

List of Durham University Race Equality Charter (REC) Actions 2022-2027

R-A-G-P Rating (as of June 2025)			
Red	Amber	Green	Purple
<ul style="list-style-type: none"> Action was started but was permanently discontinued (this includes those that have been superseded and/or fully reframed). 	<ul style="list-style-type: none"> Action started or progressing, partial progress made on the action. 	<ul style="list-style-type: none"> Action <i>completed, achieved or undertaken</i> with some preliminary impact. Action undertaken but implementation is <i>continuous</i> or has been <i>extended</i> until end of current award. 	<ul style="list-style-type: none"> New action to be implemented (introduced in 2025).

New No.	Action	UEC Lead and Owner (Department)	R-A-G-P Rating
PRIORITY AREA 1: Promote an anti-racist culture and educate students and staff on racial and intercultural issues			
1.1a	Establish and promote educational talks and other informative events throughout each year in collaboration with staff/student groups and academic departments.	UEC Lead: PVC EDI, Executive faculty deans Owner: EDI Department and academic faculties	Green (extended)
1.1b	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.	UEC Lead: PVC EDI, Executive faculty deans Owner: EDI Department and ULC	Green (extended)
1.1c	Develop a resource pack containing the respectful engagement agreement and guidance for running events and collecting feedback. Following dissemination, feedback from users to be collected annually.	UEC Lead: PVC EDI, Executive faculty deans Owner: EDI Department and academic faculties	Green (extended)
1.1d	Effect of measures to be assessed using the REC survey.	UEC Lead: PVC EDI Owner: EDI Department	Green
1.2a	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.	UEC Lead: Chief Operating Officer / PVC EDI Owner: Student Experience Directorate, and EDI Department	Green
1.2b	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	UEC Lead: Chief Operating Officer / PVC EDI Owner: Student Experience Directorate, and EDI Department	Green

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	This training plan will include objectives and measurables (to be defined once interventions have been developed).		
1.2c	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.	<u>UEC Lead</u> : PVC EDI <u>Owner</u> : EDI Department	Green
1.3a	Develop a series of intercultural activities with student groups based within colleges. These events will be open to all	<u>UEC Lead</u> : Chief Operating Officer <u>Owner</u> : Colleges	Green
1.3b	Develop a feedback form to enable colleges to communicate best practice and implement: to ensure that cultural awareness is embedded within college communities.	<u>UEC Lead</u> : Chief Operating Officer <u>Owner</u> : Colleges	Green
1.3c	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.	<u>UEC Lead</u> : Chief Operating Officer <u>Owner</u> : Student Enrichment Directorate	Green
NA	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.	<u>UEC Lead</u> : PVC EDI <u>Owner</u> : EDI Department	Red (superseded)
1.4	Embed the use of Equality Impact Assessment (EIA) as a tool for identifying and mitigating potential adverse impact of policies, practices and activities on marginalised communities, including racially minoritised staff and students. The EIA process will include consulting racially minoritised stakeholder groups as needed.	<u>UEC Lead</u> : PVC EDI <u>Owner</u> : EDI Department	Purple
NA	Work within existing EDI structures in departments to ensure race equality is encompassed within the existing remit, by ensuring the appointment of race equality champions and allies.	<u>UEC Lead</u> : PVC EDI <u>Owner</u> : EDI Department	Red (superseded)
1.5	Utilise and enhance existing EDI structures in departments to ensure race equality is encompassed within the existing remit of EDI Leads by introducing a standardised EDI Lead role description.	<u>UEC Lead</u> : PVC EDI <u>Owner</u> : EDI Department	Purple
1.6	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 racially minoritised stakeholder group representation from both staff and students.	<u>UEC Lead</u> : PVC EDI <u>Owner</u> : EDI Department	Green

