Updated Durham University Race Equality Charter (REC) Action Plan 2022-2027

R-A-G-P Rating			
Red • Action was started but was permanently discontinued (this includes those that have been superseded and/or fully reframed).	**Amber** • Action started or progressing, partial progress made on the action.	**Green** • Action *completed, achieved or undertaken* with some preliminary impact. • Action undertaken but implementation is *continuous* or has been *extended* until end of current award.	**Purple** • New action to be implemented (introduced in 2025).

New No.	Rationale	Old No.	Action	UEC Lead and Owner (Department)	Success Measure and Outcome	Timeframe	Changes	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	Only 48% of students agree staff are confident about discussing race and racial issues (REC Student Survey 2020). 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.	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	Regular programme of educational talks/events held throughout the year. Each year at least 6 events are scheduled.	Oct 2022 to Sept 2025 (Continued to Sept 2026)	Timeframe updated following the Mid-Process Review in April 2025 (as events will continue to be held).	**Green (extended)**
1.1b		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	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 (Continued to Sept 2026)	Timeframe updated following the Mid-Process Review in April 2025 (as the Liberate My Library will continue to be supported).	**Green (extended)**
1.1c		1.1c	Develop a resource pack containing the respectful	UEC Lead: PVC EDI,	Creation of a resource pack	Oct 2022 to Sep 2023	Timeframe, action wording and	**Green (extended)**

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			engagement agreement and guidance for running events and collecting feedback. Following dissemination, feedback from users to be collected annually.	Executive faculty deans Owner: EDI Department and academic faculties	containing the respectful engagement agreement and guidance for running the session. Feedback from users collected and analysed.	(Continued to Sept 2026)	success indicator updated following the Mid-Process Review in April 2025. Toolkit will continue to be used and promoted, and review to be undertaken in 2025.	
1.1d		1.1d	Effect of measures to be assessed using the REC survey.	UEC Lead: PVC EDI Owner: EDI Department	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	The success measure has been amended to align with the wording used in the EDI Student Survey (2024).	**Green**
1.2a	The REC survey highlighted a perceived lack of understanding of varying types of racism, positive action and unconscious bias.	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	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	There was a change in ownership due to the move of the EDI Learning and Development post to the EDI team (following EDI restructuring which took effect in Oct 2023). Further changes to UEC Lead and department owner to reflect organisation changes (eff. Aug 2025).	**Green**

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1.2b		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 This training plan will include objectives and measurables (to be defined once interventions have been developed).	UEC Lead: Chief Operating Officer / PVC EDI Owner: Student Experience Directorate, and EDI Department	Training plan developed and implemented with a cascade approach.	Feb 2022 to Mar 2023	UEC Lead and department owner updated to reflect organisational changes (eff. Aug 2025).	**Green**
1.2c		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.	UEC Lead: PVC EDI Owner: EDI Department	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 Jan 2025	Change in timeframe to allow sufficient time for feedback collection.	**Green**

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1.3a	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	1.3a	Develop a series of intercultural activities with student groups based within colleges. These events will be open to all	UEC Lead: Chief Operating Officer Owner: Colleges	Programme of college-based intercultural events developed. All colleges to have held at least one event.	Jan 2022 to Sep 2023	UEC Lead updated to reflect organisational changes (eff. Aug 2025).	**Green**
1.3b		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.	UEC Lead: Chief Operating Officer Owner: Colleges	Feedback form developed. Feedback collected, analysed and best practice communicated. 60% of racially minoritised student respondents to the REC survey agree that students from all backgrounds feel included in college events.	Sep 2022 to Sep 2023 Nov to Dec 2023	UEC Lead updated to reflect organisational changes (effective Aug 2025).	**Green**
1.3c		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.	UEC Lead: Chief Operating Officer Owner: Student Enrichment Directorate	The task and finish group has reported about the barriers identified and how these can be mitigated.	Oct 2022 to Apr 2023	UEC Lead and department owner updated to reflect organisational changes (eff. Aug 2025).	**Green**
NA	There is a need to understand better the challenges experienced by racially minoritised staff and students.	1.4	Co-develop a stakeholder consultation framework with staff and evolve the existing student consultation	UEC Lead: PVC EDI Owner:	Stakeholder consultation framework co-	Sep 2023 to Dec 2025	Timeframe changed in 2023 due to team restructuring.	**Red (superseded)**

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			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.	EDI Department	developed and implemented. Enhanced involvement in the development and implementation of initiatives promoting race equality and positive intercultural relations		Following the REC Mid-process workshop (2025), it has been agreed that this action will be superseded and reframed into a new action, which will link to the work on EIAs and which will address the original rationale.	
1.4	There is a need to understand better the challenges experienced by racially minoritised staff and students.	NA	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.	UEC Lead: PVC EDI Owner: EDI Department	Refreshed EIA guidance and materials promoted across the University. More than 50% of racially minoritised staff and student respondents to the REC Survey (2026) agree that they understand what their institution is doing to tackle racial inequality impacting people who work and study here. [NB. This is from the new REC Survey mandatory Qs]	By Sep 2025	New action, including new success indicator and timeframe.	**Purple**
NA	The REC Survey (2020) highlighted perceptions that there were gaps in dealing with racism at a departmental level	1.5	Work within existing EDI structures in departments to ensure race equality is encompassed within the	UEC Lead: PVC EDI Owner:	All departments have appointed EDI champions and allies.	May 2022 to Oct 2026	Timeframe changed in 2024 to align with EDI governance work.	**Red (superseded)**

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	and a need for increased active bystander behaviour and 'safe spaces' to tackle issues around race.		existing remit, by ensuring the appointment of race equality champions and allies.	EDI Department	60% of staff respondents to the REC survey agree that they are engaged, and their voices heard.	Jan to Mar 2024	Following further discussions, it has been agreed that we will be utilising existing EDI structures at departmental level rather than asking all departments to have a separate race equality champion. This action will be superseded and reframed to link to ongoing governance work in terms of standardising EDI roles at departmental level.	
1.5	The REC Survey (2020) highlighted perceptions that there were gaps in dealing with racism at a departmental level and a need for increased active bystander behaviour and 'safe spaces' to tackle issues around race.	NA	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.	UEC Lead: PVC EDI Owner: EDI Department	Departmental EDI Lead role description (which includes race equality remit) developed and disseminated among departments.	Oct 2025 to Oct 2026	New action, including new success indicator and timeframe.	**Purple**
1.6	The action plan touches on all areas of the University and requires a coordinated approach to manage, deliver and review	1.6	Establish a governance and accountability structure to drive the implementation and delivery of the REC Action Plan, following review of	UEC Lead: PVC EDI Owner: EDI Department	A governance structure led by PVC EDI established. Group membership to include significant	Dec 2022 to Feb 2023	No changes	**Green**

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	the effectiveness of interventions and refine where necessary.		existing structures led by PVC EDI. Ensure racially minoritised stakeholder group representation from both staff and students.		BAME representation among staff and students. REC actions are delivered against timescales and termly updates on the REC Action Plan published on the website.			
1.7a	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.	1.7a	Include intersectional literature in the resource pack created for Action 1.1 and promote its use by promoting widely across the University.	UEC Lead: PVC EDI Owner: EDI Department	Literature exploring intersectional issues: in the context of tackling racial inequalities, is included in the resource pack.	May 2022 to Dec 2023	No changes	**Green**
1.7b		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).	UEC Lead: PVC EDI Owner: EDI Department	Data analysis undertaken for the institutional Athena Swan submission includes intersectionality between race and gender.	May 2024	Timeframe changed to align with Institutional Athena Swan work.	**Green**
1.7c		1.7c	Establish data analysis in the annual EDI report which includes consideration of intersectionality between race and gender.	UEC Lead: PVC EDI Owner: EDI Department	Data analysis in the annual EDI report includes intersectionality between race and gender.	Jan 2022 to Dec 2025	No changes	**Green**
1.8a	The REC Survey (2020) highlighted a perceived lack of institutional commitment to issues around race.	1.8a	★BEACON ACTION★ HROD will work with Advance HE to co- create a cross-institutional Inclusive Culture	UEC Lead: HR Director Owner: HR	Programme content agreed and developed in collaboration with HROD and Advance	Nov 2021 to June 2022	No changes	**Green**

