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			<ul style="list-style-type: none"> <li>colonialism and historical slavery or income derived from historical slavery, and;</li> <li>colonialism as a custodian of museum, archive and special library collections of international origin.</li> </ul> <p>Respond to interim findings and conclusions.</p>			
1.11	<p>Improve the capacity of academic staff to discuss race and challenge racism and recognising the importance of academic freedom, develop a more consistent approach for the consideration of enriching and diversifying the curriculum.</p> <p>[Sections 8a and 8c]</p>	<p>40% of BAME student respondents to the REC survey agree that “when relevant, my course tutors and lecturers are confident and competent in facilitating discussions around ethnicity and race”. A shared understanding of the work and the associated terminology would be helpful to facilitate a more inclusive approach.</p>	<p>a) Implement a programme of cross-faculty workshops to improve communication, embedding and implementing good practice.</p>	<p><u>UEC Lead:</u> Vice-Provost (Education)</p> <p><u>Owner:</u> DCAD</p>	<p>Principles of diversity and inclusion are integrated into academic staff development programmes offered by DCAD for the consideration of academics.</p>	<p>Sep 2022 to Sep 2023</p>
			<p>b) Embed the consideration of principles of diversity and inclusion into academic development programmes, including Durham Excellence in Learning and Teaching Awards (DELTA).</p>	<p><u>UEC Lead:</u> Vice-Provost (Education)</p> <p><u>Owner:</u> DCAD</p>	<p>50% of BAME student respondents to the REC survey agree that “when relevant, my course tutors and lecturers are confident and competent in facilitating discussions around ethnicity and race”.</p>	<p>Jan to Mar 2024</p>
			<p>c) Establish a task and finish group to develop a shared understanding and identify areas where further work can be done to create recommendations to take this work forward. Linked to Action 1.10.</p>	<p><u>UEC Lead:</u> PVC EDI</p> <p><u>Owner:</u> EDI Unit and Education Division</p>	<p>Task and finish (staff and students) group established with terms of reference agreed and recommendations determined.</p>	<p>Jan 2022 to Jul 2023</p>



No.	Objective / REC Section relating to	Rationale	Actions	UEC Lead & Owner (Department/ Group)	Success criteria and outcome	Timeframe
1.12	Increase future REC student survey response rates to effectively capture students' perceptions and lived experiences in our data analysis  [Section 2c]	Only 3% of the DU student population took part in the REC Student Survey  There is a need to significantly improve on the low response rate from students to the REC Survey to ensure that there is strong student voice and meaningful qualitative data to inform our interventions.	a) Co-develop a robust communication plan with students to ensure an enhanced sense of ownership and to communicate more effectively how and why the University is using the REC survey and framework to tackle racism & race inequality.  b) Longer lead-in times to be agreed with student representatives to optimise engagement with student societies, colleges and academic departments.	<u>UEC Lead:</u> PVC EDI  <u>Owner:</u> EDI Unit	Increased student response rate to the next REC Survey by at least 20% of the DU student population.	1 year before the next REC Survey
<b>PRIORITY AREA 2: Tackle racism and enhance mental health support and pastoral care provision for our BAME staff and students (both UK and non-UK)</b>						
<b>Background:</b> Respondents to the REC Survey felt that the University should strengthen its approach to preventing racial harassment and discrimination both within the University and the wider community. The profound impact of racism on mental health and overall wellbeing and the need to enhance the mental health support provided to BAME students and staff was highlighted in the survey and indeed in the Respect Commission report. The low representation of staff from BAME backgrounds among staff members with pastoral responsibility was identified through staffing data and should be addressed.						
2.1	Build on the understanding of expected behaviours by developing supplementary guidance detailing the University's definition of racism and racial harassment.  [Sections 3b and 4c]	It is acknowledged that racial inequalities are not overt isolated incidents and that racial inequalities manifest themselves in everyday situations, processes and behaviours, and that a programme of education to address this is essential.	a) Develop supplementary guidance detailing the University's definition of racism and racial harassment, taking into account the existing Staff Concerns Policy and the Bullying and Harassment Policy and Procedures for Students. The guidance will include information on the definition and examples of racism, Anti-Muslim prejudice and Antisemitism. Guidance to be widely disseminated and included in staff and student induction.  b) Include a question in the REC survey on understanding of what constitutes racial harassment and other forms of racism in the REC.	<u>UEC Lead:</u> PVC EDI  <u>Owner:</u> EDI Unit	Guidance produced and communicated widely to staff and students and included in induction materials.  50% of respondents to the REC survey agree that they understand what constitutes racial harassment and other forms of racism.	Jun 2022 to Dec 2023  Jan to Mar 2024

No.	Objective / REC Section relating to	Rationale	Actions	UEC Lead & Owner (Department/ Group)	Success criteria and outcome	Timeframe
2.2	Grow confidence of staff and students that appropriate action will be taken in response to race-related incidents by raising visibility and awareness of the reporting processes and outcomes  [Sections 3b, 4c, 7c and 7d]	REC survey data show that 43% of staff and 38% of students agreed that appropriate action would be taken if they reported a race-related incident to the University. This illustrates that there is a need to increase confidence of staff and students that appropriate action will be taken - for example, by raising visibility of the work already underway and in continuing to develop the existing provision.	a) Use data collected from Report + Support and other reporting pathways to track patterns and to shape prevention and response strategies. Establish publication of the Annual Report + Support report to evidence progress. Use the Gender Equality Staff Survey (GESS) to check staff awareness of the Report + Support tool.	<u>UEC Lead:</u> PVC EDI  <u>Owner:</u> EDI Unit	Report + Support Annual Report published annually. 5% increase of staff respondents to the next Gender Equality Staff Survey (GESS) agreeing that they are aware of the Report + Support tool.	May 2022 to Dec 2023
			b) Ensure that the publication of the outcomes of non-academic student misconduct cases continues.		Outcomes of non-academic student misconduct cases published on a regular basis.	Jan 2022 to Dec 2025
			c) Conduct staff and student focus groups to obtain feedback on the effectiveness of existing pathways for reporting racism (e.g. Report + Support tool, college student support office etc). Map against the recommendations in EHRC's "Tackling Racial Harassment" report (2019, p.15) and conduct a gap analysis to inform the shaping of relevant actions.		Focus groups held with at least two staff and two student groups involving at least 12 staff and 12 students per group. Feedback analysed and shared with relevant departments to inform planning.	May 2022 to Dec 2023
			53% of BAME staff respondents and 50% of BAME student respondents to the next REC survey agree that appropriate action would be taken if they report a race-related incident to the University (baseline of 43% and 38% respectively in 2020).		Jan to Mar 2024	
2.3	Embed closer relationship and collaboration with the local council (Durham County), other partners (such as the Police) and the wider community, for the purpose of tackling racism and fostering positive relations between DU staff/students and the wider community.	Over half of BAME staff and 55% of student respondents to the REC survey are aware of tensions in the local community, with almost half having experienced or witnessed racial discrimination in the local area. To support this work, a Community Liaison Lead	★ <b>BEACON ACTION</b> ★  a) Establish a programme of work for the Community Liaison Lead (Race and Ethnicity) to build closer partnerships and work within the wider community (e.g. through the Durham City Council, the Police, local schools, non-profit organisations etc.) and work with BAME communities around Durham.	<u>UEC Lead:</u> PVC EDI  <u>Owner:</u> EDI Unit	Programme of work for Community Liaison Lead agreed and established.	Jan to Mar 2024