New No.	Action	UEC Lead and Owner (Department)	R-A-G-P Rating
1.7a	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 Department	Green
1.7b	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).	<u>UEC Lead</u> : PVC EDI <u>Owner</u> : EDI Department	Green
1.7c	Establish data analysis in the annual EDI report which includes consideration of intersectionality between race and gender.	<u>UEC Lead</u> : PVC EDI <u>Owner</u> : EDI Department	Green
1.8a	<p>★BEACON ACTION★</p> <p>HROD will work with Advance HE to co- create a cross-institutional Inclusive Culture Leadership Behaviours programme.</p> <p>The programme will aim to:</p> <ul style="list-style-type: none"> • Facilitate a dialogue about the inclusion agenda at Durham University; • Explore progress made following the Respect Commission; • Raise staff understanding of racial and intercultural matters; • 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'. 	<u>UEC Lead</u> : HR Director <u>Owner</u> : HR	Green
1.8b	The Advance HE Inclusive Culture Leadership Behaviours programme will be delivered across academic year 2021/2022.	<u>UEC Lead</u> : HR Director <u>Owner</u> : HR	Green
1.8c	<p>HROD will:</p> <ul style="list-style-type: none"> • 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; • Monitor and review the effect of the Inclusive Culture Leadership Behaviours programme by evaluating subsequent REC surveys. 	<u>UEC Lead</u> : PVC EDI <u>Owner</u> : EDI Department	Amber
1.8d	Respond to the recommendations, as discussed with UEC in Sept 2022.	<u>UEC Lead</u> : HR Director <u>Owner</u> : HR	Green
NA	Carry out focus groups with ethnic minority staff and students to discuss issues around barriers to self-disclosure of racial identity.	<u>UEC Lead</u> : PVC EDI, HR Director, PVC Education <u>Owner</u> : EDI Unit	Red (superseded)

New No.	Action	UEC Lead and Owner (Department)	R-A-G-P Rating
NA	Recommendations implemented.	<u>UEC Lead</u> : PVC EDI, HR Director, PVC Education <u>Owner</u> : EDI Unit	Red (superseded)
1.9a	(a) Run a pan-university disclosure campaign to increase trust in staff and student communities to build confidence on quality, security and use of the data. (b) Facilitate a single point of disclosure for protected characteristics by creating or sourcing an interconnected solution(s) allowing the sharing of key and sensitive information to relevant parties such as Occupational Health, Timetabling and Oracle.	<u>UEC Lead</u> : PVC EDI <u>Owner</u> : EDI Department	Purple
1.10a	★BEACON ACTION★ 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	<u>UEC Lead</u> : Faculty Executive Dean (Arts and Humanities) <u>Owner</u> : University Library and Collections	Green (extended)
1.10b	Recruit an Archivist post to support the delivery of this programme of work over a two-year period.	<u>UEC Lead</u> : Faculty Executive Dean (Arts and Humanities) <u>Owner</u> : University Library and Collections	Green
1.10c	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.	<u>UEC Lead</u> : Faculty Executive Dean (Arts and Humanities) <u>Owner</u> : University Library and Collections	Amber
1.10d	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: <ul style="list-style-type: none"> colonialism and historical slavery or income derived from historical slavery, and; colonialism as a custodian of museum, archive and special library collections of international origin. Respond to interim findings and conclusions.	<u>UEC Lead</u> : Faculty Executive Dean (Arts and Humanities) <u>Owner</u> : University Library and Collections	Green
1.11a	Implement a programme of cross- faculty workshops to improve communication, embedding and implementing good practice.	<u>UEC Lead</u> : Vice-Provost (Education) <u>Owner</u> : DCAD	Green

New No.	Action	UEC Lead and Owner (Department)	R-A-G-P Rating
1.11b	Embed the consideration of principles of diversity and inclusion into academic development programmes, including Durham Excellence in Learning and Teaching Awards (DELTA).	<u>UEC Lead:</u> Vice-Provost (Education) <u>Owner:</u> DCAD	Green
1.11c	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.	<u>UEC Lead:</u> PVC EDI <u>Owner:</u> EDI Department and Education Division	Green
1.12a	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.	<u>UEC Lead:</u> PVC EDI <u>Owner:</u> EDI Department	Green
1.12b	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 Department	Green
1.13	Conduct a pathfinding exercise within the EDI Department to develop good practice for collecting and analysing ethnicity data for potential wider use within the University.	<u>UEC Lead:</u> PVC EDI <u>Owner:</u> EDI Department	Purple
1.14	<p>(a) Establish a working group comprised of representatives from e.g. Widening Participation, Faculty of Arts and Humanities, Colleges and Student Experience, EDI, and other relevant stakeholders as appropriate, to agree and progress activities to support the University's commitment to the Gypsies, Travellers, Roma, Showmen and Boaters (GTRSB) Pledge into Higher Education.</p> <p>(b) Explore and institute a new way to collect demographic data to facilitate successful monitoring of GTRSB DU student and staff numbers (this links to Action 1.13).</p>	<p><u>UEC Lead:</u> Executive Dean Arts & Humanities, VP Education and PVC EDI</p> <p><u>Owner:</u> Faculty of Arts & Humanities, Widening Participation team and EDI Department</p>	Purple
PRIORITY AREA 2: Tackle racism and enhance wellbeing support for our racially minoritised staff and students (both UK and non-UK)			
2.1a	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.	<u>UEC Lead:</u> PVC EDI <u>Owner:</u> EDI Unit	Amber
2.1b	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	Green

