

Race Equality Charter Bronze Application Form



Applicant Information

Name of University	Ulster University
Submission Date	28 November 2025
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Section 2: An assessment of the university's race equality context	4,930
Action plan*	
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Appendix 2: Data tables*	
Appendix 3: Glossary*	
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Glossary of Terms

A glossary of terms, abbreviations and acronyms used in the application (A-Z):

AHSS: Faculty of Arts, Humanities & Social Sciences

AP: Action Plan

AS / AS Charter: Athena Swan Charter

BAME: Black, Asian, Minority Ethnic (relating to the University's BAME+ Network)

CEBE: Faculty of Computing, Engineering & the Built Environment

CPO: Chief People Officer

DAR: Developmental Appraisal Review

DfE: Department for Education, Northern Ireland

DLP: Digital Literacy Programme

ECNI: Equality Commission for Northern Ireland

EDI: Equality, Diversity & Inclusion

EDI SG / SG: Steering Group

EQIA: Equality Impact Assessment

EU: European Union

FE: Further Education

FTE: Full-Time Equivalent

GFA: Good Friday Agreement, 1998

GT: Graduate Taught

HE: Higher Education

HEI: Higher Education Institutions

HESA: Higher Education Statistics Agency

HoD: Head of Department

HoS: Head of School

IEF: Integrated Education Fund

IFI: International Fund for Ireland

INCORE: International Conflict Research Institute

ISAT: REC Institutional Self-Assessment Team

LHS: Faculty of Life & Health Sciences

ME: Minority Ethnic

MRANI: Minority Recognition Awards, Northern Ireland

NI: Northern Ireland

NWMF: North West Migrant's Forum

OP: Operational Plan

OUS: Office of the University Secretary

P&C: People & Culture

P&S: Partnerships & Services (People and Culture)

PBMSA: Purpose Built Managed Student Accommodation

PNTS: Prefer Not To Say

PSNI: Police Service of Northern Ireland

PSF: Professional Standards Framework

PTO: Professional, Technical, Operational

P / T: Part Time

PVC / PVC&ED: Pro-Vice Chancellor / Pro-Vice Chancellor & Executive Dean

PVC AQSE: Pro-Vice Chancellor for Academic Quality and Student Engagement

QUB: Queen's University Belfast

R&R Team: The Race & Religion Team within the University's EDI Directorate

RAG: Red, Amber, Green

REC: Race Equality Charter

REF: Research Excellence Framework

ROI: Republic of Ireland

RP: REC Reporting Period (August 2021 – July 2024)

S75: Section 75 areas of the Northern Ireland Equality Act 1998

SAT: Athena Swan Self-Assessment Team(s)

SAAT: Student Academic Affairs Team

SL: Section Lead (EDI Directorate)

SLT: The University's Senior Leadership Team

TJI: Transitional Justice Institute

ToR: Terms of Reference

UCU: University and College Union

UG: Under-Graduate

UK: United Kingdom

Ulster / The University / UU: Ulster University

UUBS / Ubs: Faculty of Ulster University Business School

UUSU: Ulster University Student's Union

VP: Vice-President (Ulster University Student's Union)

WG / WGs: Working Group(s)

#: Used as a data header to represent 'number'

%: Used as a data header to represent '%' of row total, column total, group total or grand total as appropriate

Action Plan References

Throughout the application, references are used to link the content of each section to the priorities provided in the Action Plan. **Appendix A**

Specific AP references are provided in bold throughout the application. **AP Example**

Data References

Snapshot data for the 3-year reporting period is available in Appendix A: Institutional Data. The application refers to staff and student institutional data throughout.

Unless otherwise stated, institutional data references are specific to the 2023 / 2024 academic year, referred to as '2024'.

Section 1: An overview of the university and its approach to race equality activity

1.1.1 Letter of Endorsement from Ulster University's Vice Chancellor, Professor Paul Bartholomew



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28 November 2025

Dear Anne Mwangi,

It is my great pleasure to endorse Ulster University's Race Equality Charter (REC) Bronze Application. Since my appointment as Vice-Chancellor in 2020, I have worked closely with my Senior Leadership Team (SLT) to embed equality, diversity and inclusion (EDI) into the heart of our institutional strategy. Our approach is values-led, and our strategy, People, Place and Partnership: Delivering Sustainable Futures for All, identifies EDI as one of nine strategic pillars that guides our decision-making and delivery.

Alongside our significant investment and achievements in advancing gender equality through the Athena Swan Charter, the University has further strengthened its commitment to race equality. In 2023, we appointed a Dean of EDI to provide strategic leadership, and in 2025, we expanded the EDI Directorate to support both senior strategy and local-level delivery of EDI programmes, including the Race Charter.

This application reflects a comprehensive and honest self-assessment process, shaped by the lived experiences of our staff and students, institutional data, and sector benchmarking. It is grounded in the principles of the Race Equality Charter, which we fully endorse:

- We recognise that racism is a systemic and everyday reality in UK society, and that racial inequalities may manifest in subtle, structural and behavioural ways.
- We affirm that the UK higher education sector cannot reach its full potential until individuals from all ethnic backgrounds benefit equally from the opportunities it affords.
- We are committed to transformational and long-term institutional culture change, avoiding deficit-based models that place responsibility on individuals.



- We understand that racially minoritised ethnic groups are not homogeneous, and that meaningful action must reflect the complexity of lived experiences.
- We embrace intersectionality in our analysis and planning, recognising how overlapping identities shape outcomes and experiences.

Our Race Equality Charter Bronze Action Plan sets out a clear roadmap for change, structured around seven Priority Areas identified through our self-assessment:

Priority 1: Civil Unrest and Rapid Response – Strengthening institutional readiness through experience-informed protocols that support ME staff and students during periods of civil unrest.

Priority 2: Race Charter Implementation – Embedding strong governance and data to drive lasting race equality change.

Priority 3: Curriculum – Championing inclusive teaching that supports diverse learners.

Priority 4: Reporting Mechanisms – Creating safe and trusted processes supporting the reporting of racism.

Priority 5: Cultural Literacy – Fostering a culturally literate organisation that is confident navigating topics of race and identity.

Priority 6: Sense of Belonging – Enhancing inclusive spaces where all staff and students feel seen, supported and connected.

Priority 7: Race Charter Communications – Amplifying ME voices and race relations progress through inclusive, engaging and visible communication.

These priorities reflect our commitment to meaningful, measurable and sustainable change. They are aligned with our institutional values of Inclusion, Integrity, Collaboration and Enhancing Potential and will be delivered through strong leadership and community engagement.

I confirm this application is an honest, accurate and true representation of our self-assessment findings and our commitment to delivering the Race Charter Bronze Action Plan.



I look forward to working with colleagues across the University to implement this plan and to continue advancing race equality across our campuses and communities.

Yours sincerely,

Professor Paul Bartholomew

Vice-Chancellor & President



1.1.2 Extended Word Count: Ulster University and the Social Context of Racism in NI

NI's social landscape has been deeply affected by a rise in racially motivated incidents, crimes and civil unrest, with ME communities increasingly targeted through misinformation, intimidation and violence.

While racism is not new to the region, recent events have accelerated social visibility of racist incidents and crimes. This has increased the need for affirmative action to support ME community members across NI and from the University's context, to reinforce support for its ME staff and students.

The 2024 Southport riots in England marked a turning point in NI. Misinformation fuelled a surge in racist and Islamophobic hostility across the UK. Racist narratives spread rapidly, inciting anti-immigrant sentiment and violence in Belfast initially, but quickly spreading into several towns across NI. Throughout 2025, this hostility has persisted.

In June, Ballymena experienced three nights of anti-immigration riots following the arrest of two Romanian teenagers accused of sexually assaulting local teenage girls. Peaceful protests escalated into violent attacks on homes and businesses, particularly targeting the Roma community. Whilst similar to protests elsewhere in the UK, the level of violence in NI reflected the historic nature of conflict and division in the region. For example, in Ballymena, over 30 police officers were injured, and families (including local families) were forced to leave. Figure 1 is an image taken from the Ballymena Riots.



Figure 1: Image of Rioter During Ballymena Race Riots, June 2025.

Weeks later, a Twelfth of July bonfire in Moygashel featured an effigy of a boat carrying dark-skinned mannequins with placards reading "Stop the Boats" and "Veterans Before Refugees." The PSNI confirmed this as a hate incident. An image of the bonfire is provided in Figure 2.



Figure 2: Effigy of Migrant Boat set on fire in Moygashel, July 2025.

Around the same time, online rumours claimed buses of illegal immigrants were passing the border from ROI. Though disproven, the narrative fuelled xenophobic sentiment and heightened vulnerability amongst ME communities alongside growing social tension.

In North, East and South Belfast, vigilante-style intimidation emerged in August 2025, with masked teenagers targeting ME individuals walking alone at night, naming themselves the 'Belfast Nightwatch First Division'. Their promotional videos gathered over 250,000 views on social media before being banned from prominent sites. Their 'migrant patrols' have been widely condemned by NI Politicians.

This type of violent hostility is also evident towards other marginalised groups in NI.

Ahead of Ballymena's first Pride Parade in June 2025, slurry and manure were spread across key roads to be used for the parade in protest, an act widely condemned as symbolic of growing intolerance toward the LGBTQ+ community.

In June 2025, the murder of Sarah Montgomery, a pregnant mother-of-two, reignited public concern regarding gender-based violence. Sarah is only one of the 28 women, and one girl, killed by men in NI since 2020 and the sixth woman murdered in the 12-month period.

These incidents reflect a broader pattern of misogynistic, racialised and minority targeted violence, often amplified on social media by misinformation. They underscore the need for urgency in acting against all forms of discrimination and racism.

Ulster University recognises its responsibility not only as a place of work, learning, study and research, but as a civic anchor in a region still healing from conflict. The

University affirms its duty to safeguard the physical and psychological wellbeing of ME staff and students and to support community members where possible.

In response, the University has embedded **Priority 1: Civil Unrest and Rapid Response** into its REC AP. This priority reflects an institutional commitment to proactive planning and community engagement.

Key actions include:

- **Development of an enhanced crisis response template:** Embedding race equality into crisis response planning to support staff and students during periods of civil unrest. **AP1.01**
- **Engagement with ME staff and students:** Establishing focus groups to capture lived experiences and ensure the crisis response template remains relevant and responsive to the needs of the University's community. **AP1.02**
- **Partnerships with PSNI Community Policing Teams:** Increasing PSNI presence on campus during civil unrest including improved access to PSNI for ME staff and students. **AP1.03**
- **Engagement in PSNI Forums:** Adopting and sharing best practice approaches between the University and the PSNI to strengthen crisis response actions. **AP1.04**

Ulster University stands resolute in its belief that racism must be actively challenged. Its response is grounded in its core values of Inclusion, Integrity, Collaboration and Enhancing Potential.

Through leadership, partnership and compassion, Ulster University will continue to stand with ME communities, on campus and across NI.

1.1.3 Executive Summary

Ulster University's REC Bronze Application reflects a foundational and strategic commitment to advancing race equality across each of its NI campuses.

The application is built on the understanding that Ulster University has strong ME representation that exceeds the regional average, and on that basis, is focused on improving the lived experiences of its staff and students.

The 2021 NI Census reported that 3.4% of the population was ME. In contrast, Ulster University's 2024 data capture demonstrated that:

- 7.5% of staff [REDACTED] were ME,
- 9.6% of students [REDACTED] were ME.

This demographic distinction places the University in a unique position of responsibility and opportunity to foster a culture that is inclusive, equitable and responsive to the needs of the people it serves.

Self-Assessment

The University's self-assessment was shaped by strong ME staff and student representation on the ISAT and WGs, extensive consultation including over 1,400 responses to the 2024 REC Survey and detailed analysis of institutional data to identify equity gaps.

Awarding Period

The self-assessment process highlighted clear areas for action which are addressed in the REC AP.

During the 2025 - 2030 Bronze Award period, the University will focus on deepening cultural understanding, intersectionality and implementing targeted actions to improve ME experiences and outcomes, including inclusive pedagogy, reporting mechanisms, and strengthening structures to support the REC programme.

Strategic Framework for Change

The University's approach to REC is summarised by the REC Logic Model in Figure 3. The Logic Model identifies the key inputs, activities, outputs and intended impacts of the REC programme in the short, medium and long-term.

It serves as a framework for delivery and as a strategic tool to ensure the University remains focused on its overarching ambitions for race equality, maintaining alignment between institutional strategy, REC principles and the lived experiences of ME staff and students.