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	[Section 3b and 4b]	(Race & Ethnicity) was appointed in October 2021.	b) Use the REC survey to assess the proportion of students witnessing or experiencing racial discrimination locally.		No more than 50% of BAME student respondents to the REC survey report witnessing or experiencing racial discrimination locally.	Nov to Dec 2025
2.4	Support BAME students by providing them with access to counselling and mental health services with specialist knowledge of issues relating to ethnicity including, but not limited to, racial harassment.  [Sections 3b and 7c]	There is a lack of diversity within our current counselling and mental health team which cannot be addressed through natural turnover of staff within an appropriate timescale. We have established a partnership with Nilaari, a charity with experience delivering social care support, talking therapies and training to adults and young people within the BAME community.	★ <b>BEACON ACTIONS</b> ★  a) Work with <a href="#">Nilaari</a> to support BAME students by providing them with access to counselling and mental health services with specialist knowledge of issues relating to ethnicity including, but not limited to, racial harassment, in line with Respect Commission Report recommendation no. 19.	<u>UEC Lead:</u> PVC Colleges and Student Experience  <u>Owner:</u> Student Support and Wellbeing	Feedback from Nilaari confirms that BAME students are self-referring and using their services.	Jan 2022 to Sep 2022
			b) Add a question to the REC survey asking whether staff and students agree that the counselling and mental health service is accessible to BAME staff and students.		All BAME respondents to the REC survey agree that the counselling and mental health service is accessible to BAME staff and students.	Jan to Mar 2024
2.5	Improve access to BAME staff who hold roles which relate to student support, wellbeing and enrichment in colleges.  [Section 3b and 7b]	There are currently low numbers of BAME student support staff members employed in college roles and this impacts the ability for students to access staff members from similar ethnic backgrounds.	Student Support Review to support students accessing BAME staff members in colleges other than their own: for reasons such as a request to discuss issues related to race. We will explore viability of the scheme.	<u>UEC Lead:</u> PVC Colleges and Student Experience  <u>Owner:</u> Student Support and Wellbeing, Experience Durham, Colleges	Student Support Review concluded and findings considered. Viability of the scheme explored and actioned as appropriate.	Jan 2022 to August 2023
2.6	Improve the support available to our BAME staff and students by diversifying the ethnic profile of the University's concerns, bullying and harassment advisors.	Advisors with shared identities and experience are better placed to advise and support people who have experienced specific issues.	Publicise the need for increased numbers of BAME bullying and harassment advisors. Use staff networks and proactively approach potential candidates to encourage them to take up the roles.	<u>UEC Lead:</u> PVC EDI  <u>Owner:</u> EDI Unit	A 20% increase in BAME representation among bullying and harassment advisors. A 20% increase in staff respondents to the next GESS report being aware of, and have engaged with, the	Jan 2022 to Mar 2023

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	[Section 3b]				Bullying and Harassment Advisors Network.	
2.7	Increase the ethnic diversity of students holding student support, wellbeing and enrichment roles within Common Rooms, clubs and societies.  [Section 7d]	There is a need for more diverse representation in student leadership to encourage stronger BAME student engagement, as identified by REC focus group student participants.	a) Specifically mark and promote opportunities for BAME students to be involved in student support, wellbeing and enrichment roles within common rooms, clubs and societies and include a specific appeal for BAME students to be involved.	<u>UEC Lead:</u> PVC Colleges and Student Experience  <u>Owner:</u> Colleges / Student Enrichment Directorate	Wider promotion of opportunities for BAME students to be involved in student support, wellbeing and enrichment roles within common rooms, clubs and societies. Aim to increase proportion of BAME students in leadership positions with eventual target of matching the proportion of BAME students in the student population as a whole (currently 30%).	Jan 2022 to Sep 2023
			b) Monitor the diversity of students in student support, wellbeing and enrichment roles.		Monitoring and reporting in place with feedback and actions taken as appropriate.	June 2022 to Dec 2023
<b>PRIORITY AREA 3: Diversify staff and leadership</b>						
<p><b>Background:</b> Analysis of staff ethnicity data has highlighted the disproportionately low BAME academic staff representation for Grades 8 and above as well as the disproportionately low number of BAME professional services (PS) staff across the board. Respondents felt that more should be done to improve the ethnic diversity among staff members across the institution both at departmental and institutional level, including, governance and senior leadership, and that this lack of diversity negatively impacts upon Durham's ability to create an inclusive culture with a global outlook. Survey respondents felt that more could be done to address unconscious bias in the recruitment and selection of staff.</p>						
3.1	Increase the representation of UK BAME academic staff overall through recruitment.  [Sections 4a and 5a]	Whilst overall BAME representation among academic staff is in line with the rest of the Russell Group, representation of UK BAME academic staff is notably lower than the national average. 2019/20 Durham (National): 5.8% (10.4%). Non-UK BAME representation is slightly higher than the national average - 2019/20 Durham (National): Overall	a) Investigate best practice within the HE Sector concerning the recruitment of UK BAME academic staff. From this learning, propose recommendations in relation to improving local practice.  b) Ensure that existing good practice at Durham around global talent attraction is implemented in the UK candidate market, with a focus on search and engagement with UK BAME candidates.	<u>UEC Lead:</u> HR Director / PVC EDI  <u>Owner:</u> HR / EDI Unit	Recommendations for changes to recruitment practices proposed, approved and implemented.  Increased interaction with UK BAME HEI community.  Increase in appointments of BAME UK candidates.  Increased competency and racial awareness of decision makers in the recruitment process.	Jan 2023 to Dec 2023  Jan 2024 to Dec 2026

No.	Objective / REC Section relating to	Rationale	Actions	UEC Lead & Owner (Department/ Group)	Success criteria and outcome	Timeframe
		<p>33.6% (31.1%) and may be attributed in part to the significant drive to engage with and attract diverse global talent in recent years.</p> <p>The data shows a need to increase BAME representation in UK academic staff.</p>				
3.2	<p>Increase the representation of UK BAME professional services staff through recruitment.</p> <p>[Sections 4b and 6a]</p>	<p>Data show a low proportion of BAME PS staff at all levels. Overall, 3.2% PS staff identify as BAME, notably lower than across the Russell Group sector, 12.2%.</p> <p>Our PS staff comprises 94.3% UK nationals. Of these UK nationals, 1.8% identify as BAME, compared to the non-London based Russell Group average of 5.5%.</p>	<p>★<b>BEACON ACTION</b>★</p> <p>a) Undertake a review of current Professional Services and Colleges recruitment to identify areas for improvement and to increase attraction of UK and international BAME candidates.</p> <p>b) Investigate best practice within the UK to maximise the attraction of BAME professional services and support staff. As well as HE, look beyond the sector to organisations such as Local Authorities, Police and Further Education.</p> <p>c) Explore opportunities to engage with BAME candidates leaving armed services, early career candidates leaving education, communities which have a greater representation of BAME people and groups which support people from BAME backgrounds.</p> <p>d) From the review, implement recommendations and make changes to the recruitment process. This is expected to include engaging with potential candidates through job fairs, community groups and educational establishments, search activity for senior roles, accessible</p>	<p><u>UEC Lead:</u> HR Director / PVC EDI</p> <p><u>Owner:</u> HR / EDI Unit</p>	<p>Review of Professional Services and Colleges recruitment and of external practices completed</p> <p>Review of UK best practice completed.</p> <p>Changes implemented.</p> <p>Increase in appointments of BAME candidates.</p> <p>Increased competency and racial awareness of decision makers in the recruitment process.</p> <p>BAME PS appointments to increase year on year following implementation of changes.</p>	Jan 2022 to Dec 2026