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2.2a	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 and use the EDI Staff Survey to check staff awareness of the Report + Support tool.	<u>UEC Lead</u> : PVC EDI <u>Owner</u> : EDI Unit	Green
2.2b	Ensure that the publication of the outcomes of non-academic student misconduct cases continues.	<u>UEC Lead</u> : PVC EDI <u>Owner</u> : EDI Unit	Green
2.2c	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.	<u>UEC Lead</u> : PVC EDI <u>Owner</u> : EDI Unit	Green
2.3a	★BEACON ACTION★ 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 racially minoritised communities around Durham.	<u>UEC Lead</u> : PVC EDI <u>Owner</u> : EDI Unit	Green
2.3b	Use the REC survey to assess the proportion of students witnessing or experiencing racial discrimination locally.	<u>UEC Lead</u> : PVC EDI <u>Owner</u> : EDI Unit	Green
2.4a	★BEACON ACTIONS★ Work with Nilaari to support racially minoritised 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> : Chief Operating Officer <u>Owner</u> : Student Experience Directorate	Green
2.4b	Add a question to the REC survey asking whether students agree that the counselling and mental health service is accessible to all students.	<u>UEC Lead</u> : PVC EDI <u>Owner</u> : EDI Unit	Green
2.5	Student Support Review to support students accessing racially minoritised 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> : Chief Operating Officer <u>Owner</u> : Student Experience Directorate, Colleges	Green
2.6	Publicise the need for increased numbers of racially minoritised 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	Green

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2.7a	Specifically mark and promote opportunities for racially minoritised students to be involved in student support, wellbeing and enrichment roles within common rooms, clubs and societies and include a specific appeal for racially minoritised students to be involved.	<u>UEC Lead:</u> Chief Operating Officer <u>Owner:</u> Colleges / Student Enrichment Directorate	Green
2.7b	Monitor the diversity of students in student support, wellbeing and enrichment roles.	<u>UEC Lead:</u> Chief Operating Officer <u>Owner:</u> Colleges / Student Enrichment Directorate	Green
2.8	<p>(a) Expand the scope and promote the Workplace Passport to include personal circumstances (such as religious observance requirements, care responsibilities etc.) which can be shared with agreed areas of the University.</p> <p>(b) Refresh the SharePoint site and online resources for Workplace Passport.</p>	<u>UEC Lead:</u> PVC EDI <u>Owner:</u> EDI Department	Purple
PRIORITY AREA 3: Diversify staff and leadership			
3.1a	Investigate best practice within the HE Sector concerning the recruitment of UK racially minoritised academic staff. From this learning, propose recommendations in relation to improving local practice.	<u>UEC Lead:</u> HR Director / PVC EDI <u>Owner:</u> HR / EDI Department	Green
3.1b	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 racially minoritised candidates.	<u>UEC Lead:</u> HR Director <u>Owner:</u> HR	Green
3.2a	<p>★BEACON ACTION★</p> <p>Undertake a review of current Professional Services and Colleges recruitment to identify areas for improvement and to increase attraction of UK and international racially minoritised candidates.</p>	<u>UEC Lead:</u> HR Director <u>Owner:</u> HR	Green
3.2b	Investigate best practice within the UK to maximise the attraction of racially minoritised professional services and support staff. As well as HE, look beyond the sector to organisations such as Local Authorities, Police and Further Education.	<u>UEC Lead:</u> HR Director / PVC EDI <u>Owner:</u> HR / EDI Department	Green
3.2c	Explore opportunities to engage with racially minoritised candidates leaving armed services, early career candidates leaving education, communities which have a greater representation of racially minoritised people and groups which support people from racially minoritised backgrounds.	<u>UEC Lead:</u> HR Director / PVC EDI <u>Owner:</u> HR / EDI Department	Green