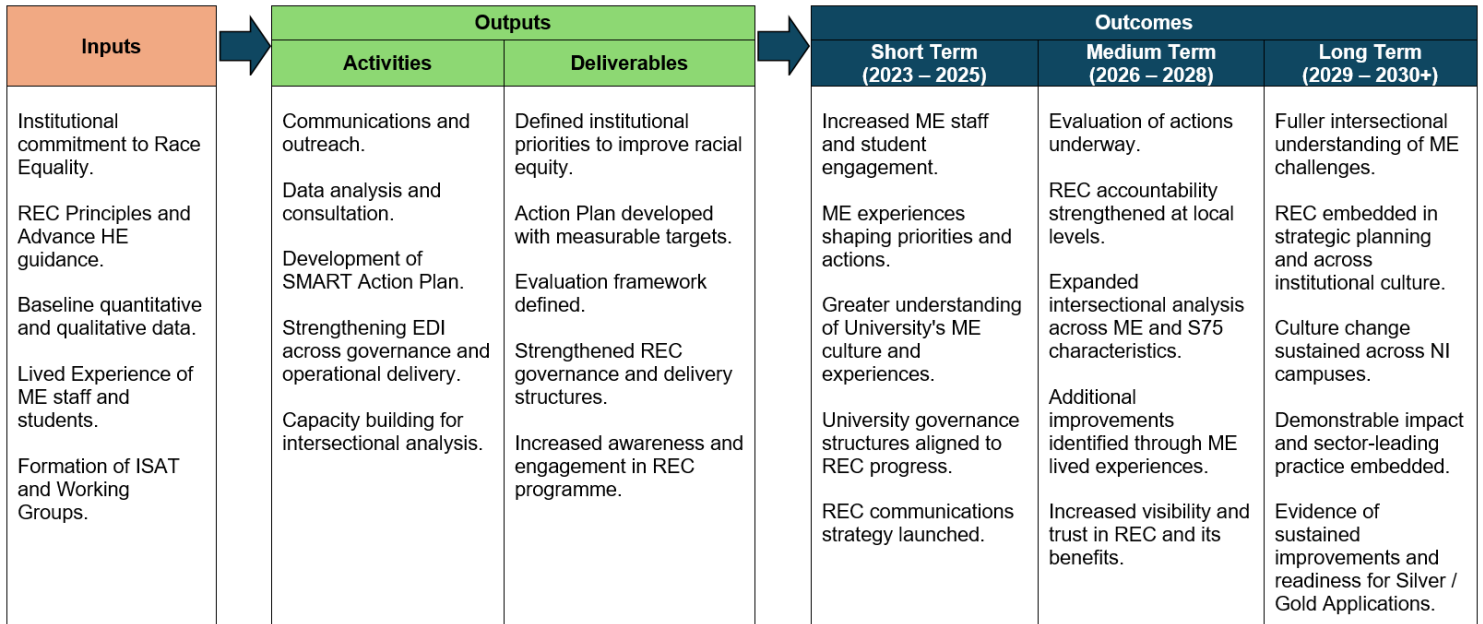


Figure 3: Race Equality Charter Logic Model.

1.2 Governance and Recognition of EDI Work

1.2.1 Senior Governance and Management Structures

Council

The membership of Council, the University’s governing body, is comprised of 27% Staff Membership, with representation from [redacted] Non-UK and [redacted] UK nationalities. Of these, [redacted] were female, White and Irish, [redacted] were female, White and British and [redacted] were male, White and British. The remaining [redacted] of Council membership were External Lay Members, of which [redacted] were female and [redacted] male.

Senate

Current membership of Senate, the body overseeing all Academic matters across the University, for the 2021 - 2025 term comprise 64% females and 36% males, with [redacted] White British, Irish, Other, [redacted] Mixed British and [redacted] Mixed Other. Student membership is rotated and refreshed annually at Senate; however, their ethnicity data have not been fully captured.

- Council and Senate data reveal gaps in reporting ethnicity and intersectional characteristics, prompting the ISAT to prioritise improved data collection and analysis. **AP2.16 / AP2.17**

Senior Leadership Team (SLT)

The University’s SLT comprises 11 Senior Officers. SLT holds representation from one ethnic group and two nationalities: White British at [redacted] and White Irish at [redacted] including a gender balance of 46% female and 54% male.

Figure 4 illustrates the University’s Structure, with SLT members in bold.

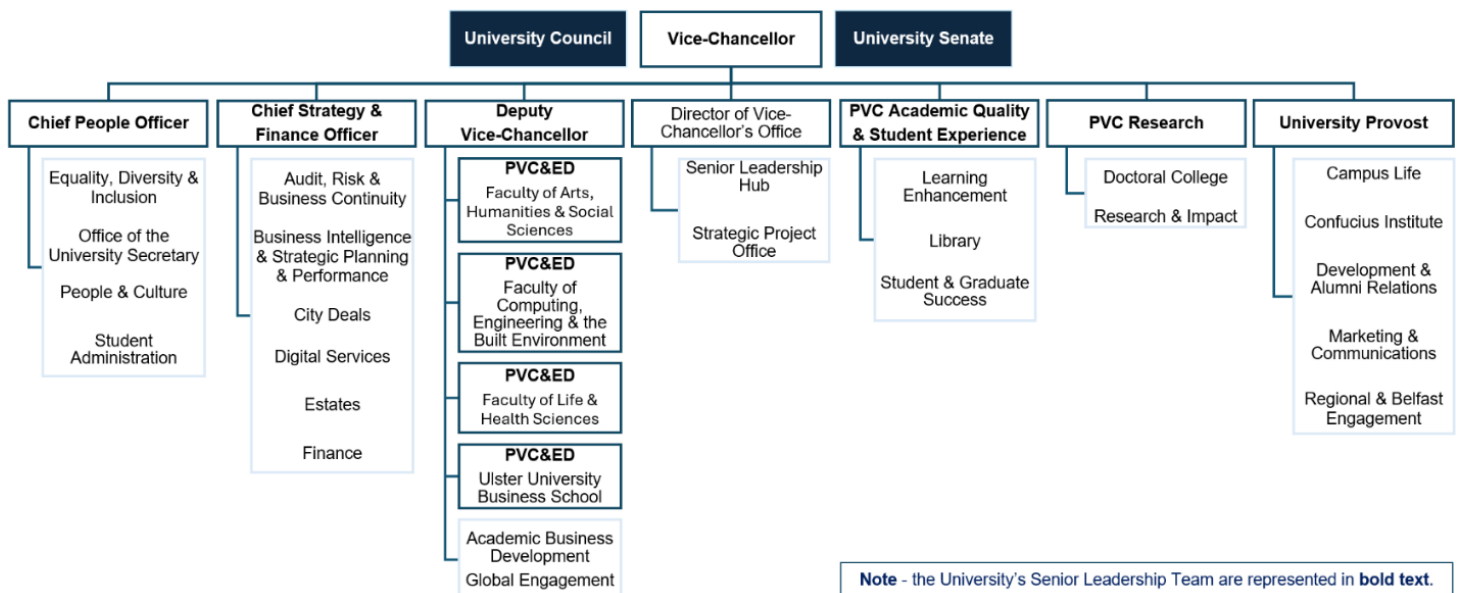


Figure 4: University’s SLT, Faculty and Department Structures.

Senior Managers: The University's Senior Manager population comprise █ colleagues across Faculties and Departments:

- █ Deans / Associates,
- █ Directors / Deputies,
- █ HoS / HoD including Associates and,
- █ other Senior Professionals (includes SLT where not previously counted).

Of the █ Senior Managers, nationalities were split between 37% Non-UK and 63% UK. Gender representation was 45% female and 55% male, and four ethnicities were represented: Asian █ Mixed █, Other ME Background █ and White British, Irish, Other 97%.

1.2.2 Formal Structures Supporting EDI Activity

Dean of EDI and the EDI Directorate

Appointed in 2023 the Dean of EDI leads an expanded EDI Directorate, which doubled in size from 6 to 12 members between 2024 - 2025. The Directorate now includes three new Sections and a dedicated Staff Network Support and Communications role to enhance Network governance and coordination.



The EDI Directorate’s structure is represented in Figure 5.

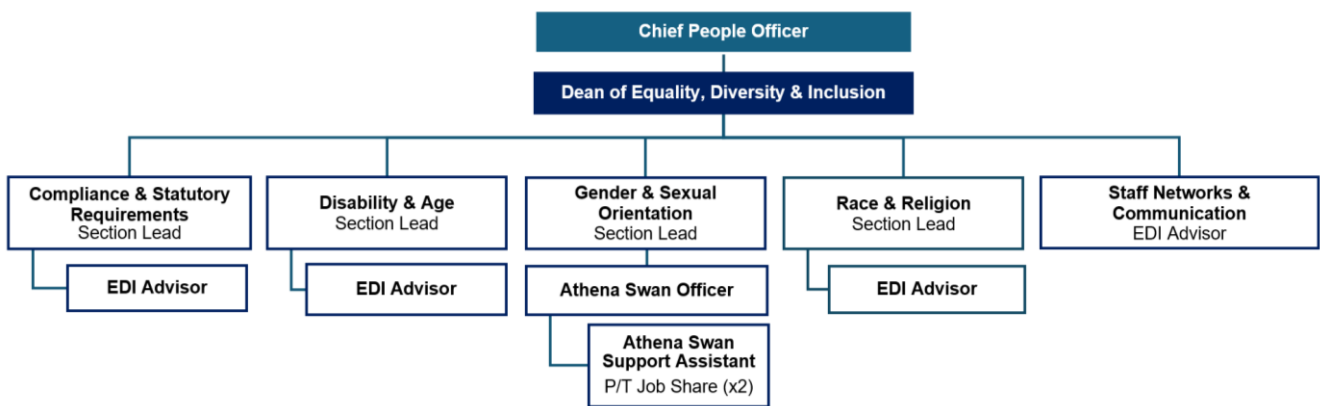




Figure 5: University’s Expanded EDI Team Structure as of 2025.

The EDI Directorate is diverse in its composition of 12 colleagues 


EDI AQSE Working Group

Chaired by the PCV AQSE, the EDI AQSE WG meets at least once per semester to ensure that all EDI activity across both Professional Services and the curriculum is aligned and mutually reinforcing.

It is an essential forum that provides coherence across staff and student-focused EDI work, ensuring institutional and local efforts are connected and impactful.

REC ISAT and WGs

Formed in January 2024, the ISAT has led the REC Self-Assessment and has identified seven institutional Priorities for the REC AP provided in **Section 3: Race Equality Charter Action Plan**.

REC WGs were established in 2024 to analyse consultation feedback and to develop evidence-based actions across four thematic areas:

- Communities,
- Curriculum,
- Staff,
- Students.

Figure 6 provides an illustration of the REC reporting structure during the Bronze Award self-assessment period.

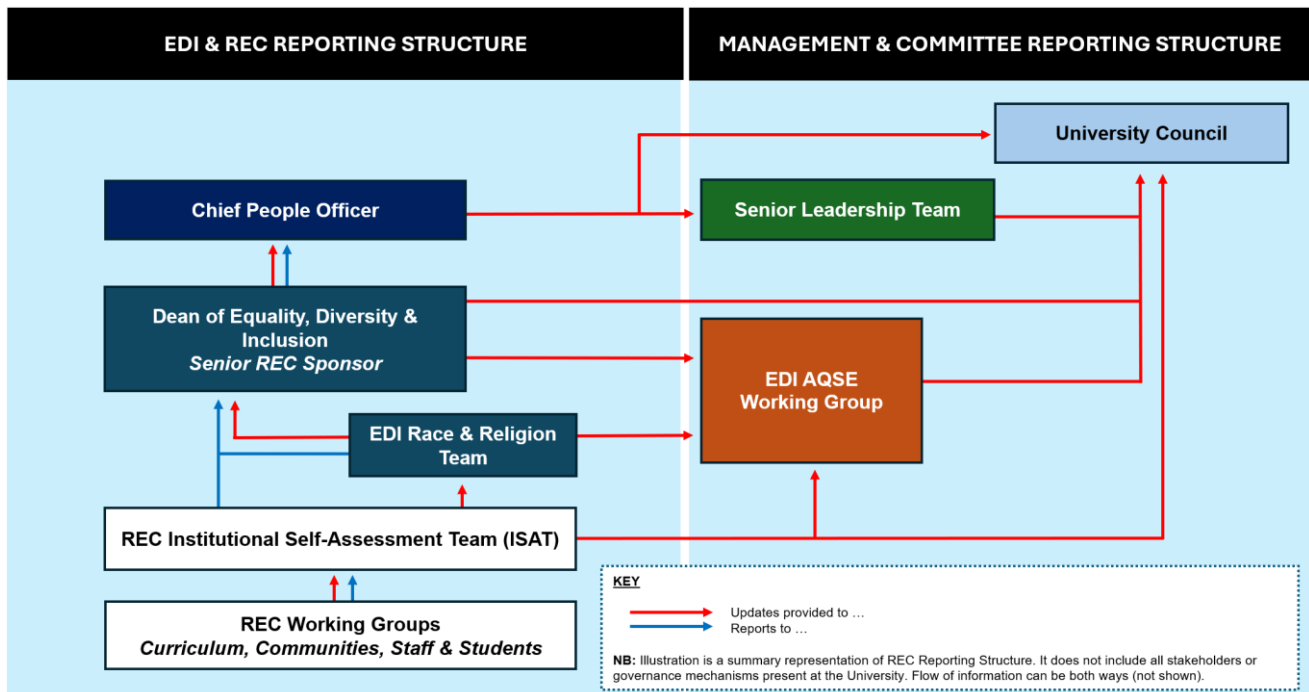


Figure 6: Illustration of REC Reporting Structure.

EDI Steering Group

The EDI SG plays a key role in aligning institutional strategy with local delivery, acting as a two-way conduit between senior governance and operational structures.

To support the expansion of the EDI Directorate, the EDI SG was temporarily stood down. It will recommence in early 2026 strengthening institutional EDI coordination and enabling more effective delivery of the REC AP. **AP2.08**

Athena Swan Charter

The University demonstrates its commitment to gender equality through sustained engagement with the AS Charter at Institutional, Faculty and Departmental levels. The level of each AS Award held by the University is detailed in Figure 7.