No.	Objective / REC Section relating to	Rationale	Actions	UEC Lead & Owner (Department/ Group)	Success criteria and outcome	Timeframe
			application processes, the promotion of hybrid working opportunities to widen the geographical applicant pool and reviewing existing recruitment training to ensure understanding of broader racial awareness amongst those involved in the recruitment process.			
3.3	Embed the use of equality data in reviewing departmental practices affecting recruitment and promotion.  [Sections 2d, 4a, 5a and 6a]	38% of BAME academic staff respondents to the REC survey agreed that the progression/promotion process is evidence-based and transparent.  Changing the culture by embedding good practice in the use of data at departmental level will raise awareness of inequities in relation to recruitment, progression and retention.	a) Provide datasets for recruitment and progression broken down by gender, and ethnicity to all faculties/departments on an annual basis.	<u>UEC Lead:</u> Faculty Executive Deans / HR Director (a)  <u>Owner:</u> EDI leads and departmental EDI representatives / HR (a)	Datasets broken down by gender, and ethnicity for recruitment and progression are provided to all departments on an annual basis.	Jan 2022 to Dec 2024
			b) Embed the use of equality data in reviewing recruitment, progression and retention at departmental level. Ensure that the data is used to identify any significant differences in the recruitment, progression and retention of ethnic minority groups, and take action to address these issues.		Data are reviewed at least annually at Boards of Studies meetings, by Departmental Senior Management Teams and at Faculty Board meetings.	Sep 2022 to Sep 2024
			c) Use the REC staff survey to assess changes to BAME academic staff perceptions on the progression/promotion process.		48% of BAME academic staff respondents to the next REC survey agree that the progression/promotion process is evidence-based and transparent.	Jan to Mar 2024
3.4	Investigate why candidates decline job offers.  [Sections 4a, 4b and 6a]	Offers are initially made and negotiated verbally and there is currently no mechanism in place to collect data on declined offers prior to a formal contract being issued. Academic job offers are negotiated by a senior leader, and others by the hiring manager. Informally, declines are frequently attributed to retention offers, counter offers, and family or settlement concerns.	a) Improve the collection of ethnicity data for all candidates to decrease the proportion of candidates whose ethnicity is unknown.	<u>UEC Lead:</u> HR Director  <u>Owner:</u> HR	Wording for applicants in the Oracle Recruitment System is inclusive and attractive for all potential candidates. Greater insights are available around ethnicity and gender of candidates who decline offers.	Oct 2023 to Dec 2023
			b) Implement a process to collect feedback from candidates who are recruited or who decline job offers to assess their experience as a candidate.		Feedback collected and analysed from shortlisted candidates. Greater understanding of candidates' experiences and any contributing factors which led to declining a role at Durham.	Oct 2023 to Sep 2024

No.	Objective / REC Section relating to	Rationale	Actions	UEC Lead & Owner (Department/ Group)	Success criteria and outcome	Timeframe
			c) Put in place a procedure to ensure that all candidates who turn down offers are contacted and asked to provide reasons for their decision.		Identified recommendations implemented to improve the success of BAME candidates.	Oct 2024 to Oct 2025
3.5	Establish a culture of ongoing review and enhancement of UK Visas and Immigration (UKVI) and relocation support.  [Section 4b and 5a]	Currently Durham is at the generous end when compared to other HEIs regarding UKVI fees and relocation and removals allowances. Although among non-UK staff, those identifying as BAME are well represented, the opposite is true for UK staff. We know that successfully relocating individuals and families is a key factor in attracting staff. We need to ensure that appropriate and proportionate support mechanisms are in place for both academic and PS staff.	a) Continue to benchmark the relocation services offered across the HE Sector, and if appropriate, make recommendations for changes to the support offered at Durham.	<u>UEC Lead:</u> HR Director  <u>Owner:</u> HR in collaboration with REC Implementation Group (see Action 1.6).	Triennial reviews and benchmarking exercises of the relocation services offered across the HE Sector in place, and process established to implement recommendations to ensure that the Durham offer is sector leading.	Sep 2023 to Sep 2025
			b) Use feedback from UKVI and Relocation team and the REC Implementation Group to inform ongoing action to enhance UKVI and relocation support provision.		System in place for collecting feedback on an annual basis from UKVI and Relocation team and the REC Implementation Group. Then making recommendations for improving relocation support.	Sep 2023 to Sep 2024
			c) Introduce a buddy system with BAME specific support within the New Staff Network.		Buddy system in place with BAME-specific support. At least 10 partnerships established in first year of scheme.	Oct 2023 to Dec 2025
3.6	Monitor the composition of committees and enhance the representation of BAME staff on key governing committees.  [Section 4d]	The ethnic composition of key governance structures compares unfavourably with BAME staff as a proportion of the University's staff population.	a) Establish annual reporting of the diversity of all senior decision-making committees at faculty level and above.	<u>UEC Lead:</u> PVC EDI  <u>Owner:</u> EDI Unit, University Secretary	Proforma designed and distributed. Data collection requirement publicised and implemented. Production of annual report on the diversity of committees in place.	Feb 2023 to Feb 2025
			b) Develop interventions to improve BAME representation on senior committees. To include a Committees Insights development programme for under-represented groups, which will include mentoring, shadowing and opportunities to participate in and observe key committees.		At least 10% of committee members identify as BAME.	Feb 2023 to Feb 2025
3.7	Ensure that uptake of the Apprenticeship Levy	Use of the Apprenticeship Levy to access Apprenticeship	Human Resources and Organisation Development (HROD) to explore how the	<u>UEC Lead:</u> HR Director	Plan in place to utilise and promote the Apprenticeship Levy	Jun 2023 to Dec 2023