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	An inclusive leadership programme would instil and embed these values and commitment in University leaders, and provide the skills needed to discuss and promote the inclusion agenda.		Leadership Behaviours programme. The programme will aim to: • 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'.		HE with defined learning objectives.			
1.8b		1.8b	The Advance HE Inclusive Culture Leadership Behaviours programme will be delivered across academic year 2021/2022.	UEC Lead: HR Director Owner: HR	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. Phase 2 completed – Advance HE delivered 13 'Championing an	Nov 2021 to October 2022	No changes	**Green**

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					inclusive culture and skills sessions' in February 2022 with 150 leadership staff participants. evaluation forms reviewed, training revised. Phase 3 delivered – Advance HE have delivered 8 'Inclusive Culture Manager' skills sessions with 40 participants per session during May and June 2022. A final 'Inclusive Culture' UEC session delivered in July 2022. 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.			

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1.8c		1.8c	HROD will: • 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.	UEC Lead: PVC EDI Owner: EDI Department	A yearly increase in positive responses in subsequent REC surveys.	Oct 2024 to Sep 2026	There was a change in ownership due to the move of the EDI Learning and Development post to the EDI team (following EDI restructuring which took effect in Oct 2023).	**Amber**
1.8d		1.8d	Respond to the recommendations, as discussed with UEC in Sept 2022.	UEC Lead: HR Director Owner: HR	Inclusive Culture statement communicated and the actions committed to by UEC members taken forward Role of line managers in establishing an inclusive culture agreed	Jan 2023 (communications plan to be finalised). Ongoing (in terms of delivery of recommendations)	No changes	**Green**
NA	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-disclosure so that we	1.9a	Carry out focus groups with ethnic minority staff and students to discuss issues around barriers to self-disclosure of racial identity.	UEC Lead: PVC EDI, HR Director, PVC for Education Owner: EDI Unit	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	Jul 2022 to Dec 2024	Timeframe changed due to team restructuring. This action will be superseded by a new action from the Inclusive Durham Framework Action Plan.	**Red (superseded)**

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	can work to remove them.				recommendations to increase the self-disclosure rates for staff and students.			
NA		1.9b	Recommendations implemented.	UEC Lead: PVC EDI, HR Director, PVC for Education Owner: EDI Unit	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	This action will be superseded by a new action from the Inclusive Durham Framework Action Plan.	**Red (superseded)**
1.9a	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.	NA	(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.	UEC Lead: PVC EDI Owner: EDI Department	An increase of 10% in the ethnicity disclosure rate among racially minoritised staff and students.	Oct 2025 to Jan 2027	New action, including new success indicator and timeframe.	**Purple**
1.10a	Developing our understanding of the University's involvement in colonialism and historical slavery is critical to our ongoing enriching and diversification work.	1.10a	★BEACON ACTION★ Enhance understanding of DU's involvement with colonialism and historical slavery or income derived from historical slavery by	UEC Lead: Faculty Executive Dean (Arts and Humanities)	Interim report produced and circulated for feedback. Final report published providing the	Aug 2022 to May 2023 Jun 2023 to Dec 2023	Timeframe updated in 2025 to reflect ongoing work following completion of the report.	**Green (extended)**

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	Undertaking this research is aligned with our commitment to addressing structural inequalities that are a legacy of enslavement.		undertaking research using the University's institutional archives and other external archives and datasets, and by producing an interim report	Owner: University Library and Collections	University with an understanding of past involvement in, or links with, colonialism and historical slavery. Recommendations reviewed and next steps actively considered.	(To be continued until Dec 2026)		
1.10b		1.10b	Recruit an Archivist post to support the delivery of this programme of work over a two-year period.	UEC Lead: Faculty Executive Dean (Arts and Humanities) Owner: University Library and Collections	Archivist is in post and first phase of work completed.	Aug 2022 to July 2024	No changes	**Green**
1.10c		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	UEC Lead: Faculty Executive Dean (Arts and Humanities) Owner: University Library and Collections	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.	Aug 2022 to May 2023 Jun 2023 to Dec 2023	Change in timeframe to provide sufficient time for consultations.	**Amber**

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			recommendations to address issues identified.		There is a clear protocol and set of processes for ULC to respond to any requests or queries.	Jun 2023 to Jan 2025		
1.10d		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: • 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.	UEC Lead: Faculty Executive Dean (Arts and Humanities) Owner: University Library and Collections	Programme of work completed. Recommendations agreed and implemented.	Aug 2022 to Jul 2024	No changes	**Green**
1.11a	Only 40% of racially minoritised student respondents to the REC Survey (2020) 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	1.11a	Implement a programme of cross- faculty workshops to improve communication, embedding and implementing good practice.	UEC Lead: Vice-Provost (Education) Owner: DCAD	Principles of diversity and inclusion are integrated into academic staff development programmes offered by DCAD for the consideration of academics.	Sep 2022 to Sep 2023	No changes	**Green**
1.11b	and the associated terminology	1.11b	Embed the consideration of principles of diversity and	UEC Lead:	50% of BAME student respondents to the	Jan to Mar 2024	No changes	**Green**

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	would be helpful to facilitate a more inclusive approach.		inclusion into academic development programmes, including Durham Excellence in Learning and Teaching Awards (DELTA).	Vice-Provost (Education) Owner: DCAD	REC survey agree that "when relevant, my course tutors and lecturers are confident and competent in facilitating discussions around ethnicity and race".			
1.11c		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.	UEC Lead: PVC EDI Owner: EDI Department and Education Division	Task and finish (staff and students) group established with terms of reference agreed and recommendations determined.	Jan 2022 to Jul 2023	No changes	**Green**
1.12a	Only 3% of the DU student population took part in the REC Student Survey (2020). 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.	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.	UEC Lead: PVC EDI Owner: EDI Department	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	No changes	**Green**
1.12b		1.12b	Longer lead-in times to be agreed with student representatives to optimise engagement with student societies, colleges and academic departments.	UEC Lead: PVC EDI Owner: EDI Department			No changes	**Green**
1.13	Recognising that the experience and needs of staff and students from different ethnic groups can	NA	Conduct a pathfinding exercise within the EDI Department to develop good practice for	UEC Lead: PVC EDI	Pathfinding exercise undertaken and key learnings shared with	Oct 2025 to July 2026	New action	**Purple**

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	vary greatly, there is a need for DU to enhance how we collect and analyse ethnicity data. This was also highlighted during the REC mid-process review.		collecting and analysing ethnicity data for potential wider use within the University.	Owner: EDI Department	the EDI Management Team for consideration in the first instance.			
1.14	Gypsies, Travellers, Roma, Showmen and Boaters (GTRSB) communities together constitute one of the largest ethnic minority groups in County Durham, where there is a long history of traveller presence. However, data shows that there are very small numbers declaring as GTRSB in our University community due to various reasons, including low participation of this group in HE but also a reluctance to declare in the face of potential discrimination.	NA	**(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. **(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).	UEC Lead: Executive Dean Arts & Humanities, VP Education and PVC EDI Owner: Faculty of Arts & Humanities, Widening Participation team and EDI Department	**(a)** Working Group established with an activity plan developed. **(b)** Appropriate way of collecting GTRSB data instated	Jun to Dec 2025 Oct 2025 to Jul 2026	This is a new action introduced in 2025.	**Purple**
PRIORITY AREA 2: Tackle racism and enhance wellbeing support for our racially minoritised staff and students (both UK and non-UK)								
2.1a	It is acknowledged that racial inequalities are not overt isolated incidents and that racial inequalities manifest themselves in everyday situations, processes and behaviours, and	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	UEC Lead: PVC EDI Owner: EDI Unit	Guidance produced and communicated widely to staff and students and included in induction materials.	Jun 2022 to Dec 2024 (To be continued until Dec 2026)	There was an agreed change in timeframe following EDI team restructuring.	**Amber**