Institutional, Faculty / Department or School		Award (Year)
Institutional	Ulster University	Silver Award (2023)
Arts, Humanities & Social Sciences (AHSS)	Belfast School of Art	Bronze Award (2025)
	Arts & Humanities	Bronze Award (2025)
	Communication & Media	Bronze Award (2025)
	Education	Bronze Award (2023)
	School of Law	Bronze Award (2024)
	Applied Social & Policy Sciences	Bronze Award (2024)
Computing, Engineering & the Built Environment (CEBE)	Computing	Bronze Award (2024)
	Belfast School of Architecture & the Built Environment	Bronze Award (2020)
	Computing, Engineering & Intelligent Systems	Bronze Award (2022)
	Engineering	Silver Award (2023)
Life and Health Sciences (LHS)	Biomedical Sciences	Bronze Award (2023)
	Geography & Environmental Sciences	Bronze Award (2023)
	Health Sciences	Bronze Award (2023)
	Medicine – Est. 2021, currently gathering required 3 years of data prior to award application	
	School of Nursing & Paramedic Sciences	Gold Award (2025)
	Pharmacy & Pharmaceutical Sciences	Bronze Award (2023)
	Psychology	Silver Award (2021)
	Sport & Exercise Science	Bronze Award (2023)
Ulster University Business School (UUBS)	Ulster University Business School	Bronze Award (2023)
Employability & Graduate Futures	Employability and Careers (PTO Pilot Submission)	Bronze Award (2023)
Office of the Chief People Officer	Applying for Direct to Silver Departmental Award (2026)	

Figure 7: Summary of AS Awards held by the University.

AS actions have led to significant improvements in gender equality at the University, demonstrated by the University’s Institutional Silver Award and AP progress.

AS Champions

The University funds four Faculty AS Champions at 0.2 FTE annually, representing a recurrent investment from the central budget to support workload during the delivery of AS Awards.

Figure 8 provides a summary count of the Academic and PTO AS Champions in place across the University against their Work Area / AS Award Level.

Work Area	# AS Champions
Institutional	2
AHSS	8
CEBE	5
LHS	9
UUBS	1
PTO	2
Total	27

Figure 8: Work Area alignment and number of AS Champions.

The Dean of EDI has suggested AS Champion roles should be extended to reflect holistic EDI activity across the University, providing better support for embedding REC-related activities at local levels. **AP2.09**


To support contributors, an AS Workload Model has been developed enabling formal recognition and balance of AS responsibilities within local planning and workload allocation. The AS Workload Model is represented in Figure 9.

AS Workload Model Summary	AS Champion / Lead Contributor	AS Self-Assessment Team (SAT) Members
Submission Year	200 Hours	35 Hours
AP Implementation (Includes AS Related Work)	75 Hours	25 Hours

Figure 9: AS Workload Model, with estimated contribution hours by role.

The AS model will be considered as a potential mechanism to support REC AP delivery during the Awarding Period.

Staff Networks

The University supports five formally established Staff and Student Networks with  annually, enabling delivery of events and initiatives that advance EDI programmes. Figure 10 provides a summary of the University’s Networks.

BAME+ Network	Disability Network	LGBT Network	Neuro Network	Women’s Network
Network Chair Meeting A meeting between the EDI Team and all Network (Co) Chairs – occurs every 4 to 6 weeks.				

Figure 10: Image providing a summary of current Staff and Student Networks.

The BAME+ Network plays a key role in delivering aspects of the RECAP, supported by the EDI Directorate. **AP2.11**

Figure 11 provides a summary of the University’s EDI Governance and Reporting Structure.

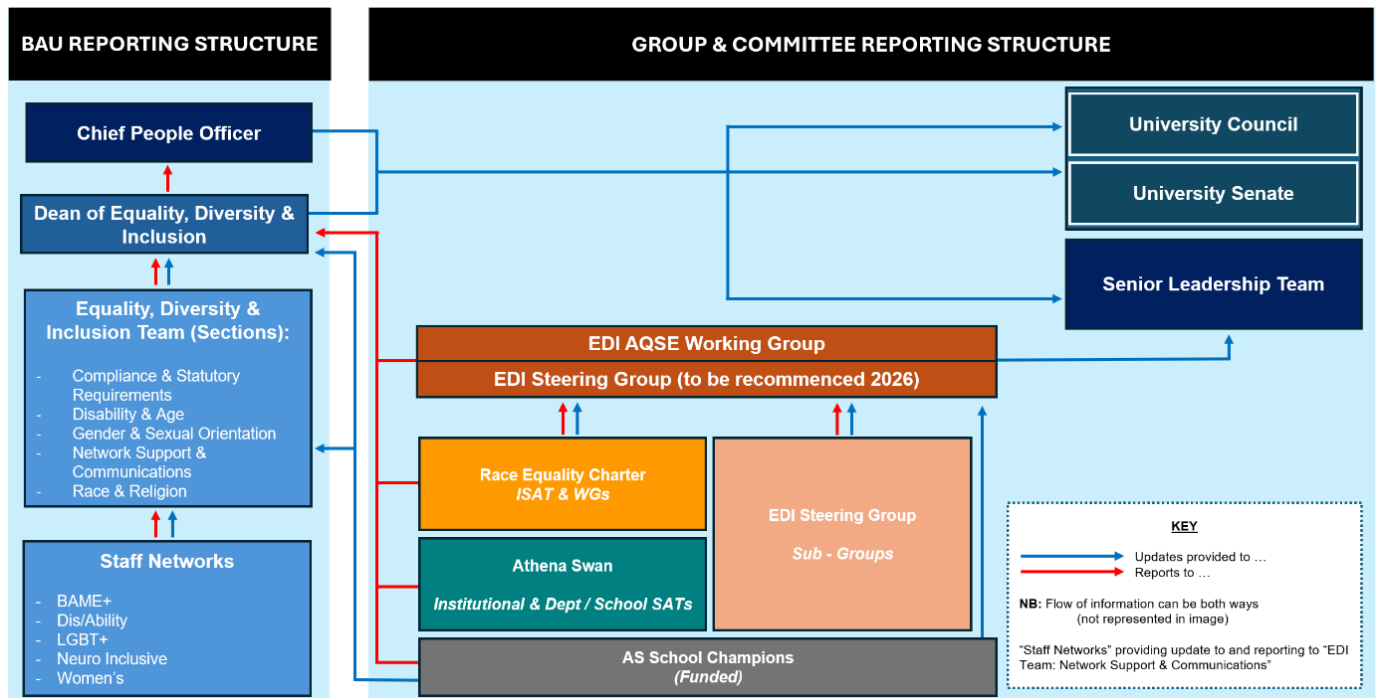


Figure 11: The University’s EDI Governance and Reporting Structure.

1.2.3 Recognition and Reward Processes

The University has taken significant steps to embed EDI into formal recognition and reward processes.

In 2019, EDI contributions were introduced as a criterion in the Academic Promotions Scheme. Academic and PTO staff reflect on EDI contributions through the biennial DAR process providing opportunities for Line Managers to encourage and acknowledge EDI efforts at institutional and local levels.

The University became the first HEI globally accredited to award fellowships aligned to the PSF in 2023.

Additionally, the ENHANCE Fellowship Scheme supports inclusive teaching, and Academic and PTO contributions to EDI initiatives are acknowledged through the annual Ulster Excellence Awards.

1.3. Local Involvement and Accountability

Two core mechanisms are in place to deliver meaningful local involvement and accountability for REC AP implementation during the Awarding Period:

- the EDI Directorate's Operational Plan,
- the alignment of REC committees.

EDI Directorate Operational Planning

The EDI Directorate's 2025/26 OP aligns strategic intent to local accountability across its Sections. Elements of Objective 2: Compliance and EDI Oversight and Objective 3: Fostering Diversity were shaped directly from the REC self-assessment. A summary of the EDI OP is provided in Figure 12.

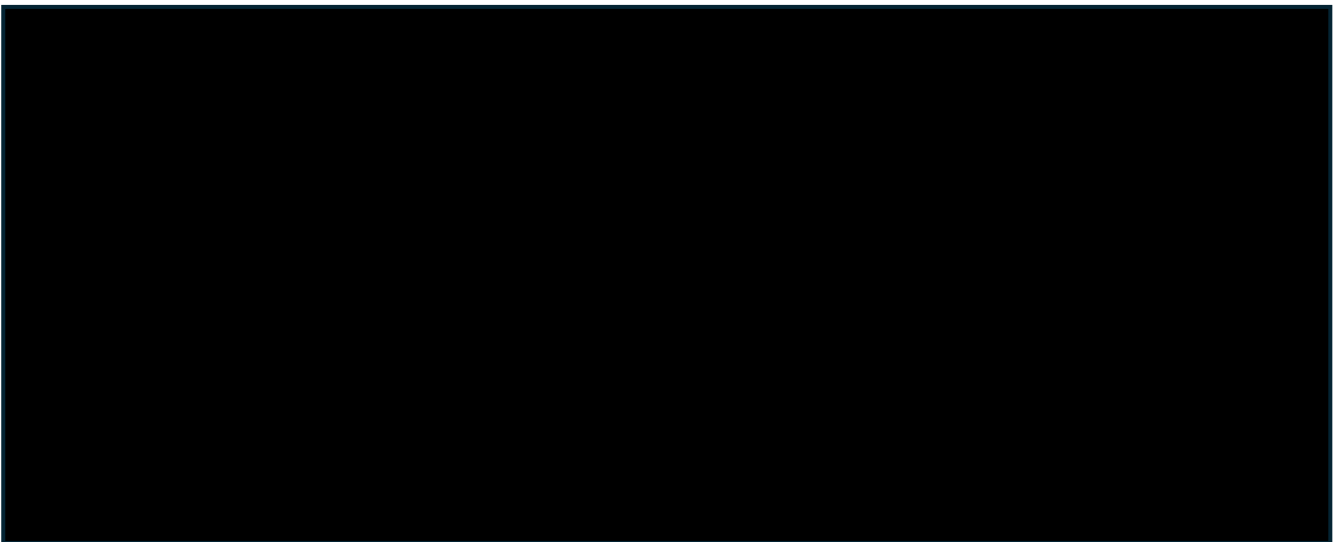


Figure 12: EDI Operational Plan Summary Objectives for 2025 / 26 Academic Year.

The R&R Team will provide operational resource for REC alongside their delivery of the EDI OP.

REC Committees and Groups

The composition of the ISAT and WGs reflect a broad cross-section of diverse staff and student communities across each campus location.

This membership composition provides subject matter expertise, contextual understanding of the University's processes and procedures and enables direct engagement with AP owners at institutional and local levels.

1.4 Race Charter Methodology

1.4.1 The Team

Ulster University's REC programme was initiated in late 2023, with the Dean of EDI providing nominations for ISAT Co-Chairs: Dr James Uhomoibhi and Professor Paul Connolly, each pictured in Figure 13.



Figure 13: Dr. James Uhomoibhi (Lecturer in Engineering and Chair of the BAME+ Network), and Professor Paul Connolly (PVCED of AHSS), Co-Chairs of the REC ISAT.

Dr. Uhomoibhi brings a strong civic and community-focused perspective to race equality leadership. Having chaired the BAME+ Network since 2019, he has worked to amplify ME voices and build meaningful connection between the University and local communities.

Professor Connolly brings extensive senior leadership and strategic oversight as an SLT member, ensuring strong alignment between the REC process and University governance. Internationally recognised for over 30 years of research on race, identity and inclusion, his institutional knowledge and leadership of Academic Faculties is key to driving meaningful and sustainable change.

This Co-Chairing structure reflects Advance HE's recommended collaborative leadership model.

Composition and Diversity of ISAT

Established in January 2024, the ISAT is made up of 19 members co-opted or nominated due to their roles, expertise and EDI involvement, ensuring diverse representation across grades and work areas. ISAT are committed to expanding intersectional representation and student involvement through **AP2.12** and **AP2.13**.

A summary demographic breakdown of ISAT membership is provided in Figure 14, representing ISAT roles, ethnicity and gender.

ISAT Membership Category	Breakdown
Role Representation	63% Academic 32% PTO 5% Student
Ethnicity	26% Asian 11% Black 11% Mixed 63% White
Gender	37% Female 63% Male

Figure 14: Summary Demographics of REC ISAT.

ISAT is committed to the principle that membership of all REC committees will avoid tokenism; instead prioritising meaningful engagement and the psychological safety of members.

A list of ISAT membership is provided in Figure 15.

Name	Role Profile	ISAT Role
[REDACTED]	Senior Lecturer, School of Communication and Media (AHSS)	Member
Professor Paul Connolly	Pro Vice Chancellor & Executive Dean of AHSS	Co-Chair
[REDACTED]	Lecturer in Higher Education Practice, Curriculum Enhancement & Approval	Member
[REDACTED]	Associate Dean, Research & Innovation	Member
Professor Mary Hannon-Fletcher	Dean of Equality, Diversity & Inclusion	Senior Sponsor
[REDACTED]	Senior Lecturer, Dept of Management & Leadership	Member
[REDACTED]	Associate Dean of Academic Quality & Student Experience (CEBE)	Member
[REDACTED]	EDI Advisor, Race & Religion	Secretariat
[REDACTED]	Casual Lecturer, Leadership & Marketing	Member
[REDACTED]	Director of Employee Experience, P&C	Member
[REDACTED]	Head of Student Success	Member
[REDACTED]	Director of the Confucius Institute	Member
[REDACTED]	EDI Section Lead, Race & Religion	Operational Support
[REDACTED]	Head of the Dept. of Hospitality Tourism & Events Management	Member
[REDACTED]	VP of Equality & Belonging, UUSU	Member
[REDACTED]	Associate Dean, School of Applied Social & Policy Sciences AHSS	Member
[REDACTED]	Senior Lecturer, School of Medicine	Member
[REDACTED]	International Liaison & Outreach Partner, Confucius Institute	Member
Dr. James Uhomobhi	Lecturer, School of Engineering Chair BAME+ Network	Co-Chair

Figure 15: ISAT members in alphabetical order by surname and ISAT role.

