

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

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

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

No.	Objective
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No.	Objective / REC Section relating to	Rationale	Actions	UEC Lead & Owner (Department/ Group)	Success criteria and outcome	Timeframe
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1.3	<p>Q&^æ^Áč â^} o q^} • ^Á -Á belonging and inclusion and enhance their appreciation of other cultures.</p>					
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	[Sections 3b, 6b, 6d and 8c]	needed to discuss and promote the inclusion agenda.	<p>Facilitate a dialogue about the inclusion agenda at Durham University;</p> <p>Explore progress made following the Respect Commission;</p> <p>Raise staff understanding of racial and intercultural matters;</p> <p>Deliver skills-based leadership and management workshops on 4Q, to raise the subject of inclusion and communicate effectively with colleagues/teams about belonging and cultural differencesq</p>		Phase 1 Discovery	
			<p>b) The Advance HE Inclusive Culture Leadership Behaviours programme will be delivered across academic year 2022/23</p>			

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Report Phase 4 . a final report of recommendations to UEC in Sept 2022.

At least 80% of participants will agree/confirm that they have achieved the *â^â^â |^æ} â **

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		disclosure so that we can work to remove them.	b) Recommendations implemented.		Ú;[[[icā} Á-Áæ-Á^ &ā * Á o^~!Á }[cÁ Áæ-Á!Á@āc 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
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1.10	<p>Enhance understanding of:</p> <p>ÖWq Á ç[ç^ { ^} cÁ ā@ colonialism and historical slavery or income derived from historical slavery.</p> <p>ÖWq Á ç[ç^ { ^} cÁ ā@ colonialism as a custodian of museum, archive and special library collections of international origin</p>	Developing our understanding [-Á@ÁV ā^!•ā q Á ç[ç^ { ç^!				
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[Section 8a]

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d:	Report + Support Annual Report published annually. 5% increase of staff respondents to the next Gender Equality Staff Survey (GESS) agreeing that they are aware of the Report + Support tool.	May 2022 to Dec 2023
	Outcomes of non-academic student misconduct cases published on a regular basis.	Jan 2022 to Dec 202

No.	Objective / REC Section
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2.7	<p>[Section 3b]</p> <p>Increase the ethnic diversity of students holding student support, wellbeing and enrichment roles within Common Rooms, clubs and societies.</p> <p>[Section 7d]</p>	<p>There is a need for more diverse representation in student leadership to encourage stronger BAME student engagement, as identified by REC focus group student participants.</p>	<p>a) Specifically mark and promote opportunities for BAME students to be involved in student support, wellbeing and enrichment roles within common rooms, clubs and societies and include a specific appeal for BAME students to be involved.</p>	<p><u>UEC Lead:</u> PVC Colleges and Student Experience</p> <p><u>Owner:</u> Colleges / Student Enrichment Directorate</p>	<p>Bullying and Harassment Advisors Network.</p> <p>Wider promotion of opportunities for BAME students to be involved in student support, wellbeing and enrichment roles within common rooms, clubs and societies. Aim to increase proportion of BAME students in leadership positions with eventual target of matching the proportion of BAME students in the student population as a whole (currently 30%).</p>	<p>Jan 2022 to Sep 2023</p>

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includes a representative proportion of PS staff who identify as BAME.
[Section 6b]

Standard Qualifications is encouraged for PS staff as gaining such qualifications will support their career progression.

Apprenticeship Levy framework can be utilised and promoted to underree

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4.4	Audit the access to research funding by early career researchers (ECRs)					
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					Uptake analysed by gender and ethnicity and steps taken to fill any gaps in take up.	Sep 2023 to Sep 2025
			c) Shared characteristic mentoring scheme evaluated with respect to its effectiveness in the progression and development of BAME academic staff.		Evaluation completed. Evidence presented to demonstrate that BAME staff who have participated are more likely to have progressed.	Sep 2024 to Sep 2025
4.7	Improve consistency in the implementation of the Annual Development Reviews (ADRs) for PS staff. [Sections 4b and 6c]	41% of BAME PS staff respondents to the REC survey confirm that they have annual appraisals with their line manager and 40% agree that appraisals are transparent. Survey findings also highlighted some inconsistencies in how appraisals are conducted and a lower proportion of BAME staff than White staff find the ADR process useful.	a) Increase awareness and uptake of relevant training relating to ADRs. b) Introduce the Oracle Talent module and use as a means to monitor and promote staff engagement with ADRs.	<u>UEC Lead:</u> HR Director <u>Owner:</u> HR-OD (a), Reward (b)	All line managers are aware of the importance of regular appraisals with their teams to support their development and access to relevant training. A suite of support resources is shared with all managers through OD webpages, Strategic Leaders induction and Operational Management performance discussions. All staff members are aware of resources available to support them in their own ADR conversations.	Jan 2022 to Dec 2024
					Oracle Talent system implemented, and ADR completion managed and increased.	Jan 2023 to Sep 2024

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5.6	Address the underrepresentation of BAME UK-domiciled UG students through targeted scholarships. [Section 7b]	Scholarships will support intersectional issues around socio-economic factors and commitment to supporting diverse talent from all backgrounds and ethnicities.	the continuous improvement of recruitment processes. BEACON ACTION a) Create more undergraduate scholarships that are targeted towards BAME UK-domiciled students. Increased offer to six scholarships funded up to four years between 2022 . 2024. b) Review of scholarship and funding offer to be undertaken to support ongoing provision, through intersectional approach.	UEC Lead UEC Lead	on to relevant teams to drive their continuous improvement.	

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5.8	<p>Enhance the wider student experience of BAME students and in particular increase the confidence of BAME students that inappropriate behaviours will not be tolerated.</p> <p>[Sections 7b and 7d]</p>	<p>60 % of BAME student respondents to the REC survey agree that inappropriate behaviours are not tolerated in college events. Having safe spaces of connection and the confidence that complaints raised by BAME students will be responded to appropriately contributes to fostering a sense of belonging among our BAME students. Research shows that a strong sense of belonging has positive association with higher levels of emotional wellbeing and better academic performance and achievement.</p>	<p>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.</p>	<p><u>UEC Lead:</u> PVC Colleges and Student Experience</p> <p><u>Owner:</u> Student Support and Wellbeing / Colleges</p>	<p>Training covering cultural awareness and how to deal with complaints</p>	

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continued professional development opportunities through facilitated collaboration with practitioners and academics across the North East.

[Section 7e]

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