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	that a programme of education to address this is essential.		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.				Following Mid-process review, the timeframe has been updated to align with the review of the Student Complaint Procedure work	
2.1b		2.1b	Include a question in the REC survey on understanding of what constitutes racial harassment and other forms of racism in the REC.	UEC Lead: PVC EDI Owner: EDI Unit	50% of respondents to the REC survey agree that they understand what constitutes racial harassment and other forms of racism.	Jan to Mar 2024	No changes	**Green**
2.2a	REC Survey (2020) data showed that only 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.	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.	UEC Lead: PVC EDI Owner: EDI Unit	Report + Support Annual Report published annually. More than 50% of staff respondents to the EDI Staff Survey agreeing that they are aware of the Report + Support tool.	May 2022 to May 2024 (To be continued until Dec 2026)	There was an agreed change in timeframe following EDI team restructuring in 2023. Timeframe was updated in 2025 as the R+S Annual Report will continue to be published. Wording of the action and success indicator updated to reflect the change in approach to the Staff Survey.	**Green**

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2.2b		2.2b	Ensure that the publication of the outcomes of non-academic student misconduct cases continues.	UEC Lead: PVC EDI Owner: EDI Unit	Outcomes of non-academic student misconduct cases published on a regular basis.	Jan 2022 to Dec 2025 (To be continued until Dec 2026)	Timeframe updated in 2025 as this is a continuous action.	**Green**
2.2c		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.	UEC Lead: PVC EDI Owner: EDI Unit	Outcomes of non-academic student misconduct cases published on a regular basis. 53% of racially minoritised staff respondents and 50% of racially minoritised 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).	May 2022 to Dec 2023 Jan to Mar 2024	No changes	**Green**
2.3a	Over half of racially minoritised staff and 55% of student respondents to the REC Survey (2020) were aware of tensions in the local community, with almost half having experienced or witnessed racial discrimination in the local area.	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	UEC Lead: PVC EDI Owner: EDI Unit	Programme of work for Community Liaison Lead agreed and established.	Jan to Mar 2024	No changes	**Green**

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	To support this work, a Community Liaison Lead (Race & Ethnicity) was appointed in October 2021.		schools, non-profit organisations etc.) and work with racially minoritised communities around Durham.					
2.3b		2.3b	Use the REC survey to assess the proportion of students witnessing or experiencing racial discrimination locally.	UEC Lead: PVC EDI Owner: EDI Unit	No more than 50% of BAME student respondents to the REC survey report witnessing or experiencing racial discrimination locally.	Nov to Dec 2025	No changes	**Green**
2.4a	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 racially minoritised communities.	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.	UEC Lead: Chief Operating Officer Owner: Student Experience Directorate	Feedback from Nilaari confirms that racially minoritised students are self-referring and using their services.	Jan 2022 to Sep 2022	UEC Lead and action owner updated to reflect organisational changes (effective August 2025).	**Green**
2.4b		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.	UEC Lead: PVC EDI Owner: EDI Unit	No statistically significant difference between percentage of racially minoritised and white students who agree the service is accessible.	Jan to Mar 2024	The success indicator has been updated to reflect the current service provision of Nilaari, which is only available to students. The success indicator and action	**Green**

New No.	Rationale	Old No.	Action	UEC Lead and Owner (Department)	Success Measure and Outcome	Timeframe	Changes	R-A-G-P Rating
							wording have also been updated (April 2025).	
2.5	There are currently low numbers of racially minoritised student support staff members employed in college roles and this impacts the ability for students to access staff members from similar ethnic backgrounds.	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.	UEC Lead: Chief Operating Officer Owner: Student Experience Directorate, Colleges	Student Support Review concluded and findings considered. Viability of the scheme explored and actioned as appropriate.	Jan 2022 to August 2023	UEC Lead and department owner updated to reflect organisational changes (eff. August 2025).	**Green**
2.6	Advisors with shared identities and experience are better placed to advise and support people who have experienced specific issues.	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.	UEC Lead: PVC EDI Owner: EDI Unit	A 20% increase in the representation of racially minoritised bullying and harassment advisors. More than 50% of staff respondents to the EDI Staff Survey report being aware of the Bullying and Harassment Advisors Network.	Jan 2022 to Mar 2023	Success indicator (relating to the survey) was updated in 2025 – taking into account that engagement with CBHAN is dependent on whether a staff member is in need of support from CBHAN. Awareness of the network is a more appropriate success measure for this action.	**Green**
2.7a	There is a need for more diverse representation in student leadership to encourage stronger racially minoritised student engagement, as identified by REC focus group student participants.	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	UEC Lead: Chief Operating Officer Owner: Colleges / Student	Wider promotion of opportunities for racially minoritised students to be involved in student support, wellbeing and enrichment roles	Jan 2022 to Sep 2023	UEC Lead updated to reflect organisational changes (effective August 2025).	**Green**

New No.	Rationale	Old No.	Action	UEC Lead and Owner (Department)	Success Measure and Outcome	Timeframe	Changes	R-A-G-P Rating
			include a specific appeal for racially minoritised students to be involved.	Enrichment Directorate	within common rooms, clubs and societies. Aim to increase proportion of racially minoritised students in leadership positions with eventual target of matching the proportion of racially minoritised students in the student population as a whole (30% in 2022).			
2.7b		2.7b	Monitor the diversity of students in student support, wellbeing and enrichment roles.	UEC Lead: Chief Operating Officer Owner: Colleges / Student Enrichment Directorate	Monitoring and reporting in place with feedback and actions taken as appropriate.	June 2022 to Dec 2023	UEC Lead updated to reflect organisational changes (eff. August 2025).	**Green**
2.8	We have an increasingly diverse student body encompassing over 156 nationalities brought about in part by wider work relating to DU's Global Strategy and the APP with many more faiths, religions and beliefs represented. Research shows that inclusive environments that take into account issues of religion and belief (including no belief) can support the access, wellbeing and progression of a	NA	(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. (b) Refresh the SharePoint site and online resources for Workplace Passport.	UEC Lead: PVC EDI Owner: EDI Department	Increased awareness and usage of the Workplace Passport demonstrated through a variety of case study examples from staff members. An annual increase of views of 20% of the analytics on the SharePoint page for	Oct 2025 to Dec 2026	New action	**Purple**

New No.	Rationale	Old No.	Action	UEC Lead and Owner (Department)	Success Measure and Outcome	Timeframe	Changes	R-A-G-P Rating
	diverse student body (Advance HE, 2018).				the Workplace Passport.			
PRIORITY AREA 3: Diversify staff and leadership								
3.1a	Whilst overall racially minoritised representation among academic staff is in line with the rest of the Russell Group, representation of UK racially minoritised academic staff is notably lower than the national average.	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.	UEC Lead: HR Director / PVC EDI Owner: HR / EDI Department	Recommendations for changes to recruitment practices proposed, approved and implemented.	Jan 2023 to Dec 2023	No changes	**Green**
3.1b	2019/20 Durham (National): 5.8% (10.4%). Non-UK racially minoritised representation is slightly higher than the national average - 2019/20 Durham (National): Overall 33.6% (31.1%) and may be attributed in part to the significant drive to engage with diverse global talent in recent years.	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.	UEC Lead: HR Director Owner: HR	Increased interaction with UK racially minoritised HEI community. Increase in appointments of racially minoritised UK candidates. Increased competency and racial awareness of decision makers in the recruitment process.	Jan 2024 to Dec 2026	No changes	**Green**
3.2a	Data shows a low proportion of racially minoritised PS staff at all levels. Overall, 3.2% PS staff identify as racially minoritised, notably	3.2a	★**BEACON ACTION**★ Undertake a review of current Professional Services and Colleges recruitment to identify areas for improvement and to increase attraction of UK and	UEC Lead: HR Director Owner: HR	Review of Professional Services and Colleges recruitment and of external practices completed	Jan 2022 to Dec 2026	No changes	**Green**