ISAT Priorities and Meeting Recurrence

ISAT commenced work in January 2024, focusing on REC guidance, ToR development and later, establishing four thematic WGs: Communities, Curriculum, Staff, and Students.

Early actions included planning and launching the REC Survey and sourcing institutional data as the evidence-base to inform the development of the REC AP.

Established in November 2024, the REC WGs were formed by ISAT nomination to ensure local ownership of the AP, provide subject-matter expertise and to connect with wider University stakeholders to support long-term REC delivery. The WGs comprise of 16 members across 12 Schools and Departments, summarised in Figure 16.

WG Membership Category	Breakdown
Role Representation	57% Academic 39% PTO 4% Student
Ethnic Diversity	50% White 50% across six ME backgrounds
Gender Diversity	75% Female 25% Male

Figure 16: Summary Demographics of REC WGs.

WGs played a key role in shaping and validating the AP, ensuring early alignment with AP owners.

A summary of ISAT meetings and their focus each month during the Self-Assessment is provided in Figure 17.

Meeting	Agenda: Key Areas of Focus
04.01.2024 First ISAT Meeting	Draft programme of work and Terms of Reference and summary overview of REC Bronze requirement.
23.02.2024 Meeting 1	Discuss summary of REC Bronze Award requirements. Agree schedule of meetings and REC resourcing requirements.
12.04.2024 Meeting 2	Initial planning for institutional REC survey.
10.05.2024 Meeting 3	Detailed review of required survey data and institutional data. Agreement on diversity monitoring questions to include in Survey. Arrangements for developing and launching survey / communications.
24.06.2024 Meeting 4	Revising early draft of Staff, Student & Alumni REC Surveys. Initial preview & feedback of planned REC communications July - Dec 2024. Agreement to commence development of REC WGs during Autumn, 2024.
07.10.2024 Meeting 5	Final draft review surveys including demographic questions, incentivisation & communication approach. Update on REC institutional data requirements & lead times. WG membership and meeting start dates defined.
11.11.2024 Meeting 6	Update on Institutional Data requirements & progress. Confirmation of WG start dates and alignment of ISAT Chairs for WGs. Final planning and delivery for REC Survey launch (18.11.24).
10.12.2024 Meeting 7	Combined ISAT & WG Meeting. Update on REC survey completion rates so far, setting programme of work for 2025 - data analysis and AP development.
17.02.2025 Meeting 8	Defining WG pathways for Action Plan development Feb - Apr 2025.
11.03.2025 Meeting 9	Analysis of Staff & Student Surveys & ME / White comparison results.
14.04.2025 Meeting 10	Analysis of Institutional data evidence base.
16.05.2025 Meeting 11	Discussion on WG Action Plans - key challenges so far, thematic review, action point measurements / SMART alignment.
27.06.2025 Meeting 12	ISAT review of emerging priorities from full self-assessment analysis and review of summary actions from each working group. Planning for July - August 2025 period in the lead up to application submission.

Figure 17: REC ISAT Meeting Sequence and Areas of Focus 2024 - 2025.

1.4.2 The Process

Evidence Gathering and Analysis

The REC self-assessment was informed by institutional data from 2021 - 2024 and the survey was issued to staff, students and alumni in late 2024.

With 1,433 qualitative responses the survey provided deep insight into lived experiences and perceptions of race equality at the University. Figure 18 provides a summary of the survey response rate.

	STAFF	STUDENTS	ALUMNI	TOTAL
Number of Survey Respondents	401	467	215	1,083
Approximate Population (Est.)				
Survey Response Rate %				
Qualitative Responses Four in Each Survey	474	545	414	1,433

Figure 18: REC Survey 2024 response rate summary for Staff, Students and Alumni.

The REC survey achieved a statistically significant response rate across all respondent groups. A summary of survey respondents by Nationality is provided in Figure 19.

National Status	STAFF		STUDENT		ALUMNI		TOTAL	
	#	%	#	%	#	%	#	%
UK								
NON-UK								
DUAL NATIONALITY (UK + NON-UK)								
GRAND TOTAL								

Figure 19: Race Equality Matters Survey Response Totals by Nationality.

- See Appendix B Tables 19, 37 and 56.

A summary of survey respondents by gender - female, nationality and ethnicity are provided in Figure 19. All percentages shown represent the percentages of the total sample / 1,083 respondents (combining Figures 20 and 21).

RACE CHARTER SURVEY RESPONDENT TOTALS BY GENDER - FEMALE								
STATUS	FEMALE ETHNICITY GROUPED	STAFF		STUDENT		ALUMNI		
		#	%	#	%	#	%	
UK	Asian or Asian British							
	Black or Black British							
	Mixed							
	White British, Irish, NI, Other							
	Other Ethnic Background							
	Other Mixed Background							
	Prefer Not to Say							
	UK TOTAL							
NON-UK	Arab							
	Asian or Asian British							
	Black or Black British							
	Irish Traveler							
	Mixed							
	White British, Irish, NI, Other							
	Other Ethnic Background							
	Other Mixed Background							
	Prefer Not to Say							
	NON-UK TOTAL							
DUAL UK + NON-UK	Asian or Asian British							
	Mixed							
	White British, Irish, NI, Other							
	DUAL NATIONALITY TOTAL							
FEMALE TOTAL								

Figure 20: Survey Response Totals by Gender - Female, Nationality and Ethnicity.

White female respondents make up the largest proportion across all categories, with dual UK and Non-UK respondents a minority across all categories.

Overall, Non-UK female respondents represent the highest participation in both staff and student groups, indicating strong international engagement.

A summary of survey respondents by gender - male, nationality and ethnicity are provided in Figure 21. All percentages shown represent the percentages of the total sample / 1,083 respondents (combining Figures 20 and 21).

RACE CHARTER SURVEY RESPONDENT TOTALS BY GENDER - MALE							
STATUS	MALE ETHNICITY GROUPED	STAFF		STUDENT		ALUMNI	
		#	%	#	%	#	%
UK	Arab						
	Asian or Asian British						
	Black or Black British						
	Mixed						
	White British, Irish, NI, Other						
	Other Ethnic Background						
	Other Mixed Background						
	Prefer Not to Say						
	UK TOTAL						
NON-UK	Arab						
	Asian or Asian British						
	Black or Black British						
	Mixed						
	Roma						
	White British, Irish, NI, Other						
	Other Ethnic Background						
	Other Mixed Background						
	Prefer Not to Say						
NON-UK TOTAL							
DUAL UK + NON-UK	Arab						
	White British, Irish, NI, Other						
	Other Mixed Background						
	DUAL NATIONALITY TOTAL						
	MALE TOTAL						

Figure 21: Survey Response Totals by Gender - Male, Nationality and Ethnicity.

White male respondents form the largest group across all categories, particularly among Non-UK staff (5%), Non-UK students (6.3%) and Non-UK alumni (6.1%).

Representation from Asian, Black, Arab, and Mixed ethnic groups are relatively low across UK respondents, with slightly higher percentages among Non-UK respondents driven predominantly by Asian Non-UK males.

PNTS responses are higher for Non-UK male respondents compared to UK male and all female respondents.

Action Plan Development

Between January and July 2025, the ISAT and WGs worked collaboratively to ensure the REC AP was evidence-based, targeted and inclusive. Monthly meetings were held to analyse data and survey feedback, shaping actions aligned to the four thematic areas. Targeted consultations in June - July 2025 included:

- Student Actions: Reviewed with the Student Panel and Campus Ambassadors.
- **AP Priority 3 - Curriculum:** Consulted with the Centre for Curriculum Enhancement and Approval teams.
- Staff Actions: Reviewed with P&C and EDI for alignment with AS priorities and institutional strategies.

Communicating REC

The ISAT launched a multi-channel strategy to promote awareness of and engagement with REC across NI campuses. In 2024, the 'Race Equality Matters' brand unified messaging with communication included promotion via:

- Webpages, newsletters, emails, posters and digital campus screens,
- Campus Ambassadors with iPads and QR codes on campus canvassing responses during survey live weeks,
- Academic staff sharing REC slides in classrooms to promote the survey.

Survey feedback highlighted the need for clearer communication of REC's impact. In response, ISAT and WGs have prioritised communications throughout the Award Period. **AP Priority 7: Race Charter Communications**

1.4.3 The Future

ISAT Structure and Continuity

Following submission of the REC Bronze Application in November 2025, the ISAT will continue bi-monthly meetings and will be renamed 'REC Committee' to maintain strategic oversight in monitoring the implementation of the AP. **AP2.12.**

Working Group Structure and Continuity

The REC WGs will meet at least 4 times per year. Their focus will shift from the four original thematic areas to align with key AP Priorities. A membership review will seek to improve representation across Schools, Departments and campuses, with emphasis on intersectionality. **AP2.13**

AP Implementation

The REC Committee will provide governance and strategic oversight of AP delivery, reinforcing accountability. The R&R SL will provide operational support to the REC Committee and WGs and will develop a RAG rated dashboard to monitor AP progress, assisting Co-Chairs in coordinating the REC programme longer-term.

AP2.03

Biannual REC progress reports will be submitted to University Council via the Council's People Committee, with regular updates provided to the Dean of EDI, CPO and SLT to ensure continued strategic alignment. REC will remain a standing item at the EDI SG, where progress and challenges will be reviewed and recommendations made as needed. **AP2.05 / AP2.06**

Supporting ISAT and WG Members

A joint annual meeting between ISAT and WG members was introduced in December 2024 to identify support needs, establish communication pathways and plan for the year ahead.

This programme of connection and support will continue and evolve throughout the Award Period. **AP2.14**

Section 2: Assessment of the University’s Race Equality Context

2.1.1 Contextual Factors

Ulster University is NI’s largest with over 30,000 students. Its core activities are teaching and learning, research and innovation, and technology and knowledge transfer.

The University is spread across four campuses: Belfast, Coleraine, Jordanstown Sports Village and Derry~Londonderry. The regional multi-campus model is unique and allows deep connections with local communities across NI whilst also supporting sustained impact globally. Ulster University’s students are from the UK, Ireland, EU and Non-EU countries. Figure 22 provides a map of NI with each Ulster University campus location labelled.



Figure 22: Map of Northern Ireland with Ulster University Campus locations.

The University has grown in recent years with the Graduate Entry Medical School opening in August 2021 on the Derry~Londonderry campus, aiming to strengthen NI’s medical workforce and enhances patient care. The first cohort of 69 medical students graduated in June 2025 represented in Figure 23.



Figure 23: (Front centre, L-R) Prof. Louise Dubras (Foundation Dean of the School of Medicine), VC Prof. Paul Bartholomew and Prof. Carol Curran, PVCED of LHS, June 2025.

In September 2022, Ulster University completed a £365M+ investment in a new 75,000m² Belfast City Centre campus, the largest capital build in the EU at the time. The campus has driven regeneration in a historic part of Belfast, expanding the University’s reach and influence. The project acted as a catalyst for change, supporting nearly 100 years’ worth of training, placements and apprenticeships, delivering 4,000 weeks of local training and creating 500 jobs through the supply chain. Figure 24 provides an image of the Belfast campus.



Figure 24: Image of Ulster University’s Belfast City Centre Campus.

An independent study has forecast that the £365M Belfast campus will generate a £1.4 billion economic impact over 10 years from opening, a 5x multiplier for the NI economy. Its location, aligned with the North and West of Greater Belfast, seeks to strengthen widening access for students from disadvantaged backgrounds.

2.1.2 Faculty Structure and External Factors

Ulster University has a four Faculty structure, with 23 Academic Schools and Departments. Each Faculty and its Schools are summarised in Figure 25.

Faculty	# Schools / Depts.	School / Department Name
Arts, Humanities and Social Sciences (AHSS)	6	Belfast School of Art Arts and Humanities Communication and Media Education Law Applied Social and Policy Sciences
Computing, Engineering and the Built Environment (CEBE)	4	Computing Belfast School of Architecture and the Built Environment Computing, Engineering and Intelligent Systems Engineering
Life and Health Sciences (LHS)	8	Biomedical Sciences Geography and Environmental Sciences Health Sciences Medicine School of Nursing and Paramedic Sciences Pharmacy and Pharmaceutical Sciences Psychology Sport and Exercise Science
Ulster University Business School (Ubs)	5	Accounting, Finance & Economics Department of Hospitality, Tourism and Events Management Global Business and Enterprise Management, Leadership and Marketing Business Engagement Unit

Figure 25: Ulster University Faculty structure.

NI’s HE provision includes Ulster University and QUB, the NI Open University and two university colleges (St. Mary’s and Stranmillis). Six FE Colleges offer Foundation Degrees, Higher National Certificates, Diplomas and Apprenticeships.

During the 2021 - 2024 RP Ulster University had to respond to several external factors.