No.	Objective / REC Section relating to	Rationale	Actions	UEC Lead & Owner (Department/ Group)	Success criteria and outcome	Timeframe
	includes a representative proportion of PS staff who identify as BAME.  [Section 6b]	Standard Qualifications is encouraged for PS staff as gaining such qualifications will support their career progression.	Apprenticeship Levy framework can be utilised and promoted to underrepresented groups (such as BAME staff) within professional services departments.	<u>Owner:</u> HR	framework to support the development of existing BAME staff and recruitment of BAME staff into professional services departments.	
3.8	Gain a better understanding of barriers faced by our BAME postgraduate research students.  [Section 7e]	Whilst support is available for postgraduate research students, more can be done to gain a better understanding of barriers faced by BAME PGRs, both UK and non-UK. By understanding any racial disparities, we will be better informed to put in place practical measures to ensure we address any inequalities. We also recognise the ripple effect on our BAME academic staff pipeline and are therefore introducing projects and measures designed to have a long-term impact on our BAME PGR access and success.	a) Carry out at least 16 focus groups, four in each faculty, with BAME PGR student to identify whether UK and non-UK PGR students face any barriers while studying or in moving on after they complete. In each faculty at least one group should be for non-UK students only.	<u>UEC Lead:</u> PVC EDI / Executive faculty deans  <u>Owner:</u> EDI Unit in collaboration with the REC Operational Working Group (see Action 1.6) and Faculty EDI Leads	Focus groups completed and results written up in a report including recommendations for improving support for BAME PGR students while studying and afterwards. Recommendation implemented.	Sep 2022 to Dec 2022 By AY 2023/24
			b) Repeat focus group exercise to assess whether changes made have improved the support for BAME PGRs.		Focus groups completed and report produced summarising the changes observed together with any recommendations for further changes in support.	Sep 2023 to Dec 2024



No.	Objective / REC Section relating to	Rationale	Actions	UEC Lead & Owner (Department/ Group)	Success criteria and outcome	Timeframe
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#### PRIORITY AREA 4: Accelerate and improve support for BAME staff career progression (academic and PS staff)

**Background:** Academic staff respondents felt more could be done to improve the transparency and fairness of decision making in promotion processes and highlighted the need for more guidance on the promotion process and the limited opportunities for personal and professional development due to the nature of their employment status/type of contract and workload. Professional services staff highlighted inconsistencies in approach across all departments and the need for more guidance, particularly, for line managers and the access to a limited number of development opportunities.

4.1	Implement revised benchmarks which strengthen the prominence of EDI considerations in the progression and promotions process.  [Sections 2d, 4a and 5a]	Since 2017, all academic track colleagues submit a CV annually and are considered for promotion. The survey shows that of 38% of BAME academic staff respondents agree that the progression / promotion process is evidence-based and transparent. These results indicate there is a need to review the guidance and benchmark FAQs to ensure the process is fully transparent, evidence-based and that all colleagues have confidence in the process.	a) Implement revised benchmarks which strengthen the prominence of EDI considerations in the progression and promotions process including Departmental Progression and Promotion Committees (DPPC).	<u>UEC Lead:</u> HR Director / Deputy Provost  <u>Owner:</u> HR / EDI Unit	Benchmarks revised and published which strengthen EDI considerations in the progression and promotions process.	Jan 2022 to Sep 2022
			b) Update guidance and develop FAQs for benchmarks and supporting collateral in line with revisions to progression and promotion benchmark.		48% of BAME academic staff respondents to the REC survey agree that the progression / promotion process is evidence-based and transparent.	Jan to Mar 2024
4.2	Enhance the role / responsibility of heads of academic departments in supporting BAME academic staff for promotion.  [Sections 4a and 5b]	50% of BAME academic staff feel supported for promotion in comparison to 60% of White academic staff, and 41% of BAME academic staff agree that development opportunities are fairly allocated.	a) Ensure that BAME academic staff are made aware of training and leadership opportunities and monitor the take up of training by ethnic groups to ensure that all groups are accessing training.	<u>UEC Lead:</u> Executive faculty deans (c) / HR Director (a/b) / VP-Education (a/b)  <u>Owner:</u> Heads of academic departments (c) / HROD (a/b) / DCAD (a/b)	Training opportunities are well publicised by heads of department and data on training uptake is monitored on an annual basis to ensure uptake is comparable across all ethnic groups.	Jun 2022 to Dec 2025
			b) Encourage BAME staff and support them to apply for Aurora, Diversifying Leadership and other leadership development programmes (e.g. DELTA). Ensure the selection process for these programmes is fair and transparent.		Data on the uptake of programmes such as (e.g. Aurora, Transforming Leadership, etc.) will show that BAME staff are as equally likely to participate as White academic staff.	Jun 2022 to Dec 2025

No.	Objective / REC Section relating to	Rationale	Actions	UEC Lead & Owner (Department/ Group)	Success criteria and outcome	Timeframe
			c) Establish practice so that when allocating workload, checks are made to ensure that there are no biases in the tasks assigned to BAME academic staff. Ensure that BAME staff are provided with adequate opportunities to expand their experience to meet the promotion criteria.		Workload allocations are examined annually to ensure that there are no systematic biases in the tasks assigned to different ethnic groups and that all academic staff are afforded opportunities to fill gaps in their CVs.	Sep 2022 to Dec 2025
					60% of BAME academic staff respondents to the next REC survey agree that they receive support for promotion and 51% agree that development opportunities are fairly allocated.	Jan to Mar 2024
4.3	Audit existing support provided in relation to department / faculty-level profile-raising opportunities.  [Section 5g]	41% of BAME academic staff feel opportunities are fairly allocated, compared with 60% of White colleagues. This is a marked gap which we need to address and close.	a) Ensure all departments/faculties conduct audits of existing support provided in relation to department/faculty-level profile-raising opportunities (e.g. conferences, media opportunities).  b) Where racial disparities are identified, introduce action to address these, implementing any required changes to the support provided for department/faculty-level profile-raising opportunities.	<u>UEC Lead:</u> Executive faculty deans  <u>Owner:</u> Academic departments / Faculty EDI leads	Audits completed in all departments. Reports produced (including recommendation to address any racial disparities identified).  Changes to the process of providing support in relation to profile-raising opportunities embedded in departments/faculties.	Sep 2022 to Sep 2023  Oct 2024 to Sep 2025
					51% of BAME academic staff respondents to the next REC survey agree that work-related opportunities for development, such as temporary promotions or profile-raising opportunities, are allocated fairly and transparently (baseline of 41% in 2020).	Jan to Mar 2024