New No.	Rationale	Old No.	Action	UEC Lead and Owner (Department)	Success Measure and Outcome	Timeframe	Changes	R-A-G-P Rating
	lower than across the Russell Group sector, 12.2%.		international racially minoritised candidates.					
3.2b	Our PS staff comprises 94.3% UK nationals. Of these UK nationals, 1.8% identify as racially minoritised, compared to the non- London based Russell Group average of 5.5%.	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.	UEC Lead: HR Director / PVC EDI Owner: HR / EDI Department	Review of UK best practice completed. Changes implemented.	Jan 2022 to Dec 2026	No changes	**Green**
3.2c		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.	UEC Lead: HR Director / PVC EDI Owner: HR / EDI Department	Increase in appointments of racially minoritised candidates.	Jan 2022 to Dec 2026	No changes	**Green**
3.2d		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	UEC Lead: HR Director Owner: HR	Increased competency and racial awareness of decision makers in the recruitment process. Racially minoritised PS appointments to increase year on year following implementation of changes.	Jan 2022 to Dec 2026	No changes	**Green**

New No.	Rationale	Old No.	Action	UEC Lead and Owner (Department)	Success Measure and Outcome	Timeframe	Changes	R-A-G-P Rating
NA	Only 38% of racially minoritised academic staff respondents to the REC Survey (2020) 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.	3.3a	Provide datasets for recruitment and progression broken down by gender, and ethnicity to all faculties/departments on an annual basis.	UEC Lead: HR Director Owner: HR	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	This action will be superseded and reframed to link to ongoing work on Single Point of Truth (SPOT) EDI Dashboard.	**Red (superseded)**
NA		3.3b	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.	UEC Lead: Faculty Executive Deans Owner: EDI leads and departmental EDI representatives	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	This action will be superseded and reframed to link to ongoing work on Single Point of Truth (SPOT) EDI Dashboard.	**Red (superseded)**
NA		3.3c	Use the REC staff survey to assess changes to perceptions on the progression/promotion process from racially minoritised academic staff.	UEC Lead: PVC EDI Owner: EDI Department	48% of racially minoritised academic staff respondents to the next REC survey agree that the progression/promotion process is evidence-based and transparent.	Jan to Mar 2024	This action will be superseded and reframed to link to ongoing work on Single Point of Truth (SPOT) EDI Dashboard.	**Red (superseded)**
3.3a	Changing the culture by embedding good practice in the use of EDI data at departmental and faculty level will raise awareness of inequities in relation to recruitment, progression and retention.	NA	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.	UEC Lead: PVC EDI / HR Director Owner: EDI Department / HR Workforce Planning	SPOT dashboard in place.	By Sep 2029	New action, including new success indicator and timeframe.	**Purple**

New No.	Rationale	Old No.	Action	UEC Lead and Owner (Department)	Success Measure and Outcome	Timeframe	Changes	R-A-G-P Rating
3.3b		NA	Establish a mechanism to evaluate the SPOT dashboard once in place.	UEC Lead: PVC EDI / HR Director Owner: EDI Department / HR Workforce Planning	Positive feedback from departmental and faculty EDI Leads regarding the SPOT Dashboard.			**Purple**
3.4a	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.	3.4a	Improve the collection of ethnicity data for all candidates to decrease the proportion of candidates whose ethnicity is unknown.	UEC Lead: HR Director Owner: 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	No changes	**Green**
3.4b		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.	UEC Lead: HR Director Owner: HR	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 changes	**Green**
3.4c		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.	UEC Lead: HR Director Owner: HR	Identified recommendations implemented to improve the success of racially minoritised candidates.	Oct 2024 to Oct 2025	No changes	**Green**

New No.	Rationale	Old No.	Action	UEC Lead and Owner (Department)	Success Measure and Outcome	Timeframe	Changes	R-A-G-P Rating
3.5a	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 racially minoritised 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. | 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. | UEC Lead: HR Director

Owner: HR in collaboration with the RECAP Delivery Group | 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 | No changes | **Green** |
| 3.5b | | 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. | UEC Lead: HR Director

Owner: HR in collaboration with the RECAP Delivery Group | 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 | No changes | **Green** |
| NA | | 3.5c | Introduce a buddy system with racially minoritised specific support within the New Staff Network. | UEC Lead: HR Director

Owner: HR in collaboration with the RECAP Delivery Group | Buddy system in place with racially minoritised - specific support. At least 10 partnerships established in first year of scheme. | Oct 2023 to Dec 2025 | Following mid-process review, it has been agreed that this action will be removed due to lack of resource to support its administration and successful delivery. | **Red (removed)** |
| 3.6a | The ethnic composition of key governance structures compares unfavourably with racially minoritised staff as a | 3.6a | Establish annual reporting of the diversity of all senior decision-making committees at faculty level and above. | UEC Lead: PVC EDI

Owner: | Proforma designed and distributed. Data collection requirement publicised and | Feb 2023 to Feb 2025 | No changes | **Green** |

New No.	Rationale	Old No.	Action	UEC Lead and Owner (Department)	Success Measure and Outcome	Timeframe	Changes	R-A-G-P Rating
	proportion of the University's staff population.			EDI Department, University Secretary	implemented. Production of annual report on the diversity of committees in place.			
3.6b		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.	UEC Lead: PVC EDI Owner: EDI Department, University Secretary	At least 10% of committee members identify as racially minoritised.	Feb 2023 to Feb 2025 (To be continued until Dec 2026)	Timeframe updated as the programme will continue to be offered (this action links to CLV36 from the Inclusive Durham Framework Action Plan).	**Green (extended)**
3.7	Use of the Apprenticeship Levy to access Apprenticeship Standard Qualifications is encouraged for PS staff as gaining such qualifications will support their career progression.	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.	UEC Lead: HR Director Owner: HR	Plan in place to utilise and promote the Apprenticeship Levy framework to support the development of existing racially minoritised staff and recruitment of racially minoritised staff into professional services departments.	Jun 2023 to Dec 2023	No changes	**Green**
3.8a	Whilst support is available for postgraduate research students, more can be done to gain a better understanding of barriers faced by racially minoritised PGRs, both UK and non-UK. By understanding any racial disparities, we will be better	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.	UEC Lead: PVC EDI, Executive faculty deans Owner: EDI Department in collaboration	Focus groups completed and results written up in a report including recommendations for improving support for racially minoritised PGR students while	Sep 2022 to Dec 2023	Action wording updated in April 2025 to align with the Pro:NE activities and to avoid duplication.	**Green**

New No.	Rationale	Old No.	Action	UEC Lead and Owner (Department)	Success Measure and Outcome	Timeframe	Changes	R-A-G-P Rating
	informed to put in place practical measures to ensure we address any inequalities. We also recognise the ripple effect on our racially minoritised academic staff pipeline and are therefore introducing projects and measures designed to have a long-term impact on our racially minoritised PGR access and success.			with the RECAP Delivery Group and Faculty EDI Leads	studying and afterwards. Recommendation implemented.		Findings from Pro:NE focus groups were shared with Faculty EDI Leads in June 2023.It has been agreed that this meets the rationale of the original REC action.