Ministerial Governance and Funding: NI lacks an independent HE funding council. Instead, the DfE acts as both funder and policymaker, linking funding to ministerial priorities. The DfE faces considerable challenges in delivering a sustainable funding model for HE, as it must compete with other Government Departments for share of the block grant allocated to the NI Executive. This constrained fiscal environment limits the Department’s ability to increase investment in HE, placing NI universities under prolonged financial strain.

Brexit and the Windsor Framework: Brexit disrupted access to EU research funding and complicated cross-border collaboration with institutions in ROI. Although the Windsor Framework eased some trade and regulatory tensions, financial uncertainty and reduced EU engagement continue to affect strategic planning and funding stability.

Student Fees: NI students pay a capped fee of £4.7k, well below the £9k+ charged elsewhere in the UK. Despite inflationary pressures and a formal request from NI Universities to raise the cap by over £1k in 2025, the Economy Minister rejected any increase beyond the standard inflation adjustment.

Economic Funding Impacts: Ulster University has taken a range of measures to reduce expenditure commitments in the face of financial pressures. These include the closure of civic assets such as the Riverside Theatre at the Coleraine campus (August 2025), applying vacancy controls and a reduction in the number of internally funded student placements. These actions reflect the difficult trade-offs required to safeguard core academic priorities, staffing, and student services in an increasingly challenging funding environment.

Despite external contexts and significant funding challenges, Ulster University's international reputation for excellence in research and teaching coexists with the impact the University brings socially, economically and culturally.

2.1.3 Recognition and Impact

Ulster University was named Times Higher Education's University of the Year 2024, a first for the institution.

The award recognised Ulster University's transformative role as a "force for good in fostering peace, prosperity and cohesion" across NI and its leadership as an anchor institution in a region shaped by the GFA, 1998.

Ulster's excellence in research, student experience and cross-border collaboration, along with hosting President Joe Biden during the GFA 25th anniversary, cemented its reputation as a dynamic, inclusive and forward-looking university. An image of President Joe Biden at Ulster University in 2023 is provided in Figure 26.



Figure 26: 46th President of The United States Joe Biden, providing key address at the Belfast campus to celebrate 25 Years of the Good Friday Agreement, April 2023.

In 2024, Ulster University ranked in the top 30 of the Guardian University Guide and was voted Best UK University by students in the Student Crowd University Awards, placing 1st for careers services and job prospects.

In the 2025 Postgraduate Research Experience Survey, Ulster ranked 2nd in the UK for overall PhD satisfaction, with an 84% participation rate (more than double the national average of 33%).

In the 2021 REF Assessment, Ulster placed in the top 10% of UK universities for 4* and 3* research impact:

- 87% of research rated as world-leading or internationally excellent.
- 97% of impact rated as outstanding or very considerable.
- 80% of outputs rated as world-leading or internationally excellent.

Civic Engagement and Peace Building Initiatives

A distinctive strand of Ulster University's research focuses on peace and conflict reconciliation, for example:

- INCORE is a globally recognised centre of excellence in governance, policy and practice in divided societies.
- The TJI is a world-leading, law-led multidisciplinary centre focused on transitional justice, human rights, gender, international law and peacebuilding.
- The CAIN Archive offers extensive resources on 'the Troubles' and NI politics from 1968 to present day.

Ulster University actively partners with external organisations to deliver civic initiatives and international events promoting peace and reconciliation. In 2023, to mark the 25th anniversary of the GFA, the University also hosted a programme of events, including:

- A Peace Summit at the Derry~Londonderry campus, co-led by the John and Pat Hume Foundation and Community Dialogue, engaging over 600 participants,
- Finding Your Voice - Lyra's Literary Legacy, a youth outreach project using journalism and creative writing for peacebuilding, inspired by the late local journalist Lyra McKee,
- A Tourism Summit exploring the economic impact of peace on the Causeway Coast and Northwest,
- The 25@25 Leadership Programme supporting 25 alumni to develop civic leadership skills, depicted in Figure 27.



Figure 27: Ulster University's 25@25 cohort attending Ulster Screen for the 'Becoming a Creative Leader' Workshop, with (Centre, L-R), Dr Colin Davidson (Chancellor of Ulster University), Samantha Barry (Glamour's Americas Editorial Director) and Dr Lisa McGee (Playwright and Creator of 'Derry Girls'), Nov. 2023.

In 2022, the University partnered with Educate Together and the IEF on a cross-border initiative funded by the IFI. The project, *Strengthening Civic Engagement in Border Communities*, aimed to enhance sustainable education provision in rural border areas through community-led research and engagement.

2.1.4 Local Communities

NI remains the least ethnically diverse region in the UK, with 3.4% of its population (approx. 65,600 people) from ME backgrounds, lower than 18.3% in England and Wales, and 12.9% in Scotland.

NI’s diversity is shaped by historical factors, including the legacy of the Troubles and the dominance of ‘Orange and Green’ politics under the GFA, which has often marginalised ME communities, limiting their visibility and representation in public life.

Despite gradual demographic shifts, ME communities in NI continue to face significant challenges.

Race-Related Hate Incidents and Crimes

Since the 2000s, hate crime and racially motivated violence have increased in NI.

In the year ending March 2025, the PSNI recorded 1,807 race-related incidents and 1,188 crimes, the highest since records began. This marked an increase of 454 incidents and 349 crimes from 2023.

August 2024 saw a record 349 incidents, double the previous high in July 2024, as an extension of the Southport Riots. Figure 28 provides a trendline representing the racial incidents and crimes reported to the PSNI between 2004 to 2025.

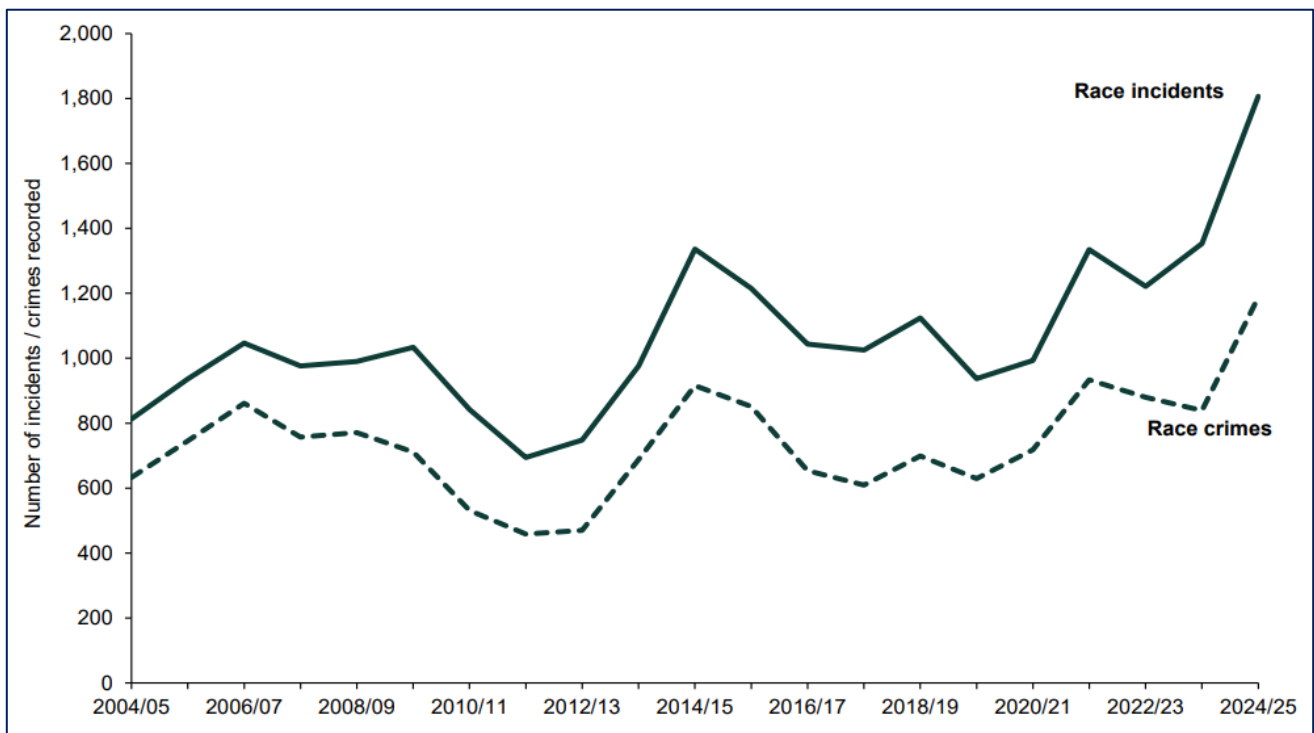


Figure 28: PSNI Race-Related Incident and Crime Trendline, 2004 - 2025

Support for ME Staff, Students and Communities

In response to recent race-related unrest, Ulster University prioritised pastoral care and practical support for affected staff and students. This included direct outreach to ME staff and students, collaboration with PSNI and emergency accommodation via PBMSA alongside enhanced wellbeing services.

The University has since adopted a more proactive approach, including public communications, contingency planning and targeted support for ME communities. While progress has been made, further work is needed to ensure sustained and meaningful impact.

Strategic investment in the EDI Directorate has strengthened race equality efforts, enabling a strengthened focus on building internal and external partnerships for timely, coordinated responses to civil unrest, rooted in community engagement. **AP**

Priority 1: Civil Unrest and Rapid Response

2.1.5 Recruitment of Staff and Students

Staff

A significant proportion of University staff are British 38%, or Irish 30% nationals. This is relatively consistent with the regional demographic of NI, with 2021 Census information providing the following breakdown:

- British Only 32%.
- Irish Only 29%.
- Northern Irish Only 29%.
- British and Irish 8%.

Staff diversity reflects a growing international profile, with additional nationalities spanning 117 EU and Non-EU countries.

Students

In 2024, most students held Home (73%) residency status, indicating they were domiciled in NI or the UK.

A significant number were classified as Overseas (25%) students, representing international enrolments; from India, China, Nigeria, the United States and other regions where the University maintains active recruitment partnerships and global outreach.

The remaining residency status for students was General ██████ representing students with transitional residency classifications. A summary of student resident status is provided in Figure 29.

Ulster University Student Residency Status						
Residency Status	2022		2023		2024	
	#	%	#	%	#	%
H - Home	23,286	72%	24,269	72%	23,051	73%
O - Overseas	8,735	27%	9,153	27%	7,933	25%
G - General						
Total						

Figure 29: Ulster University Student Resident Status 2022 - 2024.

2.2 Development, Evaluation and Effectiveness of Policies

Policy Evaluation and Effectiveness

The University’s Policy Framework 2019 standardises policy development, approval, implementation and review. Oversight sits with the Office of the University Secretary.

In October 2021, monthly Policy Clinics were introduced for Policy Owners, involving OUS, EDI and P&S / P&C. These clinics offer guidance on governance, equality screening, mainstreaming, engagement and Trade Union consultation. Owners are encouraged to consult as widely as possible. The Framework outlines key responsibilities: ongoing monitoring and review, informal annual reviews, formal reviews at least every five years and continuous improvement.

Policy development is shaped by Section 75 of the NI Act 1998, which embeds equality and good relations in decision-making. Policy owners must have due regard for nine protected categories. Figure 30 provides a breakdown of each S75 area.

S75 Areas of the NI Equality Act 1998	
S75 Area	Description
1 - 5	Age, Disability, Gender Reassignment, Marriage & Civil Partnership, Pregnancy & Maternity.
6	Race.
7 - 9	Religion or Belief, Sex, Sexual Orientation.
In addition, without prejudice to the obligations above, it is required to have regard to the desirability of promoting good relations between persons of different religious beliefs, political opinions or racial group.	

Figure 30: S75 Areas of the NI Equality Act 1998.

Consultation

Ulster University publicly consults on screening decisions at least twice a year and on its EQIA, in line with ECNI guidance. Consultation helps assess the views of those affected by policies, revealing issues and impacts that may not otherwise be identified.

Policies Supporting Inclusive Culture and EQIAs

As a Public Authority, Ulster University must conduct equality screening, using a proforma based on ECNI guidance to ensure consistent policy review. Screening embeds equality into policy development and highlights impacts for all, including ME staff and students. Screening begins at the outset of policy (re)development and continues throughout. Equality impacts are assessed using relevant data to inform decisions. The proforma ensures intersectionality is fully considered. Policies are either screened in for a full EQIA, or, screened out if no equality implications are found or if impacts can be mitigated.

2.3 Culture, Inclusion and Belonging

While there is a strong institutional commitment to EDI, the University recognises further work is needed to embed race equality into everyday culture and practices. This REC submission marks a significant step in that journey, building on existing work to further advance race relations.

2.3.1 Summary Evaluation of the University's Culture

Ulster University's institutional strategy, 'People, Place and Partnership: Delivering Sustainable Futures for All', is values-led, placing EDI at the heart of institutional activity. Inclusion is one of the University's core Values and is defined through behaviours that promote fairness, dignity and intercultural respect.

BAME+ Network

The BAME+ Network, established in 2019, has become central to fostering belonging and representation for ME staff and students at Ulster University. Through seven working groups it delivers mentoring, intercultural events and educational opportunities such as the DLP; an accredited award developed in partnership with local organisations to support ME communities in Belfast by building digital skills that enhance pathways to employment and education.

In 2024, the Network introduced an annual Financial Literacy workshop for international students providing practical guidance on budgeting, banking and financial wellbeing in collaboration with the EDI Team, MRANI, and Danske Bank, depicted in Figure 31 below.



Figure 31: BAME+ Network Financial Literacy workshop for International Students.