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3.2d	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	<u>UEC Lead</u> : HR Director <u>Owner</u> : HR	Green
NA	Provide datasets for recruitment and progression broken down by gender, and ethnicity to all faculties/departments on an annual basis.	<u>UEC Lead</u> : HR Director <u>Owner</u> : HR	Red (superseded)
NA	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.	<u>UEC Lead</u> : Faculty Executive Deans <u>Owner</u> : Faculty and Departmental EDI Leads	Red (superseded)
NA	Use the REC staff survey to assess changes to perceptions on the progression/promotion process from racially minoritised academic staff.	<u>UEC Lead</u> : PVC EDI <u>Owner</u> : EDI Department	Red (superseded)
3.3a	Create and develop a Single Point of Truth (SPOT) dashboard for cross-institution EDI data to allow faculties and departments to access standardised intersectional insights.	<u>UEC Lead</u> : PVC EDI / HR Director <u>Owner</u> : EDI Department / HR Workforce Planning	Purple
3.3b	Establish a mechanism to evaluate the SPOT dashboard once in place.	<u>UEC Lead</u> : PVC EDI / HR Director <u>Owner</u> : EDI Department / HR Workforce Planning	Purple
3.4a	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	Green
3.4b	Implement a process to collect feedback from candidates who are recruited or who decline job offers to assess their experience as a candidate.	<u>UEC Lead</u> : HR Director <u>Owner</u> : HR	Green
3.4c	Put in place a procedure to ensure that all candidates who turn down offers are contacted and asked to provide reasons for their decision.	<u>UEC Lead</u> : HR Director <u>Owner</u> : HR	Green
3.5a	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 the RECAP Delivery Group	Green
3.5b	Use feedback from UKVI and Relocation team and the RECAP Delivery Group to inform ongoing action to enhance UKVI and relocation support provision.	<u>UEC Lead</u> : HR Director <u>Owner</u> : HR in collaboration with the RECAP Delivery Group	Green

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NA	Introduce a buddy system with racially minoritised specific support within the New Staff Network.	<u>UEC Lead:</u> HR Director <u>Owner:</u> HR in collaboration with the RECAP Delivery Group	Red (removed)
3.6a	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 Department, University Secretary	Green
3.6b	Develop interventions to improve racially minoritised 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.	<u>UEC Lead:</u> PVC EDI <u>Owner:</u> EDI Department, University Secretary	Green (extended)
3.7	Human Resources and Organisation Development (HROD) to explore how the Apprenticeship Levy framework can be utilised and promoted to underrepresented groups (such as racially minoritised staff) within professional services departments.	<u>UEC Lead:</u> HR Director <u>Owner:</u> HR	Green
3.8a	Examine findings from the Pro:NE focus groups to enhance understanding of the barriers faced by racially minoritised PGR students while studying and upon completion of studies.	<u>UEC Lead:</u> PVC EDI, Executive Faculty Deans <u>Owner:</u> EDI Department in collaboration with the RECAP Delivery Group and Faculty EDI Leads	Green
3.8b	Map out the recommendations set out in the Pro: NE project's focus group report to identify gaps in practice and in current provision; and determine how the University can address any gaps identified.	<u>UEC Lead:</u> PVC EDI, Executive faculty deans <u>Owner:</u> EDI Department in collaboration with the RECAP Delivery Group and Faculty EDI Leads	Green
PRIORITY AREA 4: Accelerate and improve support for racially minoritised staff career progression (academic and PS staff)			
4.1a	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 Department	Green
4.1b	Update guidance and develop FAQs for benchmarks and supporting collateral in line with revisions to progression and promotion benchmark.	<u>UEC Lead:</u> HR Director / Deputy Provost <u>Owner:</u> HR / EDI Department	Green
4.2a	Ensure that racially minoritised 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> HR Director / VP-Education <u>Owner:</u> HROD / DCAD	Green