Timeframe was also updated in April 2025 to align with the project's timeline on the PGR focus groups. | |
| 3.8b | | 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. | UEC Lead: PVC EDI, Executive faculty deans

Owner: EDI Department in collaboration with the RECAP Delivery Group and Faculty EDI Leads | Focus groups completed and report produced summarising the changes observed together with any recommendations for further changes in support. | Sep 2023 to Dec 2024 | Action wording updated in April 2025 to align with the Pro:NE activities and to avoid duplication. | **Green** |

New No.	Rationale	Old No.	Action	UEC Lead and Owner (Department)	Success Measure and Outcome	Timeframe	Changes	R-A-G-P Rating
			PRIORITY AREA 4: Accelerate and improve support for racially minoritised staff career progression (academic and PS staff)					
4.1a	Since 2017, all academic track colleagues submit a CV annually and are considered for promotion. The REC Survey (2020) showed that of 38% of racially minoritised 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.	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).	UEC Lead: HR Director / Deputy Provost Owner: HR / EDI Department	Benchmarks revised and published which strengthen EDI considerations in the progression and promotions process.	Jan 2022 to Sep 2022	No changes	**Green**
4.1b		4.1b	Update guidance and develop FAQs for benchmarks and supporting collateral in line with revisions to progression and promotion benchmark.	UEC Lead: HR Director / Deputy Provost Owner: HR / EDI Department	48% of racially minoritised academic staff respondents to the REC survey agree that the progression / promotion process is evidence- based and transparent.	Jan to Mar 2024	No changes	**Green**
4.2a	50% of racially minoritised academic staff feel supported for promotion in comparison to 60% of White academic staff, and 41% of racially minoritised academic staff agree that development opportunities are fairly allocated (REC Staff Survey 2020).	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.	UEC Lead: HR Director / VP-Education Owner: HROD / DCAD	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	No changes	**Green**
4.2b		4.2a	Encourage racially minoritised staff and support them to apply for Aurora, Diversifying Leadership and other leadership development programmes (e.g. DELTA).	UEC Lead: HR Director / VP-Education Owner: HROD / DCAD	Data on the uptake of programmes such as (e.g. Aurora, Transforming Leadership, etc.) will show that racially	Jun 2022 to Dec 2025	No changes	**Green**

New No.	Rationale	Old No.	Action	UEC Lead and Owner (Department)	Success Measure and Outcome	Timeframe	Changes	R-A-G-P Rating
			Ensure the selection process for these programmes is fair and transparent.		minoritised staff are as equally likely to participate as White academic staff.			
4.2c		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.	UEC Lead: Executive faculty deans Owner: Heads of academic departments	Pilot review undertaken and learnings shared with other faculties. 60% of racially minoritised academic staff respondents to the next REC survey agree that they receive support for promotion and 51% agree that development opportunities are fairly allocated.	Oct 2025 to Dec 2026 Jan to Mar 2024	Changes in action wording, success indicator and timeframe following the mid-process review.	**Amber**
4.3a	41% of racially minoritised 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 (REC Staff Survey 2020).	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).	UEC Lead: Executive faculty deans Owner: Academic departments / Faculty EDI leads	Audits completed in all departments. Reports produced (including recommendation to address any racial disparities identified).	Sep 2022 to Sep 2023	No changes	**Green**
4.3b		4.3b	Embed in the academic staff induction checklist information and guidance (on SharePoint) on how to increase the	UEC Lead: Executive faculty deans	Information and guidance on increasing visibility of one's research	Oct 2025 to Dec 2026	Action wording, success indicator and timeframe were updated in April	**Amber**

New No.	Rationale	Old No.	Action	UEC Lead and Owner (Department)	Success Measure and Outcome	Timeframe	Changes	R-A-G-P Rating
			visibility of one's research and promote this information among faculties and departments.	Owner: Academic departments / Faculty EDI leads	embedded in induction checklist and promoted among faculties and departments. 51% of racially minoritised 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	2025 to help raise awareness of information and guidance on how to increase the visibility of one's research (following on from the audit undertaken in action 4.3a).	
NA	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.	4.4a	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.	UEC Lead: Vice-Provost (Research) Owner: 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 Jul 2024	The timeframe for this action has been updated in 2023 and 2024 due to challenges faced by the team in delivering this action. Following the REC Mid-process workshop (2025), it has been agreed that this action will be superseded and reframed into a new action, which will	**Red (superseded)**

New No.	Rationale	Old No.	Action	UEC Lead and Owner (Department)	Success Measure and Outcome	Timeframe	Changes	R-A-G-P Rating
							address the original rationale and objective.	
NA		4.4b	Repeat the audit of access to research funding by ECRs.	UEC Lead: Vice-Provost (Research) Owner: Research and Innovation Services	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	As above	**Red (superseded)**
4.4	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.	NA	Run targeted sessions across faculties for racially minoritised ECRs to build confidence to apply for financial support.	UEC Lead: Vice-Provost (Research) Owner: Research and Innovation Services	Targeted sessions held and more than 50% of participants providing positive feedback.	Sep 2025 to Dec 2026	New action, including updated action owner, success indicator and timeframe.	**Purple**
NA	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.	4.5a	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.	UEC Lead: Vice-Provost (Research) Owner: Research and Innovation Services	Examination of data undertaken. Report produced including implementation recommendations for changes to address any issues identified.	Jun 2022 to Jul 2024	The timeframe for this action has been updated in 2023 and 2024 due to challenges faced by the team in delivering this action. Following the REC Mid-process workshop (2025), it has been agreed that this action will be superseded and	**Red (superseded)**

New No.	Rationale	Old No.	Action	UEC Lead and Owner (Department)	Success Measure and Outcome	Timeframe	Changes	R-A-G-P Rating
							reframed into a new action, which will address the original rationale and objective.	
NA		4.5b	Repeat the examination of data on uptake by ethnicity, gender and disability for research funding streams.	UEC Lead: Vice-Provost (Research) Owner: Research and Innovation Services	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	As above	**Red (superseded)**
4.5	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.	NA	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.	UEC Lead: Vice-Provost (Research) Owner: Research and Innovation Services (through the Research Culture Committee)	Challenges and barriers around access to research funding schemes by underrepresented groups identified and documented to inform future action plan.	Oct 2025 to Sep 2026	New action, including updated action owner, success indicator and timeframe.	**Purple**
4.6a	A bespoke matched mentoring for racially minoritised staff scheme is outside the current provision within the University and will require resource to administer due to matching processes.	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.	UEC Lead: Vice-Provost (Education) Owner: 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 racially minoritised academic staff.	Apr 2023 to April 2024	No changes (but new action proposed in 2025 to supplement 4.6)	**Green**

New No.	Rationale	Old No.	Action	UEC Lead and Owner (Department)	Success Measure and Outcome	Timeframe	Changes	R-A-G-P Rating
4.6b		4.6b	Shared characteristic mentoring scheme designed, communicated and launched.	UEC Lead: Vice-Provost (Education) Owner: DCAD	Shared characteristic mentoring scheme designed, publicised and launched. Uptake analysed by gender and ethnicity and steps taken to fill any gaps in take up.	Jun 2023 to Jun 2024 Sep 2023 to Sep 2025	No changes	**Green**
4.6c		4.6c	Shared characteristic mentoring scheme evaluated with respect to its effectiveness in the progression and development of racially minoritised academic staff.	UEC Lead: Vice-Provost (Education) Owner: DCAD	Evaluation completed. Evidence presented to demonstrate that racially minoritised staff who have participated are more likely to have progressed.	Sep 2024 to Sep 2025	No changes	**Green**
4.7	Research suggests that racially minoritised academic and PS staff often face barriers in accessing mentoring and that mentoring within their own discipline or professional area is particularly beneficial in supporting career progression.	NA	Promote and highlight inclusive coaching and mentoring opportunities across the University, particularly among EDI staff networks.	UEC Lead: Vice-Provost (Education) / HR Director Owner: DCAD / HR-OD	Mentoring and coaching opportunities showcased and promoted. Mentor training offered to all academic departments every year.	Apr 2025 to Dec 2026 Oct 2025 to Oct 2026	This is a new action introduced in 2025 to supplement Action 4.6 of the original REC Action Plan. This reflects ongoing work on mentoring and coaching across the University.	**Purple**
4.8a	41% of racially minoritised PS staff respondents to the REC Survey (2020) confirm that they have annual appraisals with	4.7a	Increase awareness and uptake of relevant training relating to ADRs.	UEC Lead: HR Director Owner: HR- OD	All line managers are aware of the importance of regular appraisals with their teams to support their	Jan 2022 to Dec 2024	No changes	**Green**