The BAME+ Network WGs deliver a wide range of events and celebrations across Ulster University campuses. Recent examples include the Faculty of CEBE hosting a Diwali celebration in November 2025, shown in Figure 32 below.



Figure 32: BAME+ Network Diwali celebrations, hosted by the Faculty of CEBE on the Derry~Londonderry campus, October 2025.

Civic Engagement

Ulster University’s civic engagement extends beyond its campuses through partnerships and events that celebrate diversity and inclusion. Each October, the University hosts Black History Month activities including panel discussions and cultural showcases that amplify Black heritage and voices in NI, shown in Figure 33.



Figure 33: Black History Month celebrations highlighting Uganda Day, the Heritage Sports Festival, Human Library event and Pub Quiz, October 2024.

As a key organisation sponsoring the annual MRANI awards, staff, students and UUSU representatives celebrate the achievements of minority ethnic businesses and professionals across NI, reinforcing the University’s commitment to diversity, representation and empowerment, shown in Figure 34.



Figure 34: Ulster University staff, students, Researchers and UUSU representatives attending the 2024 MRANI Awards.

Hosting the NWMF’s Black History Summit for its fifth consecutive year, the University welcomed communities taking part in a celebration of Black heritage and history across the region, with panel members attending from throughout the UK and international zones, depicted in Figure 35.



Figure 35: Panel members and keynote speakers during the NWMF’s Black History Summit on the Derry~Londonderry campus, October 2025.

In October 2025, Ulster University partnered with Diverse Youth NI and Belfast City of Sanctuary to host the documentary premiere of Unseen Boundaries, exploring mental health challenges faced by members of NI’s ME and asylum seeker communities, shown in Figure 36.



Figure 36: Ulster University hosting Diverse Youth NI and City of Sanctuary documentary premier of 'Unseen Boundaries: Through the Eyes of Fady', during Good Relations Week, October 2025.

Feedback from the REC survey saw staff and students requesting more cultural events to be held across each of the University's NI campuses annually. **AP2.11**

The University provides multi-faith prayer spaces and pastoral support across campuses. During the self-assessment period, a trend emerged from feedback of staff and students to improve the prayer spaces available at each campus location. **AP6.13**

2.3.2 Addressing Staff and Student Complaints

Ulster University upholds a zero-tolerance approach to bullying and harassment, with race-related complaints treated seriously through distinct procedures.

- Students can raise concerns with staff, contact the SAAT or submit a general complaints form. Guidance and procedures are publicly available on the University's website.
- Staff complaints are directed to the CPO and handled under the Bullying and Harassment (Dignity at Work) Policy.

Feedback from the REC survey and consultations with staff representatives, the Student Panel and Campus Ambassadors highlighted the need for clearer visibility of race-related complaint processes.

As a recurring theme, this identified the need for better signposting and clarity on reporting mechanisms and the support available to those raising a complaint. **AP**

Priority 4: Reporting Mechanisms

2.3.3 Key Findings from the Survey

The REC survey gathered both quantitative and qualitative data from staff, students and alumni. Due to the historic nature of alumni responses, survey analysis focused on current staff and student feedback.

A breakdown, disaggregated by ethnicity, is provided in **Appendix B: Race Equality Matters Survey Results**.

The summary below identifies key findings from the statistical comparisons, with references to specific tables being those found in **Appendix B**. For each key finding, a sample of illustrative qualitative responses is provided.

Respect and Authenticity

Qualitative feedback indicated areas for improvement (see Figure 37), including more inclusive Welcome Week experiences **AP6.04 / AP6.05**, staff confidence in facilitating intercultural discussions and the need for better promotion of shared spaces and student-led activities to build authentic connections. **AP6.07 / AP6.08**

- See Appendix B, Tables 21, 23, 38 and 40.

Respect and Authenticity: Survey Respondent Statements	
Respondent	Statement
Staff	[Redacted]
Staff	[Redacted]
Student	[Redacted]
Student	[Redacted]

Figure 37: Example of qualitative survey responses for Respect and Authenticity.

Connection and Belonging

While most ME staff and students reported feeling respected at the University, many expressed less connection to peers (see Figure 38). ME students provided mixed feedback on support services, with some finding them extremely helpful and others less so. **AP6.06**

- See Appendix B Tables 22 and 31.

Connection and Belonging: Survey Respondent Statements	
Respondent	Statement
Staff	[Redacted]
Staff	[Redacted]
Student	[Redacted]
Student	[Redacted]
Student	[Redacted]
Student	[Redacted]

Figure 38: Qualitative survey responses for Connection and Belonging.

Cultural events and society-led activities were seen as valuable for building a sense of community, with suggestions for more inclusive outreach and early engagement to strengthen a sense of belonging. **AP6.07 / AP6.08**

Discussing Race and Cultural Understanding

Comfort discussing race-related topics varied across groups, with ME staff and students reporting lower levels than White staff and students (see Figure 39). Awareness of the University’s efforts to tackle racial inequality was poor across all groups identifying a need to better promote REC and efforts in improving race relations. **AP Priority 7: Race Charter Communications**

Students noted a lack of international perspectives in course content, with calls for improved representation across the curriculum. **AP Priority 3: Curriculum**

Focus group feedback highlighted the need for improved intercultural training and cultural literacy among staff. **AP Priority 5: Cultural Literacy**

- See Appendix B Tables 26, 27, 28, 43, 44, 45 and 46.

Discussing Race and Cultural Understanding: Survey Respondent Statements	
Respondent	Statement
Staff	[Redacted]
Staff	[Redacted]
Staff	[Redacted]
Staff	[Redacted]
Student	[Redacted]
Student	[Redacted]
Student	[Redacted]

Figure 39: Qualitative survey responses for Discussing Race and Cultural Understanding.

Cultural Inclusion and Recognition

Perceptions of cultural inclusion were mixed, with almost half of ME students feeling their cultural traditions were only partially acknowledged (see Figure 40). Feedback highlighted concerns about the inclusivity and proportionality of cultural events, with some groups feeling excluded or misrepresented.

Issues regarding flexible exam scheduling during religious observance were also raised. **AP6.14**

- See Appendix B Tables 29, 30, 47, 48 and 50.

Cultural Inclusion and Recognition: Survey Respondent Statements	
Respondent	Statement
Staff	[Redacted]
Staff	[Redacted]
Staff	[Redacted]
Student	[Redacted]
Student	[Redacted]

Figure 40: Qualitative survey responses for Cultural Inclusion and Recognition.

Discrimination, Abuse, Harassment and Stereotyping

Many respondents described the University as welcoming, however a notable number of ME staff and students (and PNTS respondents) reported experiencing or witnessing discrimination or stereotyping due to race or ethnicity (see Figure 41).

- See Appendix B Tables 32, 33, 34, 35, 51, 52, 53 and 54.

Discrimination, Abuse, Harassment and Stereotyping: Survey Respondent Statements	
Respondent	Statement
Staff	[Redacted]
Staff	[Redacted]
Staff	[Redacted]
Staff	[Redacted]
Staff	[Redacted]
Staff	[Redacted]
Student	[Redacted]
Student	[Redacted]
Student	[Redacted]

Figure 41: Qualitative survey responses for Discrimination.

Reporting Incidents

Barriers to reporting race-related incidents emerged as a concern, with many ME staff and students unsure how to report incidents (see Figure 42). **AP Priority 4: Reporting Mechanisms**

While some groups expressed confidence in University leadership and managers ‘calling out’ racism, ME students were less confident. Qualitative feedback highlighted fear regarding speaking up for students particularly when staff were involved referring to power dynamics, indicating a need for clearer race-related reporting mechanisms. **AP4.09.**

Staff raised concerns about reporting mechanisms, awareness of processes and the support available within those processes. **AP4.02 / AP4.03 / AP4.04**

- See Appendix B Tables 24, 25, 36, 41, 42 and 55.

Reporting Incidents: Survey Respondent Statements	
Respondent	Statement
Staff	[Redacted]
Staff	[Redacted]
Staff	[Redacted]
Staff	[Redacted]
Student	[Redacted]
Student	[Redacted]
Student	[Redacted]
Student	[Redacted]

Figure 42: Qualitative survey responses for Reporting Incidents.

2.4 Staff Context

The following sections refer to **Appendix A: Institutional Data Tables**. Unless otherwise stated, the data refers to the 2023 / 2024 Academic Year.

2.4.1 Ethnic Composition of Staff

Benchmarking staff data is difficult due to the limited number of comparable institutions in NI. QUB is the only viable comparator, but differs significantly in scale and geographic reach, operating from a cluster of urban campus locations versus Ulster University’s multi-campus, cross-regional model. For appropriate ME benchmarking, five specific data sets were used during the REC process:

- The University’s Institutional Data.
- NI Census 2021.
- QUB Equal Opportunities Monitoring Information 2023.
- Advance HE’s Staff Statistical report 2024.
- HESA (HE totals for NI inclusive of Open University, St Mary’s University College, Stranmillis University College and Ulster University).

Staff Profile Summary

A summary of Ulster University staff profiles, including Academic and PTO, Gender, Nationality, Ethnicity and National Identity is provided in Figure 43.

Summary of Ulster University Staff Profiles			
Staff Population (2024)		██████████	
Category	Subcategory	#	%
Academic / PTO	Academic	██████████	██████████
	PTO staff	██████████	██████████
Gender	Female	██████████	██████████
	Male	██████████	██████████
Nationality	Non-UK (Includes Irish)	██████████	██████████
	UK (Includes British)	██████████	██████████
Ethnicity	ME	██████████	██████████
	White	██████████	██████████
National Identity (Ethnicity - White)	British	██████████	██████████
	Irish	██████████	██████████
	Other	██████████	██████████

Figure 43: Summary of Ulster University staff totals 2024.

- See Appendix A Table 1.

NI Census 2021

The ME population in NI has grown significantly over the past 25 years from 0.8% in 2001 to 3.4% in 2021. The largest ME groups include Mixed, Black, Indian, Chinese and Filipino communities, reflecting increasing diversity across the region.

Figure 44 represents a breakdown of ethnicities from the NI Census 2021, against Ulster University staff profiles 2024.

Ethnicity	NI Census 2021		Ulster University Staff		Census / UU % Difference
	#	%	#	%	
Arab	4,725	0.25%	█	█	█
Asian or Asian British	48,400	2.53%	█	█	█
Black or Black British	15,000	0.79%	█	█	█
Mixed	20,000	1.05%	█	█	█
Other Ethnic Background	225,892	11.82%	█	█	█
Irish Traveller	1,300	0.07%	█	█	█
Roma	800	0.04%	█	█	█
White British	1,011,681	52.95%	█	█	█
White Irish	517,393	27.08%	█	█	█
White Other	65,600	3.43%	█	█	█
Grand Total	1,910,791	100%	█	█	█

Figure 44: NI Census 2021 totals Vs the University's staff profile 2024.

- See Appendix A Table 2.

Ulster University shows higher ME representation than the NI Census 2021 across several categories, including Arab, Asian and White Irish groups. Black representation is aligned with census data, while Mixed, Other Ethnic, Irish Traveller and Roma groups are underrepresented.

ME staff representation at Ulster University exceeds local population averages at campus locations, particularly Jordanstown and Derry~Londonderry.

A summary of NI Census 2021 data against Ulster University staff totals for 2024 is provided in Figure 45 to represent total populations across each campus location.

Ulster University Staff by Campus and Ethnicity					
Location / Campus	Ethnicity	NI Census 2021		Ulster University Staff 2024	
		#	%	#	%
Belfast City Centre	ME	24,615	7%		
	White British, Irish, Other	320,385	93%		
	Belfast City Centre Total	345,000	100%		
Coleraine	ME	720	3%		
	White British, Irish, Other	23,280	97%		
	Coleraine Total	24,000	100%		
Jordanstown	ME	720	5%		
	White British, Irish, Other	5,700	95%		
	Jordanstown Total	6,000	100%		
Derry ~ Londonderry	ME	3,400	4%		
	White British, Irish, Other	81,600	96%		
	Derry~Londonderry Total	85,000	100%		

Figure 45: NI ethnicity against the University's staff totals by campus location 2024.

2.4.2 Evaluation of Staff Profiles

In 2024, ME staff at the University reached 7.5%, up from 6% in 2022. While this remains below the UK HE average of 19%, it exceeds the NI Census figure of 3.7%, indicating positive regional progress.

QUB reported 10% ME staff in 2024, suggesting the University's representation is broadly aligned with local trends.

UK and Non-UK Domiciled Trends

In 2024, UK-domiciled staff at the University were [REDACTED] White and [REDACTED] ME which was below the UK HE average of 13% but aligned with [REDACTED]. Among Non-UK-domiciled staff, 13% were ME, significantly lower than the UK HE average of 40% and NI's 17%.

Gender and Ethnicity

In 2024, ME staff were predominantly male (61%), with [REDACTED] making up [REDACTED] of the total staff population. White staff were majority female (59%).

Academic Staff Profile

- 13% of academic staff were ME (167), 87% White (1,136).
- Among ME staff: 30% female (50), 70% male (117).
- 10% of Professors were ME, compared to 90% White.

Contract Types and Job Roles

Between 2022 and 2024, ME academic staff on fixed-term contracts decreased from 45% to 32%, with an increase of ME academic staff on permanent contracts for the same period from 55% to 68%. A key contributing factor was a formal agreement by the University and UCU between 2022 - 2023 leading to the securing of permanent contracts for internally funded staff with over four years' continuous service.