No.	Objective / REC Section relating to	Rationale	Actions	UEC Lead & Owner (Department/ Group)	Success criteria and outcome	Timeframe
4.4	Audit the access to research funding by early career researchers (ECRs) in respect of ethnicity and take action to address any issues identified.  [Section 5f]	In line with the 2019 Concordat, we are committed to the development of ECRs from underrepresented groups, so that we can retain a more diverse groups of ECRs and support them to transition to permanent academic track roles within the University.	a) Carry out an audit of access to research funding by ECRs (considering applications, sources of funding and success rates) over the past three years, taking into account intersectionality and ethnicity. Should disparities be identified, we will determine their cause and develop a series of recommendations to address the issues.	<u>UEC Lead:</u> Vice-Provost (Research)  <u>Owner:</u> Research and Innovation Services	Audit completed and, if required, additional research carried out. Report produced, including recommendation for changes that address any issues identified. These changes then implemented.	Jun 2022 to Oct 2023
			b) Repeat the audit of access to research funding by ECRs.		Audit completed. Disparities in access to research funding eliminated. If this is not the case, then further recommendations put forward.	Sep 2024 to Mar 2025
4.5	Examine data for access to research funding streams, including internally administered schemes and University fellowships, by ethnic group take action to address any issues identified.  [Section 5f]	There is a need to fully understand the equality data around research funding schemes so we can evidence disparities in order to implement successful positive action measures.	a) Examine data on uptake by ethnicity, gender and disability for research funding streams, including internally administered schemes and University fellowships (e.g. Institute of Advanced Study - Addison Wheeler). If any racial disparities are identified, we will put forward implementation recommendations to address the issues identified.	<u>UEC Lead:</u> Vice-Provost (Research)  <u>Owner:</u> Research and Innovation Services	Examination of data undertaken. Report produced including implementation recommendations for changes to address any issues identified.	Jun 2022 to Sep 2023
			b) Repeat the examination of data on uptake by ethnicity, gender and disability for research funding streams.		Data audit completed and disparities in access to research funding eliminated. If this is not the case, further recommendations put forward.	Sep 2024 to Mar 2025
4.6	Set up a shared characteristic mentoring scheme to support the progression and development of BAME academic staff.  [Sections 4a and 5b]	A bespoke matched BAME mentoring scheme is outside the current provision within the University and will require resource to administer due to matching processes.	a) Secure the resource, shape the role descriptor and recruit an individual into a role to set up and run a shared characteristic mentoring scheme to support the progression and development of BAME academic staff.	<u>UEC Lead:</u> Vice-Provost (Education)  <u>Owner:</u> DCAD	Dedicated resource in place and individual recruited into the role to set up and run a shared characteristic mentoring to support the progression and development of BAME academic staff.	Apr 2023 to April 2024
			b) Shared characteristic mentoring scheme designed, communicated and launched.		Shared characteristic mentoring scheme designed, publicised and launched.	Jun 2023 to Jun 2024

No.	Objective / REC Section relating to	Rationale	Actions	UEC Lead & Owner (Department/ Group)	Success criteria and outcome	Timeframe
					Uptake analysed by gender and ethnicity and steps taken to fill any gaps in take up.	Sep 2023 to Sep 2025
			c) Shared characteristic mentoring scheme evaluated with respect to its effectiveness in the progression and development of BAME academic staff.		Evaluation completed. Evidence presented to demonstrate that BAME staff who have participated are more likely to have progressed.	Sep 2024 to Sep 2025
4.7	Improve consistency in the implementation of the Annual Development Reviews (ADRs) for PS staff.  [Sections 4b and 6c]	41% of BAME PS staff respondents to the REC survey confirm that they have annual appraisals with their line manager and 40% agree that appraisals are transparent. Survey findings also highlighted some inconsistencies in how appraisals are conducted and a lower proportion of BAME staff than White staff find the ADR process useful.	a) Increase awareness and uptake of relevant training relating to ADRs.	<u>UEC Lead:</u> HR Director  <u>Owner:</u> HR-OD (a), Reward (b)	All line managers are aware of the importance of regular appraisals with their teams to support their development and access to relevant training. A suite of support resources is shared with all managers through OD webpages, Strategic Leaders induction and Operational Management performance discussions. All staff members are aware of resources available to support them in their own ADR conversations.	Jan 2022 to Dec 2024
			b) Introduce the Oracle Talent module and use as a means to monitor and promote staff engagement with ADRs.		Oracle Talent system implemented, and ADR completion managed and increased.	Jan 2023 to Sep 2024
					An increase in BAME professional staff stating that they have benefitted from an annual appraisal with their managers, and agreeing the process is transparent.	Jan 2023 to Mar 2024
4.8	Facilitate the development of PS staff from underrepresented groups.  [Sections 4b and 6b]	49% of BAME PS respondents to the REC survey agree that their line manager makes time to discuss their development. The data shows that there is a development need in terms of line manager capability and consistency in supporting staff, and a need to	Provide comprehensive information on available development opportunities for staff to Heads of PS and academic departments for circulation in their areas.	<u>UEC Lead:</u> HR Director  <u>Owner:</u> HR-OD	A comprehensive list of development and training opportunities is made available via Heads of Sections to all PS staff line managers. This list is updated annually.	Jan 2022 to Dec 2025
					Increased percentage of BAME PS respondents to the REC survey	Jan to Mar 2024

No.	Objective / REC Section relating to	Rationale	Actions	UEC Lead & Owner (Department/ Group)	Success criteria and outcome	Timeframe
		formalise development and documenting of this.			agree that their line manager makes time to discuss their development.	
4.9	Raise the visibility of existing BAME PS staff members in campaigns and other media.  [Section 4b]	Due to our low number of BAME PS staff, we need to make a conscious effort to ensure we create as many opportunities as possible to give exposure to diverse role models for internal and external platforms.	a) Feature existing BAME PS staff members in campaigns and other media as a means to demonstrate diversity in PS staff to increase the sense of belonging for existing staff members and to enhance the attractiveness of Durham as an inclusive employer of choice.	<u>UEC Lead:</u> PVC EDI / HR Director (a)/ PVC Global (a)  <u>Owner:</u> EDI Unit/ HROD (a) / Marketing and Communications (a)	Initiatives increasing the visibility of BAME PS role models implemented	Jan 2023 to Dec 2025
			b) Amend the REC staff survey to assess whether respondents to the REC survey confirm that they notice BAME PS role models at DU.		60% of BAME respondents to the REC survey confirm that they notice BAME PS role models at DU.	Jan to Mar 2024
4.10	Invest in leadership and development opportunities for staff members from minority ethnic groups.  [Sections 4a, 4b and 6b]	Our lack of diversity at senior leadership level requires a targeted approach to develop and retain diverse future leaders.	a) Provide funding and support for 9 BAME PS staff members to attend the Advance HE Diversifying Leadership programme.	<u>UEC Lead:</u> PVC EDI (b)/ HR Director (a)  <u>Owner:</u> EDI Unit (b)/ HROD (a)	Nine members of PS staff will have completed the Advance HE Diversifying Leadership programme.	Sep 2022 to Sep 2025
			b) Encourage those who have undertaken Advance HE placements to participate in the Committee Insights programme.		At least two members of BAME PS staff will have participated in the Committee Insights programme.	Sep 2023 to Sep 2026
4.11	Build confidence and understanding on how to submit a progression form to support career development.  [Sections 4a, 5c, 5d and 9]	38% of BAME academic staff respondents to the REC survey agree that the progression/promotion process is evidence-based and transparent and 50% of respondents agree that they receive support for promotion. There is a need to develop staff capability and knowledge around the revised annual progression and promotion process, so they can produce an application which fully demonstrates their	Design and hold progression workshops annually to build confidence and understanding of how to submit a progression application.	<u>UEC Lead:</u> Provost  <u>Owner:</u> HROD	Progression workshops designed and launched. Feedback from participants gathered and used to inform the design of future interventions – at least 75% of attendees report that their understanding of the promotion process is improved. Plans in place to run workshops prior to each year's promotion round.	Jan 2022 to Dec 2024
					48% of BAME academic staff respondents to the REC survey agree that the progression/ promotion process is evidence-based and	Jan to Mar 2024