New No.	Rationale	Old No.	Action	UEC Lead and Owner (Department)	Success Measure and Outcome	Timeframe	Changes	R-A-G-P Rating
	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 racially minoritised staff than White staff find the ADR process useful.				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.			
4.8b		4.7b	Introduce the Oracle Talent module and use as a means to monitor and promote staff engagement with ADRs.	UEC Lead: HR Director Owner: HR-Reward	Oracle Talent system implemented, and ADR completion managed and increased. An increase in racially minoritised professional staff stating that they have benefitted from an annual appraisal with their managers, and agreeing the process is transparent.	Jan 2023 to Sep 2024 Jan 2023 to Mar 2024	No changes	**Green**
4.9	49% of racially minoritised PS respondents to the REC Survey (2020) agree that their line	4.8	Provide comprehensive information on available development opportunities for	UEC Lead: HR Director	A comprehensive list of development and training opportunities	Jan 2022 to Dec 2025	No changes	**Green**

New No.	Rationale	Old No.	Action	UEC Lead and Owner (Department)	Success Measure and Outcome	Timeframe	Changes	R-A-G-P Rating
	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 formalise development and documenting of this.		staff to Heads of PS and academic departments for circulation in their areas.	Owner: HR-OD	is made available via Heads of Sections to all PS staff line managers. This list is updated annually. Increased percentage of racially minoritised PS respondents to the REC survey agree that their line manager makes time to discuss their development.	Jan to Mar 2024		
4.10a	Due to our low number of racially minoritised 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.	4.9a	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.	UEC Lead: HR Director / PVC Global Owner: HROD / Marketing and Communications	Initiatives increasing the visibility of racially minoritised PS role models implemented.	Jan 2023 to Dec 2025	No changes	**Green**
NA		4.9b	Amend the REC staff survey to assess whether respondents to the REC survey confirm that they notice racially minoritised PS role models at DU.	UEC Lead: PVC EDI Owner: EDI Department	60% of racially minoritised respondents to the REC survey confirm that they notice racially minoritised PS role models at DU.	Jan to Mar 2024	This sub-action has been removed in 2024.	**Red (removed)**
4.11a	Our lack of diversity at senior leadership level requires a	4.10a	Provide funding and support for 9 racially minoritised PS	UEC Lead: HR Director	Nine members of PS staff will have	Sep 2022 to Sep 2025	No changes	**Green**

New No.	Rationale	Old No.	Action	UEC Lead and Owner (Department)	Success Measure and Outcome	Timeframe	Changes	R-A-G-P Rating
	targeted approach to develop and retain diverse future leaders.		staff members to attend the Advance HE Diversifying Leadership programme.	Owner: HROD	completed the Advance HE Diversifying Leadership programme.			
4.11b		4.10b	Encourage those who have undertaken Advance HE placements to participate in the Committee Insights programme.	UEC Lead: PVC EDI Owner: EDI Unit	At least two members of racially minoritised PS staff will have participated in the Committee Insights programme.	Sep 2023 to Sep 2026	No changes	**Green**
4.12	38% of racially minoritised 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 competence against the criteria.	4.11	Design and hold progression workshops annually to build confidence and understanding of how to submit a progression application.	UEC Lead: Provost Owner: 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. 48% of racially minoritised academic staff respondents to the REC survey agree that the progression / promotion process is	Jan 2022 to Dec 2024	No changes	**Green**

New No.	Rationale	Old No.	Action	UEC Lead and Owner (Department)	Success Measure and Outcome	Timeframe	Changes	R-A-G-P Rating
					evidence-based and transparent, and 60% agree that they receive support for promotion.	Jan to Mar 2024		
4.13	It is important that the system is monitored to ensure that underrepresented groups, including racially minoritised staff, benefit equally.	4.12	Review statistical promotions data; and carry out a targeted survey and follow-up focus groups every two years.	UEC Lead: HR Director\n\nOwner: 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	No changes	**Green**
4.14	Currently it is not possible to assess take up of training by ethnic groups as the data is not available.	4.13	Introduce a system for collecting data on the take up of training by all staff by all characteristics including gender and ethnicity.	UEC Lead: HR Director\n\nOwner: 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	No changes	**Green**

New No.	Rationale	Old No.	Action	UEC Lead and Owner (Department)	Success Measure and Outcome	Timeframe	Changes	R-A-G-P Rating
**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	There is a need to ensure that existing measures are appropriate, and that there are no barriers to an increased proportion of offers to racially minoritised students.	5.1	Interrogate existing measures in place to address potential bias in the admissions lifecycle, and make recommendations to respond to any issues identified.	UEC Lead: Vice-Provost (Education) Owner: 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 May 2024	UEC Lead has been updated to reflect the change to the team's senior leadership. Timeframe has also been updated in 2023.	**Green**
5.2	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.	5.2	Actively explore external opportunities and partnerships to expand on current widening participation programmes.	UEC Lead: Vice-Provost (Education) Owner: Widening Access and Participation	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 2020/21 to 2024/25).	May 2022 to Sep 2024 (to be continued until Dec 2026)	UEC Lead has been updated to reflect the change to the team's senior leadership. Timeframe has been updated (in 2025) to reflect ongoing work in relation to the new APP (2025/26 to 2028/29).	**Green (extended)**
5.3	Through the work on the new APP (2025/26 to 2028/29), the University has identified risks to equality of opportunity for students of Asian heritage in accessing Durham University. In the UK, Asian students have	NA	Increase the proportion of Asian heritage students studying at Durham University by developing bespoke, impactful programmes and growing the Asian applicant	UEC Lead: Vice-Provost (Education) Owner:	Enrolments of Asian heritage entrants increased from 6.2% to 7.5% of the UG student population by 2028/29.	Oct 2025 to Oct 2028	This is a new action which will supplement Action 5.2 of the original REC Action Plan (introduced in 2025), and which	**Purple**

New No.	Rationale	Old No.	Action	UEC Lead and Owner (Department)	Success Measure and Outcome	Timeframe	Changes	R-A-G-P Rating
	typically higher than average rates of access to university. However, this is not mirrored in DU's admission rates.		pool through partnerships and targeted school engagement.	Widening Access and Participation			directly links to Intervention Strategy 2 of the new APP.	
5.4	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.	5.3	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.	UEC Lead: Vice-Provost (Education) Owner: Student Recruitment and Admissions/ Widening Access and Participation	At least 20% of student ambassadors are from ethnic minorities.	May 2022 to Dec 2023 (to be continued until Dec 2026)	UEC Lead has been updated to reflect the change to the team's senior leadership. Timeframe has been updated in 2023 due to changes in the team managing ambassadors and in 2025 to reflect ongoing work.	**Green (extended)**
5.5a	An understanding of the effectiveness of current programmes is essential: to build upon and refine current practice.	5.4a	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.	UEC Lead: Vice-Provost (Education) Owner: Widening Access and Participation	Assessment of widening participation programmes is undertaken.	Sep 2022 to Mar 2023 (to be continued until Dec 2026)	UEC Lead has been updated to reflect the change to the team's senior leadership. Timeframe has been updated (in 2025) to reflect ongoing work.	**Green (extended)**
5.5b		5.4b	Identify appropriate recommendations to ensure continuous improvement.	UEC Lead: Vice-Provost (Education) Owner: Widening Access and Participation	Any recommendations to improve their effectiveness in attracting UK-domiciled Black students are	Sep 2022 to Mar 2023 (to be continued until Dec 2026)	Timeframe has been updated (in 2025) to reflect ongoing work.	**Green (extended)**