The total population of ME staff within academic roles increased from 10.7% in 2022 to 12.8% in 2024.

ME women remain significantly underrepresented at professorial level [REDACTED]. The number of ME staff on teaching-only contracts has increased, while rates for White staff have remained consistent.

Academic Recruitment Outcomes

Appointment success rates show a wider gap, with Arab and Black candidates particularly underrepresented. These patterns suggest potential barriers at the interview stage for ME applicants. **AP2.19**

PTO Recruitment Outcomes

Shortlisting and appointment rates for ME applicants remain consistently lower than those for White applicants, with Arab and Black candidates particularly affected.

A summary of recruitment totals for PTO roles by ethnicity of applicants is provided in Figure 47.

Ulster University PTO Recruitment Totals by Year					
Ethnicity	Applied	Shortlisted	App - SL Success Rate	Appointed	App - Appt Success Rate
White	120	30	25%	15	12.5%
Black	80	10	12.5%	5	6.25%
Arab	90	20	22.2%	10	11.1%
Asian	70	15	21.4%	8	11.4%
Other	60	12	20%	6	10%

Figure 47: PTO Recruitment totals by ethnic group including application to shortlist success rate % and application to accept success rate %.

- See Appendix A Tables 9 and 10.

ME applicants fell behind White applicants in appointments, indicating challenges in demonstrating alignment with criteria or possible bias during interviews.

For example, Arab applicants consistently achieved the highest shortlisting and appointment rates among ME groups, except in 2023, where none were appointed despite strong shortlisting performance suggesting barriers at interview stage.

AP2.19

2.4.3 Future Capacity to Identify and Address Intersectional Inequalities

At the foundational stage of the REC journey, the priority is to build a strong understanding of the University's internal ME culture.

As the AP develops, intersectional analysis will evolve to include characteristics such as disability, caring responsibilities and sexual orientation, recognising how overlapping identities shape lived experiences.

The University has committed to improving data quality, including analysis of REC survey results through additional intersectional fields. **AP2.21**

The University conducts an annual Ethnicity Pay Gap analysis, however, during the awarding period a new Pay Gap Framework will be introduced alongside the publishing of ME, gender and disability pay gap summaries. **AP2.23**

2.4.4 Aspects of Good Practice

Good practice is demonstrated across the University through long-standing community partnerships and a range of staff development pathways, including the Aurora Programme supporting women developing towards leadership roles, the Engage: Great People Managers programme for managers at the University and coaching and mentoring schemes.

ME staff are supported by the BAME+ Network, which delivers personal and professional development opportunities and cross-cultural events. In addition, the University provides practical support for international colleagues, including assistance with visa costs, relocation expenses, and access to staff loans to help manage ongoing visa and Immigration Health Surcharge payments.

The Staff Wellbeing Team offers a comprehensive range of services across campuses, including stress management resources, attendance support, and occupational health referrals.

2.5 Student Context

The following sections refer to data provided in **Appendix B**. Unless otherwise stated, the data used refers to the 2023 / 2024 Academic Year.

2.5.1 Ethnic Composition of Students

Three data sources informed ME benchmarking during the REC process:

- Institutional Data.
- Advance HE’s 2024 Statistical Report.
- HESA.

Due to NI’s distinct demographics and HESA’s limitations such as lack of data on Non-UK ME students and postgraduate awarding, benchmarking remains challenging. This impacts how the University can effectively evaluate ME representation and progression across its student population.

A summary of student ethnicity totals is provided in Figure 48.

Ulster University Student Ethnicities							
ME / White	Ethnicity	2022		2023		2024	
		#	%	#	%	#	%
ME	Arab						
	Asian or Asian British						
	Black or Black British						
	Mixed						
	Other Ethnic Background						
	White Gypsy, Irish Traveller or Roma						
	ME Total						
PNTS	PNTS						
	PNTS Total						
White British, Irish, Other	White						
	White Total						
Grand Total							

Figure 48: University Student Ethnicity Totals for the 2022 - 2024 Academic years.

- See Appendix A Tables 14 and 15.

2.5.2 Evaluation of Student Profiles

Ethnicity Disclosure Rates

A notable proportion of students at the University chose not to disclose their ethnicity:

- 2022: 25% of all students.
- 2023: 24%.
- 2024: 22%.

This trend is particularly pronounced among Non-UK-domiciled ME students, where PNTS responses were:



Across NI HEIs, only 2% of UK-domiciled students selected PNTS. The rate of PNTS across the University’s student population suggest a need for targeted action to improve confidence and clarity around ethnicity disclosure, particularly for international students. **AP2.22**

ME Student Representation: UK vs. Non-UK Domicile

In 2024:



Figure 49 provides a summary of the UK and Non-UK domiciled students by year and ethnicity, for the UK, NI and Ulster University (UU).

Percentages of UK Domiciled ME Students by Year (UK, NI & Ulster University)									
Ethnicity	2022			2023			2024		
	UK	NI	UU	UK	NI	UU	UK	NI	UU
Asian									
Black									
Mixed									
White									

Figure 49: UK, NI and Ulster University domiciled ME students by year.

The ■ figure for UK-domiciled ME students has remained stable between 2022 and 2024. However, across NI HEIs, this figure increased from ■ indicating a gap in the University’s ability to attract UK-based ME students relative to regional peers.

Ethnic Group Breakdown Among UK-Domiciled Students

In 2024, the largest UK-domiciled ME student groups at the University were:



This compares to:

- UK sector averages: 14% Asian, 9% Black and 5% Mixed.
- NI HEIs: 3% Asian, 1% Black and 1% Mixed.

Ulster University's figures have remained consistent since 2022, are slightly lower than NI averages, although are significantly lower than UK-wide benchmarks.

Faculty-Level Diversity

The most ethnically diverse Schools in 2024 were:

- Department of Global Business and Enterprise: 90% ME students.
- School of Computing: 44%.
- Department of Management, Leadership and Marketing: 42%.

The Schools with least ME representation in 2024 were:



These figures highlight pockets of high diversity within specific disciplines.

Study Levels

For UG programmes, ME student representation increased from [redacted] in 2022 to [redacted] in 2024 and White representation also increased slightly.

Within GT and Research, ME representation increased from 31% to 66% between 2022 and 2024, while White representation dropped from 46% to 32%. PNTS responses [redacted] indicates stronger self-identification and more reliable ethnicity data for these levels of study.

Admissions Outcomes by Ethnicity

Application-to-acceptance rates have significantly improved for several ethnic groups, reflecting growing diversity in student representation. Between 2022 and 2024, notable increases were seen among Arab, Asian, Mixed, Other Ethnic and White Gypsy, Irish Traveller or Roma applicants, with some groups more than doubling their acceptance rates. A summary of admissions outcomes is provided in Figure 50.

Admissions by Year					
Ethnicity Grouped	Applications	Offers	Accept	App to Offer %	App to Accept %
2022					
ME					
White					
PNTS					
2022 Total					
2023					
ME					
White					
PNTS					
2023 Total					
2024					
ME					
White					
PNTS					
2024 Total					

Figure 50: Student success rate % for Application to Offer and Application to Accept.

- See Appendix A Table 16.

Continuation and Awarding

The University demonstrates strong undergraduate continuation rates, with ME students achieving 99 - 100% in 2024, matching White student rates and exceeding the UK average. UG awarding data shows no overall gap, with ME students slightly outperforming White students. Disparities remain in specific groups relating to postgraduate outcomes:

- Black UK-domiciled students face an [redacted] awarding gap compared to White.
- GT awards presented underperformance among ME students with fewer First / 2nd Class awards - UK-domiciled GT students from Black / Asian backgrounds show a lower [redacted] First / 2:1 rate than White students [redacted]

However, the data sets for GT awarding presented low figures for ME representation, with awarding data too limited to identify significant trends.

2.5.3 Future Capacity to Identifying and Address Intersectional Inequalities

Current analysis of the student population focuses on ME students by UK / Non-UK domicile and broad ethnicity categories. Attempts to examine more specific groups, such as Arab students, are limited by small sample sizes, affecting statistical reliability.

To address this, the University will strengthen intersectional analysis in future cycles, examining ethnicity alongside available data.

2.5.4 Aspects of Good Practice

Ulster University benefits from strong engagement structures supporting race equality and inclusion.

The BAME+ Network promotes talent development, wellbeing and EDI-focused initiatives, including annual financial literacy training for international students. Events like Black History Month and Africa Day, depicted below in Figure 51, have received positive feedback in the REC survey, with students calling for more such events across all campuses to enhance belonging.



Figure 51: Black History Month celebrations at Ulster University in October 2024, attended by BAME+ Network members, staff, students and external representatives, such as the Lord Mayor of Belfast, Mickey Murray (centre, front).

The UUSU VP for Equality and Belonging champions ME student representation, while the Global Engagement team supports international students with applications and integration through campus events.

To strengthen inclusive teaching an EDI in the Curriculum Toolkit and Teaching International Students Task and Finish Group have been established, offering resources and training to enhance academic support.

While good practice is evident, there is scope to expand culturally relevant programmes across all campuses. **AP Priority 3: Curriculum**

2.6 Key priorities for Future Action

Figure 52 outlines each AP Priority and summary objective, followed by a summary of action themes for each.

Priority 1: Civil Unrest and Rapid Response	
Summary Objective	Strengthening institutional readiness through experience-informed protocols that support ME staff and students during periods of civil unrest.
Action Themes	<ul style="list-style-type: none"> ▪ Rapid Response Protocols ▪ ME Engagement ▪ PSNI Collaboration and External Engagement
Priority 2: Race Charter AP Implementation (Reporting, Structures and Data)	
Summary Objective	Embedding strong governance and data to drive lasting race equality change.
Action Themes	<ul style="list-style-type: none"> ▪ Sustaining an Evidence-Led AP (2026 – 2030) ▪ Senior Engagement, Oversight and Support ▪ Institutional EDI Structures Supporting the Delivery of REC AP ▪ AP Tracking and Data Quality ▪ Developing Intersectionality ▪ Ethnicity Pay Gap Reporting
Priority 3: Curriculum	
Summary Objective	Championing inclusive teaching that supports diverse learners.
Action Themes	<ul style="list-style-type: none"> ▪ Inclusive Pedagogy and 3D Curriculum ▪ Staff Development and Communities of Practice ▪ Data-Informed Curriculum Reviews
Priority 4: Reporting Mechanisms	
Summary Objective	Creating safe and trusted processes supporting the reporting of racism.
Action Themes	<ul style="list-style-type: none"> ▪ Enhancing Staff Reporting Mechanisms ▪ Enhancing Student Reporting Mechanisms
Priority 5: Cultural Literacy	
Summary Objective	Fostering a culturally literate organisation that is confident navigating topics of race and identity.
Action Themes	<ul style="list-style-type: none"> ▪ Cultural Competency Model Benchmarking and Development ▪ Integrating Cultural Competency Across Institutional Learning Pathways ▪ Local Ownership and Student Engagement

/Continued overleaf.

Priority 6: Sense of Belonging	
Summary Objective	Enhancing inclusive spaces where all staff and students feel seen, supported and connected.
Action Themes	<ul style="list-style-type: none"> ▪ Staff Induction, Orientation and Connection ▪ Student Welcome and Integration ▪ BAME+ Network Visibility, Engagement and Communication ▪ Events and Cultural Connection ▪ Religious Observance and Inclusive Practice
Priority 7: Race Charter Communications	
Summary Objective	Amplifying ME voices and race relations progress through inclusive, engaging and visible communication.
Action Themes	<ul style="list-style-type: none"> ▪ Race Equality Communications Strategy ▪ Promoting REC and Improvements to Race Relations

Figure 52: AP Priorities, Summary Objectives and Action Themes.

Section 3: Race Equality Charter Action Plan

Further details regarding each of the seven University Priorities is provided below.

As noted earlier (Section 1.4.3), for the coming five-year Award Period Working Groups will be established around each of these 7 Priorities. Each Group will review and refine the actions, associated timescales and measures of success for each, and will develop and oversee detailed delivery plans.

Furthermore, with guidance from the Working Groups, the REC Committee will identify a 'Lead Owner' for each individual action.

This is particularly important for those actions that will rely on multiple teams for successful delivery. Lead Owners or a nominated representative will be invited to join the REC Committee and/or associated Working Group during the award period (2026 / 2030) and/or for the duration of their actions.

Issue Description	Objectives	#	Actions	Timeframe		Owner(s)	Success Markers
				Start	End		
Priority 1: Civil Unrest and Rapid Response							
The University will work to proactively support institutional crisis planning to enable an informed rapid response template for use when civil unrest occurs to support the physical and psychological safety of its staff and students.							
Existing rapid response protocols are well-established at the University however, the recent race-related unrest across the region requires enhanced cross-team coordination.	To ensure a proactive, inclusive and community-informed approach we will review and strengthen institutional rapid response protocols and coordinate with internal and external stakeholders to support ME staff and students.	AP1.01	Development of enhanced crisis response template including key internal and external stakeholders to support ME staff and student during periods of civil unrest.	Jan 26	Dec 27	REC Committee R&R SL Community Engagement International Student Experience and Support Co-ordinator	Crisis response template in place and updated on Risk Management system. Key stakeholders engaged in development with named owners. Coordinated approach to staff / student wellbeing in place.
		AP1.02	Set up focus group with ME staff and students to understand lived experiences and identify improvements to the crisis response template.	Jun 26	Jun 27	REC Committee R&R SL International Student Experience and Support Co-ordinator	Focus group held annually with ME staff and students. Crisis response template updated annually. In event of further civil unrest, focus group assembled immediately to inform University response.
		AP1.03	Partner with Community Policing teams to learn from best practice, adopting effective support mechanisms for staff and students and increasing PSNI presence on campus during periods unrest to provide reassurance and support for ME community members.	Mar 26	Dec 30	R&R SL Community Engagement	PSNI guidance included in crisis response template. Review process in place. PSNI presence on campus increased during periods of civil unrest.
		AP1.04	Participate in PSNI-led consultations and forums to represent the HE sector and the University, learning from and sharing good practice.	Jan 26	Dec 30	R&R SL	Active involvement in PSNI forums / consultations to share good practice.