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4.2b	Encourage racially minoritised 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.	<u>UEC Lead:</u> HR Director / VP-Education <u>Owner:</u> HROD / DCAD	Green
4.2c	Pilot a review of workload allocation in Faculty of Arts and Humanities with a focus on potential (gender) bias and use learnings to inform a review of potential (racial) bias in workload allocation at faculty level. Highlights of the review to be shared with other faculties and will be used in developing future actions.	<u>UEC Lead:</u> Executive Faculty Deans <u>Owner:</u> Heads of academic departments	Amber
4.3a	Ensure all departments/faculties conduct audits of existing support provided in relation to department/faculty-level profile- raising opportunities (e.g. conferences, media opportunities).	<u>UEC Lead:</u> Executive faculty deans <u>Owner:</u> Academic departments / Faculty EDI leads	Green
4.3b	Embed in the academic staff induction checklist information and guidance (on SharePoint) on how to increase the visibility of one's research and promote this information among faculties and departments.	<u>UEC Lead:</u> Executive faculty deans <u>Owner:</u> Academic departments / Faculty EDI leads	Amber
NA	Carry out an audit of access to research funding by Early Career Researchers (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	Red (superseded)
NA	Repeat the audit of access to research funding by ECRs.	<u>UEC Lead:</u> Vice-Provost (Research) <u>Owner:</u> Research and Innovation Services	Red (superseded)
4.4	Run targeted sessions across faculties for racially minoritised ECRs to build confidence to apply for financial support.	<u>UEC Lead:</u> Vice-Provost (Research) <u>Owner:</u> Research and Innovation Services	Purple
NA	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	Red (superseded)
NA	Repeat the examination of data on uptake by ethnicity, gender and disability for research funding streams.	<u>UEC Lead:</u> Vice-Provost (Research) <u>Owner:</u> Research and Innovation Services	Red (superseded)

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4.5	Establish a better understanding of the challenges and barriers around access to research funding schemes by underrepresented groups, to inform future actions and to drive change.	<u>UEC Lead:</u> Vice-Provost (Research) <u>Owner:</u> Research and Innovation Services (through the Research Culture Committee)	Purple
4.6a	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 racially minoritised academic staff.	<u>UEC Lead:</u> Vice-Provost (Education) <u>Owner:</u> DCAD	Green
4.6b	Shared characteristic mentoring scheme designed, communicated and launched.	<u>UEC Lead:</u> Vice-Provost (Education) <u>Owner:</u> DCAD	Green
4.6c	Shared characteristic mentoring scheme evaluated with respect to its effectiveness in the progression and development of racially minoritised academic staff.	<u>UEC Lead:</u> Vice-Provost (Education) <u>Owner:</u> DCAD	Green
4.7	Promote and highlight inclusive coaching and mentoring opportunities across the University, particularly among EDI staff networks.	<u>UEC Lead:</u> Vice-Provost (Education) / HR Director <u>Owner:</u> DCAD / HR-OD	Purple
4.8a	Increase awareness and uptake of relevant training relating to Annual Development Reviews (ADRs) or appraisals.	<u>UEC Lead:</u> HR Director <u>Owner:</u> HR- OD	Green
4.8b	Introduce the Oracle Talent module and use as a means to monitor and promote staff engagement with ADRs.	<u>UEC Lead:</u> HR Director <u>Owner:</u> HR-Reward	Green
4.9	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	Green
4.10a	Feature existing racially minoritised 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> HR Director / PVC Global <u>Owner:</u> HROD / Marketing and Communications	Green
NA	Amend the REC staff survey to assess whether respondents to the REC survey confirm that they notice racially minoritised PS role models at DU.	<u>UEC Lead:</u> PVC EDI <u>Owner:</u> EDI Department	Red (removed)
4.11a	Provide funding and support for 9 racially minoritised PS staff members to attend the Advance HE Diversifying Leadership programme.	<u>UEC Lead:</u> HR Director <u>Owner:</u> HROD	Green