New No.	Rationale	Old No.	Action	UEC Lead and Owner (Department)	Success Measure and Outcome	Timeframe	Changes	R-A-G-P Rating
					considered and acted upon.			
5.6a	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.	5.5a	Interrogate admissions data by conducting a retrospective analysis of application withdrawals by students throughout the undergraduate admissions lifecycle.	UEC Lead: Vice-Provost (Education) Owner: 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	UEC Lead has been updated to reflect the change to the team's senior leadership.	**Green**
5.6b		5.5b	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.		Annual offer holder and decliner survey embedded together with the analysis of the data which is passed on to relevant teams to drive their continuous improvement.	May 2022 to Jun 2024	No changes	**Green**
5.7a	Scholarships will support intersectional issues around socio-economic factors and signal the University's commitment to supporting diverse talent from all backgrounds and ethnicities.	5.6a	★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.	UEC Lead: PVC (Global) Owner: DARO	6 UG scholarships offered to racially minoritised UK-domiciled students	Jan 2022 to Sep 2024	No changes	**Green**

New No.	Rationale	Old No.	Action	UEC Lead and Owner (Department)	Success Measure and Outcome	Timeframe	Changes	R-A-G-P Rating
5.7b		5.6b	Review of scholarship and funding offer to be undertaken to support ongoing provision, through intersectional approach.	UEC Lead: PVC (Global) Owner: DARO	Enhanced scholarship offer to attract and support racially minoritised UK-domiciled UG engagement and participation in place by July 2023. Increased number of targeted scholarships available.	July 2022 to July 2024	No changes	**Green**
5.8	There is a need to ensure that the University values around Respect are underpinned with induction to raise awareness and learning around race issues.	5.7	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.	UEC Lead: Chief Operating Officer Owner: Student Experience Directorate	Evaluation of the student induction programme carried out with recommendations implemented.	May 2022 to Sep 2022	UEC Lead and department owner updated to reflect organisational changes (eff. August 2025).	**Green**
5.9	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	5.8	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.	UEC Lead: Chief Operating Officer Owner: Student Experience Directorate / 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 Sep 2024	Timeframe has been updated in 2023 due to staff changes within the team. UEC Lead and department owner updated to reflect organisational changes (eff. August 2025).	**Green**

New No.	Rationale	Old No.	Action	UEC Lead and Owner (Department)	Success Measure and Outcome	Timeframe	Changes	R-A-G-P Rating
	association with higher levels of emotional wellbeing and better academic performance and achievement.							
5.10a	REC Student Survey (2020) comments revealed a general feeling of unpreparedness among student respondents. 44% of racially minoritised student respondents agreed that the University has helped them develop the skills they need to apply for graduate-level jobs.	5.9a	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.	UEC Lead: Vice-Provost (Education) Owner: Careers and Enterprise	Campaign to raise awareness of the support provided by the Careers and Enterprise (targeted at racially minoritised students) carried out and marketed Targeted racially minoritised sessions delivered annually.	Oct 2022 to Dec 2023 Oct 2022 to Dec 2024 (to be continued until Dec 2026)	Timeframe updated (in March 2025) to align with the validity of the REC Action Plan – these actions are being continuously implemented.	**Green (extended)**
5.10b		5.9b	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.	UEC Lead: Vice-Provost (Education) Owner: Careers and Enterprise	54% of racially minoritised 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 racially mionoritised and non-	Jan to Mar 2024 (to be continued until Dec 2026)	Timeframe updated (in March 2025) to align with the validity of the REC Action Plan – these actions are being continuously implemented.	**Green (extended)**

New No.	Rationale	Old No.	Action	UEC Lead and Owner (Department)	Success Measure and Outcome	Timeframe	Changes	R-A-G-P Rating
					racially minoritised students.			
5.11a	The NUS-UUK (2019) Report on BAME Students at UK Universities highlighted the importance of regularly monitoring attainment data to identify and address awarding differentials. 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 racially minoritised students.	5.10a	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.	UEC Lead: Vice-Provost (Education) Owner: Education Committee	Student assessment and outcomes data produced for academic departments on an annual cycle, broken down by ethnicity and domicile	June 2022 to June 2024	No changes	**Green**
5.11b		5.10b	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.	UEC Lead: Vice-Provost (Education) Owner: Education Committee	Regular evaluation embedded. Annual report produced setting out impact of measures introduced to mitigate the effects of online assessment on racially minoritised students, and highlighting further recommendation if required.	Sep 2022 to Sep 2024	No changes	**Green**
5.12a	There is a need to increase the diversity of people who interact with students in colleges. College mentors provide a valuable role in the overall student experience and role models from similar	5.11a	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	UEC Lead: Chief Operating Officer Owner: College Mentor Review T&F Group	Action plan for increasing diversity of college mentors in place. Increase percentage of college mentors who are racially minoritised to be in	Jan 2022 to Apr 2023 (to be continued until Dec 2026)	Timeframe and success indicators updated (April 2025) to align with ongoing work. UEC Lead updated to reflect organisational	**Green (extended)**

New No.	Rationale	Old No.	Action	UEC Lead and Owner (Department)	Success Measure and Outcome	Timeframe	Changes	R-A-G-P Rating
	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.		express a preference for a racially minoritised mentor.		line with percentage of racially minoritised staff at the University. All colleges with a mentor system to have at least 2 racially minoritised college mentors.		changes (eff. August 2025).	
5.12b	We will continue to engage with HR to implement strategies to attract a diverse pool of candidates.	5.11b	Process to collect data on diversity of college mentors implemented.		Establish baseline data and put in place monitoring of the ethnic diversity of college mentors. Review on an annual basis.	Apr 2022 to Dec 2023	No changes	**Green**
5.13a	REC Survey (2020) comments from racially minoritised students (including PGR students) as well as findings from our National Student Survey (2020) revealed the need to create more opportunities for connection for racially minoritised 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 racially minoritised students/staff.	5.12a	★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.	UEC Lead: PVC EDI Owner: Faculty of Social Sciences and Health (SSH) / Research and Innovation Services / EDI Department / 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.	Feb 2023 to Jan 2025	No changes	**Green**
5.13b		5.12b	Work with the project's evaluation team to identify qualitative and quantitative measures to track and evaluate uptake and progress.	UEC Lead: PVC EDI Owner: Faculty of SSH / Research and	A qualitative evaluation to be undertaken by an external body at points throughout the	Feb 2023 to Jan 2025	No changes	**Green**

New No.	Rationale	Old No.	Action	UEC Lead and Owner (Department)	Success Measure and Outcome	Timeframe	Changes	R-A-G-P Rating
				Innovation Services / EDI Department / DCAD	lifecycle of programme.			
5.14	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 racially minoritised PGRs as well as increase the understanding and knowledge of those in senior leadership roles to effect cultural change.	5.13	★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.	UEC Lead: PVC EDI Owner: Faculty of SSH / Research and Innovation Services / EDI Unit / DCAD	Eight junior mentors and eight senior mentor participants accessing mentoring annually across the project period. An improved understanding of the contextual and systemic barriers facing racially minoritised PGR students and academic staff.	Feb 2023 to Dec 2025	Timeframe has been updated (in March 2025) to align with the project's timeline. Change in wording (removal of 'reciprocal') and success indicators agreed in March 2025 to align with the project's actual activities.	**Amber**
5.15a	Our data shows that there is a higher proportion of White PGRs who complete their studies, compared to racially minoritised PGRs at Durham. It also shows that the length of time our racially minoritised PGRs complete their PhD studies is slightly longer than their White counterpart and this difference is greater for UK-domiciled PGRs (average of 54 months for racially minoritised and 48 months for White, from AY 2017/18 to 2019/20).	5.14a	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.	UEC Lead: PVC EDI Owner: Faculty of SSH / Research and Innovation Services / EDI Department	70 different development opportunities are made available over the four year period.	Aug 2022 to Oct 2024	Timeframe updated to reflect the project's actual activities.	**Green**
5.15b		5.14b	Deliver a series of responsive training workshops to include: • research methods; • digital skills; • presentation and dissemination of research; and	UEC Lead: PVC EDI Owner: Faculty of SSH / Research and Innovation Services / EDI Department	Timescale for completion of studies by racially minoritised PGRs improves over the four year project period and beyond.	Aug 2022 to Dec 2025	No changes	**Green**