No.	Objective / REC Section relating to	Rationale	Actions	UEC Lead & Owner (Department/ Group)	Success criteria and outcome	Timeframe
		competence against the criteria.			transparent, and 60% agree that they receive support for promotion.	
4.12	Ongoing review of the effectiveness of the revised promotion and progression process in supporting the development of underrepresented groups.  [Section 5d]	It is important that the system is monitored to ensure that underrepresented groups, including BAME staff, benefit equally.	Review statistical promotions data; and carry out a targeted survey and follow-up focus groups every two years.	<u>UEC Lead:</u> HR Director  <u>Owner:</u> HR	Biennial reviews of the promotion system with any recommendations to address identified issues put forward - in particular, issues affecting underrepresented groups.	Sep 2022 to Sep 2025
4.13	Implement a system to collect training take up data by gender and ethnicity.  [Sections 5b and 6b]	Currently it is not possible to assess take up of training by ethnic groups as the data is not available.	Introduce a system for collecting data on the take up of training by all staff by all characteristics including gender and ethnicity.	<u>UEC Lead:</u> HR Director  <u>Owner:</u> HR	Oracle Learn System in place to collect training data by gender and ethnic group. Data provided to academic and PS departments on an annual basis to review training take up. This action aligns to 3.3 in embedding the review and use of equality data in Departments.	Sep 2022 to Sep 2024
<b>PRIORITY AREA 5: Increase UK-domiciled BAME student representation, improve the wider student experience of both UK and non-UK BAME students and embed race equality into teaching and learning</b>						
<p><b>Background:</b> Survey respondents highlighted that more should be done to improve the ethnic diversity in the University community, especially, amongst the UK-domiciled student population, to contribute to improving the sense of belonging for BAME students. The need to ensure access to an enriching, inclusive and diverse curriculum was highlighted as an important contribution by students. Respondents noted that although there is a large population of non-UK students at Durham, most originate from a small number of countries and share a similar socio-economic background. Respondents felt that more should be done to build relationships between students (particularly, non-UK BAME) and the wider University community and the local resident community.</p>						
5.1	Evaluate existing measures to address potential bias in the admissions lifecycle.  [Section 7a]	There is a need to ensure that existing measures are appropriate, and that there are no barriers to an increased proportion of offers to BAME students.	Interrogate existing measures in place to address potential bias in the admissions lifecycle, and make recommendations to respond to any issues identified.	<u>UEC Lead:</u> PVC (Global)  <u>Owner:</u> Student Recruitment and Admissions	Measures to address potential bias in the admission cycle are evaluated and recommendations made to respond to any issues identified. Recommendations are considered and acted upon.	May 2022 to Dec 2022

No.	Objective / REC Section relating to	Rationale	Actions	UEC Lead & Owner (Department/ Group)	Success criteria and outcome	Timeframe
5.2	Increase the number of UK-domiciled Black-heritage students.  [Sections 7a and 7b]	There is a need to increase widening participation activity to address the low proportion of UK domiciled Black-heritage students at Durham and offset as far as is possible geographical, reputational and other barriers to recruitment.	Actively explore external opportunities and partnerships to expand on current widening participation programmes.	<u>UEC Lead:</u> PVC (Global)  <u>Owner:</u> Access and Engagement	An increase in applications and enrolments by Black-heritage UK-domiciled undergraduate students – monitored by UCAS data, with a target of 100 additional Black-heritage students, (as set out in the Access and Participation Plan).	May 2022 to Sep 2024
5.3	Increase the ethnic diversity of student ambassadors who take part in student recruitment activities (e.g. open days) and in widening participation events/programmes.  [Section 7a]	Visible role models are vital in attracting potential students: to help them visualise themselves studying at Durham and to help create a sense of belonging.	Collaborate with student associations and student bodies to improve the ethnic diversity of student ambassadors taking part in student recruitment activities and in widening participation events and programmes.	<u>UEC Lead:</u> PVC (Global)  <u>Owner:</u> Student Recruitment and Admissions/ Access and Engagement	At least 20% of student ambassadors are from ethnic minorities.	May 2022 to Sep 2022
5.4	Assess the effectiveness of widening participation programmes that aim to address the underrepresentation of UK-domiciled undergraduate students identifying as Black at Durham.  [Section 7a]	An understanding of the effectiveness of current programmes is essential: to build upon and refine current practice.	a) Collect and analyse feedback from participants of widening participation programmes to determine whether these had a positive effect on their decision to pursue an undergraduate degree in Durham or elsewhere.	<u>UEC Lead:</u> PVC (Global)  <u>Owner:</u> Access and Engagement	Assessment of widening participation programmes is undertaken and any recommendations to improve their effectiveness in attracting UK-domiciled Black students are considered and acted upon.	Sep 2022 to Mar 2023
			b) Identify appropriate recommendations to ensure continuous improvement.			
5.5	Examine admissions data to identify racial disparities in withdrawals.  [Section 7a]	An understanding of the pipeline of admissions is needed to identify any common points of withdrawal and the reasons why people deselect. These can be addressed to improve diversity in conversion to acceptances.	a) Interrogate admissions data by conducting a retrospective analysis of application withdrawals by students throughout the undergraduate admissions lifecycle.	<u>UEC Lead:</u> PVC (Global)  <u>Owner:</u> Student Recruitment and Admissions	Analysis of admissions data on undergraduate application withdrawals undertaken and any racial disparities identified. Recommendations to address any disparities are developed, considered and acted upon.	May 2022 to Sep 2022
			b) The annual offer holder and decliner survey will be analysed, and survey findings shared with relevant teams to drive		Annual offer holder and decliner survey embedded together with the analysis of the data which is passed	May 2022 to Jun 2024

No.	Objective / REC Section relating to	Rationale	Actions	UEC Lead & Owner (Department/ Group)	Success criteria and outcome	Timeframe
			the continuous improvement of recruitment processes.		on to relevant teams to drive their continuous improvement.	
5.6	Address the underrepresentation of BAME UK-domiciled UG students through targeted scholarships.  [Section 7b]	Scholarships will support intersectional issues around socio-economic factors and signal the University's commitment to supporting diverse talent from all backgrounds and ethnicities.	★ <b>BEACON ACTION</b> ★  a) Create more undergraduate scholarships that are targeted towards BAME UK-domiciled students. Increased offer to six scholarships funded up to four years between 2022 – 2024.  b) Review of scholarship and funding offer to be undertaken to support ongoing provision, through intersectional approach.	<u>UEC Lead:</u> PVC (Global)  <u>Owner:</u> DARO	6 UG scholarships offered to BAME UK-domiciled students  Enhanced scholarship offer to attract and support BAME UK-domiciled UG engagement and participation in place by July 2023. Increased number of targeted scholarships available.	Jan 2022 to Sep 2024  July 2022 to July 2024
5.7	Ensure race and intercultural awareness information is integrated in the student induction programme.  [Section 7d]	There is a need to ensure that the University values around Respect are underpinned with induction to raise awareness and learning around race issues.	Evaluate the student induction programme to support the active integration of race and intercultural awareness information (linked with Action 1.2). Make recommendations that give more prominence to race and intercultural awareness and underpin the University's values around Respect.	<u>UEC Lead:</u> PVC Colleges and Student Experience  <u>Owner:</u> Student Support and Wellbeing	Evaluation of the student induction programme carried out with recommendations implemented.	May 2022 to Sep 2022