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4.11b	Encourage those who have undertaken Advance HE placements to participate in the Committee Insights programme.	<u>UEC Lead:</u> PVC EDI <u>Owner:</u> EDI Unit	Green
4.12	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	Green
4.13	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	Green
4.14	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	Green
PRIORITY AREA 5: Increase UK-domiciled racially minoritised student representation, improve the wider student experience of both UK and non-UK racially minoritised students and embed race equality into teaching and learning			
5.1	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> Vice-Provost (Education) <u>Owner:</u> Student Recruitment and Admissions	Green
5.2	Actively explore external opportunities and partnerships to expand on current widening participation programmes.	<u>UEC Lead:</u> Vice-Provost (Education) <u>Owner:</u> Widening Access and Participation	Green (extended)
5.3	Increase the proportion of Asian heritage students studying at Durham University by developing bespoke, impactful programmes and growing the Asian applicant pool through partnerships and targeted school engagement.	<u>UEC Lead:</u> Vice-Provost (Education) <u>Owner:</u> Widening Access and Participation	Purple
5.4	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> Vice-Provost (Education) <u>Owner:</u> Student Recruitment and Admissions/ Widening Access and Participation	Green (extended)
5.5a	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> Vice-Provost (Education) <u>Owner:</u> Widening Access and Participation	Green (extended)
5.5b	Identify appropriate recommendations to ensure continuous improvement.	<u>UEC Lead:</u> Vice-Provost (Education) <u>Owner:</u> Widening Access and Participation	Green (extended)

New No.	Action	UEC Lead and Owner (Department)	R-A-G-P Rating
5.6a	Interrogate admissions data by conducting a retrospective analysis of application withdrawals by students throughout the undergraduate admissions lifecycle.	<u>UEC Lead:</u> Vice-Provost (Education) <u>Owner:</u> Student Recruitment and Admissions	Green
5.6b	The annual offer holder and decliner survey will be analysed, and survey findings shared with relevant teams to drive the continuous improvement of recruitment processes.	<u>UEC Lead:</u> Vice-Provost (Education) <u>Owner:</u> Student Recruitment and Admissions	Green
5.7a	★BEACON ACTION★ Create more undergraduate scholarships that are targeted towards racially minoritised UK-domiciled students. Increased offer to six scholarships funded up to four years between 2022 – 2024.	<u>UEC Lead:</u> PVC (Global) <u>Owner:</u> DARO	Green
5.7b	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	Green
5.8	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> Chief Operating Officer <u>Owner:</u> Student Experience Directorate	Green
5.9	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> Chief Operating Officer <u>Owner:</u> Student Experience Directorate / Colleges	Green
5.10a	Actively promote the support provided by the Careers and Enterprise team to encourage racially minoritised 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	Green (extended)
5.10b	Develop and promote targeted and themed EDI sessions and initiatives including a specific panel session for racially minoritised students/graduates with case studies featuring racially minoritised alumni.	<u>UEC Lead:</u> Vice-Provost (Education) <u>Owner:</u> Careers and Enterprise	Green (extended)
5.11a	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.	<u>UEC Lead:</u> Vice-Provost (Education) <u>Owner:</u> Education Committee	Green
5.11b	Annually evaluate the impact of online assessment on awarding gaps for racially minoritised groups with resulting insights factored into future decisions about approaches to assessment.	<u>UEC Lead:</u> Vice-Provost (Education) <u>Owner:</u> Education Committee	Green