New No.	Rationale	Old No.	Action	UEC Lead and Owner (Department)	Success Measure and Outcome	Timeframe	Changes	R-A-G-P Rating
			• CV development and interview technique.					
5.15c		5.14c	Deliver a series of staff training programmes to support and build mentoring relationships with students (for UG and PGRs).	UEC Lead: PVC EDI Owner: Faculty of SSH / Research and Innovation Services / EDI Department	Timescale for completion of studies by racially minoritised PGRs improves over the four year project period and beyond.	Aug 2022 to Dec 2025	No changes	**Green**
5.15d		5.14d	Offer shadowing opportunities to Pro:NE studentship awardholders to bring insight into research collaboration approaches and structures.	UEC Lead: PVC EDI Owner: Faculty of SSH / Research and Innovation Services / EDI Department	Positive feedback from the studentship awardholders in terms of their shadowing experience and understanding of research collaboration approaches.	Aug 2022 to Dec 2025	Action and success indicator were updated to reflect the actual scope and activities within the project (agreed in March 2025).	**Green**
5.15e		5.14e	Work with the project's evaluation team to identify qualitative and quantitative measures to track and evaluate uptake and progress.	UEC Lead: PVC EDI Owner: Faculty of SSH / Research and Innovation Services / EDI Department	A qualitative evaluation to be undertaken by an external body at points throughout the lifecycle of programme to determine uptake and impact.	Aug 2022 to Dec 2025	No changes	**Green**
5.16a	Whilst name-blind admissions have been tested across Higher Education, to date	5.15a	★BEACON ACTION★ Interrogate admissions data and review current policies	UEC Lead: PVC Education / PVC EDI	Baseline established.	July 2022 to Dec 2026	UEC Lead updated in March 2025 to reflect departmental change (Student	**Amber**

New No.	Rationale	Old No.	Action	UEC Lead and Owner (Department)	Success Measure and Outcome	Timeframe	Changes	R-A-G-P Rating
	no institution has blinded other applicant information. The Broken Pipeline Report (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 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.		and practices around PGR Admissions to identify baseline.	Owner: Student Recruitment and Admissions / Faculty of SSH			Recruitment and Admissions moved back to the Education Division). Change in timeframe to align with the project's timeline.	
5.16b		5.15b	Review communications strategies and policies to identify opportunities to build approach to practice.	UEC Lead: PVC Education / PVC EDI Owner: Student Recruitment and Admissions / Faculty of SSH	Baseline established.	July 2022 to Dec 2023	UEC Lead updated in March 2025 to reflect departmental change (Student Recruitment and Admissions moved back to the Education Division).	**Green**
5.16c		5.15c	Monitor racially minoritised candidate trajectory (of Pro:NE studentship awardholders) and career destination over the duration of the activity.	UEC Lead: PVC Education / PVC EDI Owner: Student Recruitment and Admissions / Faculty of SSH	Candidate trajectory (of Pro:NE studentship awardholders) monitored over the duration of the studentship.	Jan 2023 to Dec 2026	UEC Lead updated in March 2025 to reflect departmental change (Student Recruitment and Admissions moved back to the Education Division). Action wording and success indicator were also updated (in March 2025) to align with actual project activities.	**Green**
5.16d		5.15d	Explore the possibility of a blinded application	UEC Lead:	Blind process investigated and	Jan 2023 to Feb 2025	UEC Lead updated in March 2025 to	**Green**

New No.	Rationale	Old No.	Action	UEC Lead and Owner (Department)	Success Measure and Outcome	Timeframe	Changes	R-A-G-P Rating
			process and work with Admissions to identify suitable research groups or programmes for pilot.	PVC Education / PVC EDI Owner: Student Recruitment and Admissions / Faculty of SSH	recommendations considered.		reflect departmental change (Student Recruitment and Admissions moved back to the Education Division). Action and success indicator updated to reflect actual project activities.	
5.16e		5.15e	Train staff and stakeholders using the EDI brief for studentship panels.	UEC Lead: PVC Education / PVC EDI Owner: Student Recruitment and Admissions / Faculty of SSH	An increase in racially minoritised applicants and intake from baseline.	Jan 2023 to Dec 2024	UEC Lead updated in March 2025 to reflect departmental change (Student Recruitment and Admissions moved back to the Education Division). Action, timeframe and success indicator updated to reflect actual project scope and activities.	**Green**
5.16f		5.15f	Evaluate outcomes following dissemination of EDI brief.	UEC Lead: PVC Education / PVC EDI Owner: Student Recruitment and Admissions / Faculty of SSH	An increase in racially minoritised applicants and intake from baseline.	Jan 2023 to Feb 2026	UEC Lead updated in March 2025 to reflect departmental change (Student Recruitment and Admissions moved back to the Education Division).	**Amber**

New No.	Rationale	Old No.	Action	UEC Lead and Owner (Department)	Success Measure and Outcome	Timeframe	Changes	R-A-G-P Rating
							Action, timeframe and success indicator updated to reflect actual project activities.	
5.17a	Studentships will support intersectional issues around socio-economic factors and signal the University's commitment to supporting diverse talent from all backgrounds and ethnicities. 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 racially minoritised UK PGTs, there has been a slow decline in the proportion of racially minoritised UK PGRs. Durham also continues to be substantially below the sector benchmarks.	5.16a	Create 4 postgraduate studentships (PGR) that are targeted towards racially minoritised UK domiciled students.	UEC Lead: VP Research and PVC EDI Owner: RIS and EDI Department	Increased number of studentships offered to racially minoritised UK-domiciled students.	2022/23 AY to 2026/27 AY	No changes	**Green**
5.17b		5.16b	Pilot an approach for the NINE (Northern Ireland and North East) Doctoral Training Partnership for 2 studentships for 2021/22 AY.	UEC Lead: VP Research and PVC EDI Owner: RIS and EDI Department	NINE Doctoral Training Partnership approach piloted for 2021/22 AY.	2022/23 AY to 2026/27 AY	No changes	**Green**
5.17c		5.16c	Review approach and learnings from application of the process and build on identified best practice within future DTPs.	UEC Lead: VP Research and PVC EDI Owner: RIS and EDI Department	Evaluated process and developed best practice mechanisms for future DTPs.	2022/23 AY to 2026/27 AY	No changes	**Green**
5.18a	Whilst 54% of our racially minoritised student respondents to the REC Survey (2020) agree that the content of their course reflects diverse viewpoints, some survey respondents recognised the need to increase representation of non-European	5.17a	★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	UEC Lead: VP Education / Executive Faculty Deans Owner: Education Division /	Every new degree programme business case will include a section on diversity, inclusion and enrichment: embedded within	Jan 2022 to Jun 2023	No changes	**Green**

New No.	Rationale	Old No.	Action	UEC Lead and Owner (Department)	Success Measure and Outcome	Timeframe	Changes	R-A-G-P Rating
	and diverse perspectives in course content.		the business case and that departments, teaching teams and individual staff critically reflect upon teaching content, teaching methods, assessments, and student interactions.	Faculties and Academic Departments	curriculum development. 64% of racially minoritised student respondents to the REC survey agree that the content of their course reflects diverse viewpoints and the principles of diversity, inclusion and enrichment.	Jan to Mar 2024		
5.18b		5.17b	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.	UEC Lead: VP Education / Executive Faculty Deans Owner: Education Division / Faculties and Academic Departments	Outputs from student interns' work are incorporated into departments' activity on diversification and enrichment of curriculum and reported to Senate. Impact and outputs to be reviewed in January 2023 and further consideration given to next steps	Jan 2022 to Jun 2023	No changes	**Green**