No.	Objective / REC Section relating to	Rationale	Actions	UEC Lead & Owner (Department/ Group)	Success criteria and outcome	Timeframe
5.8	Enhance the wider student experience of BAME students and in particular increase the confidence of BAME students that inappropriate behaviours will not be tolerated.  [Sections 7b and 7d]	60 % of BAME student respondents to the REC survey agree that inappropriate behaviours are not tolerated in college events. Having safe spaces of connection and the confidence that complaints raised by BAME students will be responded to appropriately contributes to fostering a sense of belonging among our BAME students. Research shows that a strong sense of belonging has positive association with higher levels of emotional wellbeing and better academic performance and achievement.	Appropriate training is undertaken by all those in colleges with responsibility for pastoral care and complaints: to ensure a consistent response is given to concerns raised by minority ethnic students.	<u>UEC Lead:</u> PVC Colleges and Student Experience  <u>Owner:</u> Student Support and Wellbeing / Colleges	Training covering cultural awareness and how to deal with complaints around racial harassment undertaken by all staff with pastoral roles in colleges and by those tasked with dealing with complaints.	May 2022 to Mar 2023
5.9	Improve provision of careers-related activities for BAME students and raise awareness of the support provided by the Careers and Enterprise team among BAME students (both UK and non-UK).  [Section 7f]	REC survey comments revealed a general feeling of unpreparedness among student respondents.  44% of BAME student respondents agreed that the University has helped them develop the skills they need to apply for graduate-level jobs.	a) Actively promote the support provided by the Careers and Enterprise team to encourage BAME students (both UK and non-UK) to engage with careers-related activities and opportunities that will equip them with skills needed to apply for graduate-level jobs.	<u>UEC Lead:</u> Vice-Provost (Education)  <u>Owner:</u> Careers and Enterprise	Campaign to raise awareness of the support provided by the Careers and Enterprise (targeted at BAME students) carried out and marketed annually.	Oct 2022 to Dec 2023
			b) Develop and promote targeted and themed EDI sessions and initiatives including a specific panel session for BAME students/graduates with case studies featuring BAME alumni.		54% of BAME student respondents to surveys agree that they understand graduate-level employment opportunities available to them, and they believe that the University has helped them develop the skills they need to apply for graduate-level jobs. Additionally, there is no statistically significant gap between the agreement of BAME and non-BAME students.	Oct 2022 to Dec 2024
						Jan to Mar 2024

No.	Objective / REC Section relating to	Rationale	Actions	UEC Lead & Owner (Department/ Group)	Success criteria and outcome	Timeframe
5.10	Embed the use of data on student assessment and degree outcomes (by ethnicity and domicile) to inform interventions at a local level.  [Sections 7d and 9]	<p>The NUS-UUK (2019) Report <u>on BAME Students at UK Universities</u> highlighted the importance of regularly monitoring attainment data to identify and address awarding differentials.</p> <p>In relation to this, our attainment data shows that there is a need to continue investigating the differential impact of online assessments on awarding gaps (by ethnicity and domicile) to determine the effectiveness of measures introduced and identify further support required for BAME students.</p>	a) Provide academic departments and boards of examiners with annual breakdowns of student assessment scores and degree outcomes by ethnicity, domicile and assessment type, where numbers allow, to inform interventions and to facilitate continuous improvement of courses and internal processes.	<p><u>UEC Lead:</u> Vice-Provost (Education)</p> <p><u>Owner:</u> Education Committee</p>	Student assessment and outcomes data produced for academic departments on an annual cycle, broken down by ethnicity and domicile	June 2022 to June 2024
			b) Annually evaluate the impact of online assessment on awarding gaps for BAME groups with resulting insights factored into future decisions about approaches to assessment.		Regular evaluation embedded. Annual report produced setting out impact of measures introduced to mitigate the effects of online assessment on BAME students, and highlighting further recommendation if required.	Sep 2022 to Sep 2024
5.11	Increase the ethnic diversity of college mentors.  [Section 3b]	<p>There is a need to increase the diversity of people who interact with students in colleges.</p> <p>College mentors provide a valuable role in the overall student experience and role models from similar backgrounds and identities are important in instilling a feeling of belonging. We intend to enhance the availability of mentors for students from underrepresented groups to promote inclusion, by taking direct action to increase diversity in those undertaking College mentoring roles.</p> <p>We will continue to engage with HR to implement</p>	a) Review of College mentoring programme to explore pathways to increase diversity amongst mentors, with associated actions being implemented to achieve this. Option available for BAME students to express a preference for a BAME mentor.	<p><u>UEC Lead:</u> PVC Colleges and Student Experience</p> <p><u>Owner:</u> College Mentor Review T&amp;F Group</p>	Action plan for increasing diversity of college mentors in place	Jan 2022 to Apr 2023
			b) Process to collect data on diversity of college mentors implemented.		15% increase in number of BAME college mentors overall	Apr 2022 to Dec 2023
					All colleges to have at least 2 BAME college mentors	
					Establish baseline data and put in place monitoring of the ethnic diversity of college mentors. Review on an annual basis.	

No.	Objective / REC Section relating to	Rationale	Actions	UEC Lead & Owner (Department/ Group)	Success criteria and outcome	Timeframe
		strategies to attract a diverse pool of candidates.				
5.12	Provide cross-institutional <b>peer mentoring</b> opportunities to BAME staff and students through the Pro:North East (Pro:NE) OfS project that Durham University is leading.  [Section 7e]	REC survey comments from BAME students (including PGR students) as well as findings from our National Student Survey (2020) revealed the need to create more opportunities for connection for BAME students. Research has also indicated that peer mentoring can be a means of building local community and making universities a more welcoming place to be for BAME students/staff.	★ <b>BEACON ACTION</b> ★  a) Provide targeted cross-institutional <b>peer mentoring</b> processes to facilitate the advancement of communities of support in which staff and students can share and discuss experiences.  b) Work with the project's evaluation team to identify qualitative and quantitative measures to track and evaluate uptake and progress.	<u>UEC Lead:</u> PVC EDI  <u>Owner:</u> Faculty of Social Sciences and Health / Research and Innovation Services / EDI Unit / DCAD	12 participants access peer mentoring across the two year period.  Increased spaces of belonging and inclusion; improved wellbeing and satisfaction; and increased confidence among staff and students of colour.  A qualitative evaluation to be undertaken by an external body at points throughout the lifecycle of programme.	Feb 2023 to Jan 2025
5.13	Provide cross-institutional <b>reciprocal mentoring</b> opportunities for BAME staff and students through the Pro: North East (Pro:NE) OfS project.  [Section 7e]	Following the success of the Inclusion Matters Project reciprocal mentoring scheme (which concluded in August 2021), we intend to build on the learnings from this scheme to support the progression of participating BAME PGRs as well as increase the understanding and knowledge of those in senior leadership roles to effect cultural change.	★ <b>BEACON ACTION</b> ★  Provide targeted cross-institutional <b>reciprocal mentoring</b> programme to facilitate the advancement of communities of support, where staff and students can disseminate experiences and inform cultural change through practice and application at a local and regional level.	<u>UEC Lead:</u> PVC EDI  <u>Owner:</u> Faculty of Social Sciences and Health / Research and Innovation Services / EDI Unit / DCAD	Eight junior mentors and eight senior mentor participants accessing reciprocal mentoring annually across the project period.  An improved understanding of the contextual and systemic barriers facing BAME PGR students and academic staff. A toolkit to support application of recommendations developed, following evaluation.	Feb 2023 to Jan 2025
5.14	Through the Pro:NE project, increase the number of BAME students completing PGR study. Improve career trajectory outcomes by providing and implementing targeted	Our data shows that there is a higher proportion of White PGRs who complete their studies, compared to BAME PGRs at Durham. It also shows that the length of time our BAME PGRs complete	a) Hold an annual conference for BAME PGRs and staff to showcase research collaborations and approaches, inform best practice and support network development. 125 attendee places available annually over the next 3 years.	<u>UEC Lead:</u> PVC EDI  <u>Owner:</u> Faculty of Social Sciences and Health /	BAME PGR students access development opportunities which currently do not exist supporting continued progression.	Aug 2022 to Dec 2025