New No.	Action	UEC Lead and Owner (Department)	R-A-G-P Rating
5.12a	Review of College mentoring programme to explore pathways to increase diversity amongst mentors, with associated actions being implemented to achieve this. Option available for racially minoritised students to express a preference for a racially minoritised mentor.	<u>UEC Lead:</u> Chief Operating Officer <u>Owner:</u> College Mentor Review T&F Group	Green (extended)
5.12b	Process to collect data on diversity of college mentors implemented.	<u>UEC Lead:</u> Chief Operating Officer <u>Owner:</u> College Mentor Review T&F Group	Green
5.13a	★BEACON ACTION★ Provide targeted cross-institutional peer mentoring processes to facilitate the advancement of communities of support in which staff and students can share and discuss experiences.	<u>UEC Lead:</u> PVC EDI <u>Owner:</u> Faculty of Social Sciences and Health (SSH) / Research and Innovation Services / EDI Department / DCAD	Green
5.13b	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 SSH / Research and Innovation Services / EDI Department / DCAD	Green
5.14	★BEACON ACTION★ Provide targeted cross-institutional mentoring 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 SSH / Research and Innovation Services / EDI Unit / DCAD	Amber
5.15a	Hold an annual conference for racially minoritised 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 SSH / Research and Innovation Services / EDI Department	Green
5.15b	Deliver a series of responsive training workshops to include: <ul style="list-style-type: none"> • research methods; • digital skills; • presentation and dissemination of research; and • CV development and interview technique. 	<u>UEC Lead:</u> PVC EDI <u>Owner:</u> Faculty of SSH / Research and Innovation Services / EDI Department	Green
5.15c	Deliver a series of staff training programmes to support and build mentoring relationships with students (for UG and PGRs).	<u>UEC Lead:</u> PVC EDI <u>Owner:</u> Faculty of SSH / Research and Innovation Services / EDI Department	Green
5.15d	Offer shadowing opportunities to Pro:NE studentship awardholders to bring insight into research collaboration approaches and structures.	<u>UEC Lead:</u> PVC EDI <u>Owner:</u> Faculty of SSH / Research and Innovation Services / EDI Department	Green

New No.	Action	UEC Lead and Owner (Department)	R-A-G-P Rating
5.15e	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 SSH / Research and Innovation Services / EDI Department	Green
5.16a	★ BEACON ACTION ★ Interrogate admissions data and review current policies and practices around PGR Admissions to identify baseline.	<u>UEC Lead:</u> PVC Education / PVC EDI <u>Owner:</u> Student Recruitment and Admissions / Faculty of SSH	Amber
5.16b	Review communications strategies and policies to identify opportunities to build approach to practice.	<u>UEC Lead:</u> PVC Education / PVC EDI <u>Owner:</u> Student Recruitment and Admissions / Faculty of SSH	Green
5.16c	Monitor racially minoritised candidate trajectory (of Pro:NE studentship awardholders) and career destination over the duration of the activity.	<u>UEC Lead:</u> PVC Education / PVC EDI <u>Owner:</u> Student Recruitment and Admissions / Faculty of SSH	Green
5.16d	Explore the possibility of a blinded application process and work with Admissions to identify suitable research groups or programmes for pilot.	<u>UEC Lead:</u> PVC Education / PVC EDI <u>Owner:</u> Student Recruitment and Admissions / Faculty of SSH	Green
5.16e	Train staff and stakeholders using the EDI brief for studentship panels.	<u>UEC Lead:</u> PVC Education / PVC EDI <u>Owner:</u> Student Recruitment and Admissions / Faculty of SSH	Green
5.16f	Evaluate outcomes following dissemination of EDI brief.	<u>UEC Lead:</u> PVC Education / PVC EDI <u>Owner:</u> Student Recruitment and Admissions / Faculty of SSH	Amber
5.17a	Create 4 postgraduate studentships (PGR) that are targeted towards racially minoritised UK domiciled students.	<u>UEC Lead:</u> VP Research and PVC EDI <u>Owner:</u> RIS and EDI Department	Green
5.17b	Pilot an approach for the NINE (Northern Ireland and North East) Doctoral Training Partnership for 2 studentships for 2021/22 AY.	<u>UEC Lead:</u> VP Research and PVC EDI <u>Owner:</u> RIS and EDI Department	Green
5.17c	Review approach and learnings from application of the process and build on identified best practice within future DTPs.	<u>UEC Lead:</u> VP Research and PVC EDI <u>Owner:</u> RIS and EDI Department	Green
5.18a	★ BEACON ACTION ★ 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	<u>UEC Lead:</u> VP Education / Executive Faculty Deans <u>Owner:</u> Education Division / Faculties and Academic Departments	Green

New No.	Action	UEC Lead and Owner (Department)	R-A-G-P Rating
	case and that departments, teaching teams and individual staff critically reflect upon teaching content, teaching methods, assessments, and student interactions.		
5.18b	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.	<u>UEC Lead</u> : VP Education / Executive Faculty Deans <u>Owner</u> : Education Division / Faculties and Academic Departments	Green