No.	Objective / REC Section relating to	Rationale	Actions	UEC Lead & Owner (Department/ Group)	Success criteria and outcome	Timeframe
	continued professional development opportunities through facilitated collaboration with practitioners and academics across the North East.  [Section 7e]	their PhD studies is slightly longer than their White counterpart and this difference is greater for UK-domiciled PGRs (average of 54 months for BAME and 48 months for White, from AY 2017/18 to 2019/20).	<p>b) Deliver a series of responsive training workshops to include:</p> <ul style="list-style-type: none"> <li>research methods;</li> <li>digital skills;</li> <li>presentation and dissemination of research; and</li> <li>CV development and interview technique.</li> </ul> <p>c) Deliver a series of staff training programmes to support and build mentoring relationships with students (for UG and PGRs).</p> <p>d) Offer shadowing opportunities to bring insight into research collaboration approaches and structures.</p> <p>e) Work with the project's evaluation team to identify qualitative and quantitative measures to track and evaluate uptake and progress.</p>	Research and Innovation Services / EDI Unit	<p>70 different development opportunities are made available over the four year period.</p> <p>Timescale for completion of studies by BAME PGRs improves over the four year project period and beyond.</p> <p>A qualitative evaluation to be undertaken by an external body at points throughout the lifecycle of programme to determine uptake and impact.</p>	
5.15	To increase the number of BAME students accepted onto PGR programmes.  [Section 7e]	Whilst name-blind admissions have been tested across Higher Education, to date no institution has blinded other applicant information. The <a href="#">Broken Pipeline Report</a> (2019) states that applicants attending Russell Group institutions are regularly favoured over post-92 universities when it comes to postgraduate research (Boliver, 2016). An admissions pilot will blind key information from early stages of PGR application	<p>★<b>BEACON ACTION</b>★</p> <p>a) Interrogate admissions data and review current policies and practices around PGR Admissions to identify baseline.</p> <p>b) Review communications strategies and policies to identify opportunities to build approach to practice.</p> <p>c) Monitor BAME candidate trajectory and career destination over the duration of the activity.</p> <p>d) Design a blinded application process and work with Admissions to identify</p>	<p>UEC Lead: PVC Global / PVC EDI</p> <p>Owner: Student Recruitment and Admissions / Faculty of Social Sciences and Health</p>	<p>Baseline established.</p> <p>Blind process investigated, developed and implemented.</p>	<p>July 2022 to Dec 2023</p> <p>Jan 2023 to Feb 2025</p>

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		processes and include rigorous data interrogation to inform study design and review of current policies and practices across the NE. The pilot and evaluation aims to specifically target the unconscious biases that has been shown to impact applicants of colour.	<p>suitable research groups or programmes for pilot.</p> <p>e) Train staff and stakeholders in the delivery of the pilot programme.</p> <p>f) Deliver the pilot programme and evaluate outcomes.</p>		15% increase in applicants and intake from baseline.	Jan 2023 to Feb 2026
5.16	Create more PhD studentships that are targeted towards BAME UK-domiciled students.  [Section 7e]	<p>Studentships will support intersectional issues around socio-economic factors and signal the University's commitment to supporting diverse talent from all backgrounds and ethnicities.</p> <p>Data has also revealed that our UK-domiciled postgraduate student body are predominantly White over the three-year period (average proportion of 86.57% for PGR and 86.05% for PGT). Admissions data also shows that whilst there has been a rise in the proportion of BAME UK PGTs, there has been a slow decline in the proportion of BAME UK PGRs. Durham also continues to be substantially below the sector benchmarks.</p>	<p>★ <b>BEACON ACTION</b> ★</p> <p>a) Create 4 postgraduate studentships (PGR) that are targeted towards BAME UK domiciled students.</p> <p>b) Pilot an approach for the NINE (Northern Ireland and North East) Doctoral Training Partnership for 2 studentships for 2021/22 AY.</p> <p>c) Review approach and learnings from application of the process and build on identified best practice within future DTPs.</p>	<p>UEC Lead: VP Research and PVC EDI</p> <p>Owner: RIS and EDI Unit</p>	<p>Increased number of studentships offered to BAME UK-domiciled students.</p> <p>NINE Doctoral Training Partnership approach piloted for 2021/22 AY.</p> <p>Evaluated process and developed best practice mechanisms for future DTPs.</p>	2022/23 AY to 2026/27 AY

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5.17	<p>Recognising the importance of academic freedom in Universities and the reflections from the student community, ensure the continuity of work to diversify and enrich the curriculum in all faculties.</p> <p>[Sections 7d and 8a]</p>	<p>Whilst 54% of our BAME student respondents to the REC survey agree that the content of their course reflects diverse viewpoints, some survey respondents recognised the need to increase representation of non-European and diverse perspectives in course content.</p>	<p>★<b>BEACON ACTION</b>★</p> <p>a) Adapt the guidance for the development of new programmes to ensure that principles for enriching and diversifying the curriculum are explicitly considered as part of the business case and that departments, teaching teams and individual staff critically reflect upon teaching content, teaching methods, assessments, and student interactions.</p>	<p><u>UEC Lead:</u> Vice-Provost (Education) / Executive Faculty Deans</p> <p><u>Owner:</u> Education Division / Faculties and Academic Departments</p>	<p>Every new degree programme business case will include a section on diversity, inclusion and enrichment: embedded within curriculum development.</p>	<p>Jan 2022 to Jun 2023</p>
			<p>b) Recognising the work already done through a range of projects and modules in collaboration with students and faculties, evolve work with student interns to examine and review current practice, identifying areas or opportunities to diversify and enrich the curriculum within specific disciplines.</p>		<p>64% of BAME student respondents to the REC survey agree that the content of their course reflects diverse viewpoints and the principles of diversity, inclusion and enrichment.</p>	<p>Jan to Mar 2024</p>
			<p>Outputs from student interns' work are incorporated into departments' activity on diversification and enrichment of curriculum and reported to Senate.</p> <p>Impact and outputs to be reviewed in January 2023 and further consideration given to next steps</p>		<p>Jan 2022 to Jun 2023</p>	