Issue Description	Objectives	#	Actions	Timeframe		Owner(s)	Success Markers
				Start	End		
Priority 2: Race Charter AP Implementation (Reporting, Structures and Data) The REC AP will be delivered through strong governance, including senior oversight and supported by quality data. This reflects the University's commitment to sustaining a responsive, evidence-led plan and the capacity to respond to emerging issues throughout the 5-year Award Period.							
The AP must remain responsive and evidence-led throughout the Bronze Award Period to reflect progress and emerging priorities.	To embed a structured, data-informed process for regularly reviewing and updating the AP, ensuring it evolves in line with data analysis and stakeholder feedback.	AP2.01	Establish annualised in-person AP review process with REC committees, aligned to institutional reporting cycles.	Dec 26	Dec 30	REC Co Chairs R&R SL	Annual review cycles established. Min. 1 meeting per year. Mechanism to track AP progress in place. Feedback loop for ME staff and students post Bronze submission in place.
		AP2.02	Incorporate findings from consultations, forums and feedback into AP updates.	Jan 26	Dec 30	R&R SL	AP pro-actively updated. Additional actions agreed and reviewed annually during Award Period.
		AP2.03	Develop RAG tracker / dashboard and share with REC committees to monitor progress, capture AP amendments and add additional priorities / actions during Award Period.	Sept 26	Dec 30	R&R SL	REC AP progress tracker in place representing # / % progress. Updated quarterly. REC team access in place.
		AP2.04	Conduct Race Equality Matters pulse surveys in Years 2 and 4 to assess race equality progress and identify additional priorities / actions.	Jan 27	Dec 29	REC Co Chairs R&R SL	Surveys completed in 2027 and 2029. Outcomes communicated. Recommendations added to AP.

Issue Description	Objectives	#	Actions	Timeframe		Owner(s)	Success Markers
				Start	End		
Senior oversight is vital for sustaining momentum and supporting solutions in overcoming barriers to AP implementation.	To provide quarterly updates to senior officers in line with reporting cycles, including mechanism to request senior support.	AP2.05	Quarterly summary of REC AP progress shared with REC Co-Chairs, Dean of EDI and CPO.	Sept 26	Dec 30	R&R SL	REC AP update provided quarterly (Jan, Apr, Jul, Oct).
		AP2.06	REC progress updates provided to Council via its People Committee biannually.	Jan 24	Dec 30	Dean of EDI CPO	Council People Committee issued with biannual update on REC AP progress (Feb and Aug, or May and Nov - TBC).
		AP2.07	REC progress updates provided to the University's SLT biannually including requests for senior sponsorship where barriers or issues in AP delivery are encountered.	Jan 27	Dec 30	REC Co Chairs Dean of EDI CPO	SLT issued with update on AP progress with recurrence agreed as twice per year (TBC). REC AP delivery issues escalated to SLT with request for support when identified.
The EDI Steering Group is a key mechanism to provide EDI oversight across the organisation and to support delivery of the REC AP. EDI Steering Group was not in place during Self-Assessment.	The EDI Steering Group is essential to ensure senior oversight, buy in and support to ensure implementation of EDI delivery across the University.	AP2.08	Re-establish EDI Steering Group to commence during 2025/26 Academic Year to strengthen institutional EDI oversight and support REC AP delivery across organisation.	Jan 26	Jun 26	Dean of EDI CPO EDI SLs	EDI Steering Group recommenced with membership and ToR confirmed. EDI SG meeting regularity confirmed with meetings held (2 – 4 times per year). REC included as standing agenda item.
AS Champions play a key role in embedding race equality locally and require clear coordination and alignment with institutional EDI priorities.	To broaden scope of Faculty AS Champions ensuring a holistic approach to EDI activity across Faculty levels.	AP2.09	AS Champions renamed to 'EDI Champions' with programme of work developed to train, coordinate and support funded roles providing improved direction and coherence with Faculty and Directorate delivery of EDI strategic objectives.	Jan 26	Dec 30	Dean of EDI EDI SLs	AS Champions renamed to 'EDI Champions'. Programme of work commenced to align approaches incorporating holistic EDI delivery. Meeting regularity confirmed (2 – 4 times per year). AS Workload Model reviewed for REC delivery.

Issue Description	Objectives	#	Actions	Timeframe		Owner(s)	Success Markers
				Start	End		
		AP2.10	Secure 1 additional 0.2 FTE EDI Champion role to represent PTO areas.	Feb 26	Mar 27	CPO	Funded PTO EDI Champion in place.
Staff and students provided feedback that BAME+ Network events are delivered disproportionately across campuses and should be balanced by headcount totals.	To ensure BAME+ Network events are proportionately delivered across each campus location.	AP2.11	Quarterly review and look ahead with BAME+ Network on REC AP priorities with agreement and joint planning for events and programmes for upcoming annual cycles.	Mar 26	Dec 30	R&R SL BAME+ Chair	Quarterly planning meeting in place with BAME+ Network (Feb, May, Aug, Nov) to align approach for annual events and programmes. Events / activities planned and delivered: 50% Belfast, 25% Coleraine, 25% Derry~Londonderry. Min. 4 scheduled events per year at 2:1:1 ratio.
The REC ISAT and Working Groups require support and coordination following the Bronze Award submission to reflect the evolving role in oversight and implementation of the AP.	To restructure and refresh the ISAT and Working Groups with updated Terms of Reference and membership to support effective oversight, delivery and inclusive engagement.	AP2.12	Rename REC ISAT to 'Race Charter Committee', agree ToR and ownership of AP delivery with meeting regularity confirmed.	Jan 26	June 26	REC Co Chairs R&R SL	ISAT renamed with ToR agreed and reviewed annually. Membership reviewed annually. 6 meetings delivered per year.
		AP2.13	Align Working Group membership to support priority areas of AP, ToR in place, and meeting regularity agreed.	Jan 26	June 26	REC Co Chairs R&R SL	ToR agreed with annual review in place. Membership reviewed annually. Min 4 meetings per year. Each WG Chaired by REC Committee Member.
		AP2.14	Host annual in-person combined meeting for Race Charter Committee and Working Groups to review progress and plan for year ahead.	Dec 26	Dec 30	R&R SL	Min 1 meeting per year. Annual objectives confirmed and shared.

Issue Description	Objectives	#	Actions	Timeframe		Owner(s)	Success Markers
				Start	End		
<p>Data quality and consistency issues have limited the ability in some instances to analyse trends across staff and student populations.</p> <p>Academic promotion data includes ME and White with further intersectional data required.</p> <p>Council does not currently have a complete or up-to-date characteristic set.</p> <p>Senate does not currently collect intersectional information from members (UUSU data unavailable).</p> <p>Gaps in student data.</p>	<p>Improve institutional data to support ability to analyse trends within staff and student populations to identify further actions to be addressed and delivered during Award Period.</p>	AP2.15	Improve academic promotions data to include movement from previous role to successfully promoted and intersectional information for gender, ethnicity and nationality.	May 26	Jun 26	People Partnering Manager	Academic promotion data collected annually including intersectionality and totals of eligible / ineligible applicants. Consistently achieving min 80% of characteristic and role profile information.
		AP2.16	Establish confidential mechanism to gather characteristic data for University Council Membership.	Aug 26	Oct 26	Committee Services Manager	Min. 80% of University Council data consistently collected year on year, providing a data trend of gender, ethnicity and nationality.
		AP2.17	Establish confidential mechanism to gather University Senate Membership annually for each year of the 5-year 'sitting' period, with particular focus on UUSU representation and personal characteristic data collection.	Aug 26	Oct 26	Quality Enhancement Manager	Min. 80% University Senate Data consistently collected (and confidentially) year on year, providing a fuller and consistent data set for analysis of Senate Members, including UUSU representation.
		AP2.18	Improve data collection and availability of student profile information across personal characteristic areas against Level of Study, Applications & Success Rates, Continuation Rates, Awarding Gaps and Award Classifications, to support improved analysis of Student data, enabling proactive actions to be identified, developed and commenced.	Sept 26	Sept 27	Banner Team Admissions Team	Fuller and consistent student data achieved year on year contributing to REC analysis.

Issue Description	Objectives	#	Actions	Timeframe		Owner(s)	Success Markers
				Start	End		
ME applicants to Academic roles have significantly lower interview success rates [REDACTED]	To identify and address the causes of lower ME success rates at interview stage and improve equity in recruitment outcomes.	AP2.19	Commence working group to investigate application to shortlist, and interview to appointment success rates, identifying where issues are at each stage, with a view to develop pre-application recruitment guidance.	Jan 27	Dec 27	REC Committee BAME+ Network R&R SL	Working Group assembled from REC Committee Membership and BAME+ Network. Ethnicity recruitment gap closed by 5 – 10% between ME vs White applicants by end of Award Period. Application guidance developed and available on Ulster University Recruitment webpages.
Grade 10 PTO roles were the only grade boundary [REDACTED] during the Reporting Period indicating potential barriers to progression.	To identify and address barriers to ME staff progression within G10 PTO roles.	AP2.20	Set up working group to Investigate PTO Grade 10 ME representation rates with aim to address barriers to appointment and career progression for the recruitment of internal and external roles.	Sept 26	Sept 27	REC Committee BAME+ Network R&R SL	Barriers to ME staff appointment and progression for internal and external roles identified with solutions to support in place. Representation at G10 increased by 10% by end of Award Period. Targeted actions logged and completed.

Issue Description	Objectives	#	Actions	Timeframe		Owner(s)	Success Markers
				Start	End		
Further intersectional analysis is needed to understand the nuanced experiences of ME staff and students across additional characteristics during the Bronze Awarding Period. Intersectional analysis was conducted on Nationality, Gender and Ethnicity only.	To achieve a more extensive intersectional analysis during Awarding Period.	AP2.21	Examine Race Equality Matters Survey results (including planned Pulse Surveys) and institutional data sets against varying intersections, comparing White and ME majority respondents to better identify nuanced experiential gaps.	Jan 27	Dec 30	R&R Adviser	Min. 3 intersectional comparators analysed and compared across each REC data set during Award Period.
Student data show high levels of "Prefer Not to Say" (PNTS) responses for ethnicity: <ul style="list-style-type: none"> - 25.2% in 2022, - 24% in 2023 and, - 21.6% in 2024. 	To improve the completeness of ethnicity data by identifying and addressing barriers of disclosure.	AP2.22	Map student lifecycle stages where ethnicity is requested to identify opportunities for improving disclosure and to enable targeted improvements to data collection, analysis and identification of experiential gaps via survey and institutional data reviews. Explore opportunity to run a series of information events with USUU across academic year to encourage students to update characteristic information (with potential to add statement to student registration process to explain and encourage characteristic disclosure).	Mar 26	Sept 26	REC Committee Central Admissions Student Operations UUSU	Information events co-delivered. Student characteristic statement added to student registration processes. PNTS rates reduced by 5 – 10% by end of Awarding Period.

Issue Description	Objectives	#	Actions	Timeframe		Owner(s)	Success Markers
				Start	End		
The University is not required to publish an annual Ethnicity Pay Gap report however, analysis is conducted annually but not regularly published.	To ensure ethnicity pay gap analysis is published annually.	AP2.23	Development and launch of new Pay Gap Framework (covering gender, disability and ethnicity pay gaps). Annual analysis of University ethnicity pay gap published each year alongside gender pay gap information.	Sept 26	Dec 30	Dean of EDI R&R SL	Pay Gap Framework developed, approved and launched. Ethnicity pay gap published annually on University EDI webpages.

Issue Description	Objectives	#	Actions	Timeframe		Owners	Success Markers
				Start	End		
Priority 3: Curriculum							
This priority focuses on equipping staff with the tools, frameworks and confidence to support diverse learners through inclusive pedagogy and curriculum enhancement.							
More support required for new and established staff within learning and teaching support roles to increase awareness of EDI and relational competency pedagogies.	To embed socially just pedagogies and relational competency across teaching practices in taught academic programmes and as an offering to all staff within learning and teaching support roles.	AP3.01	Socially just pedagogies piloted within FST.	Sept 26	Dec 27	Head of Prof Practice	Increased number of student progression and retention +10%.
			Embed within PgCert and MEd students on inclusive teaching strategies, including EDI, relational and cultural competency pedagogies.	Jan 26	Dec 28	Programme Directors	Min 30% of MEd projects include EDI / racial equity focus by Dec 2026.
		AP3.02	Provide additional support and CPD opportunities for MEd students undertaking enhancements and thesis projects related to EDI and cultural / racial equity.	Jan 26	Jan 29	Head of Prof. Practice Programme Director	Increase number to 10% of cohort in year one and to 30% by year 3. Minimum of 5 case studies in year 1 published in the Learning Matters Journal, increasing to 10 in year 2.
		AP3.03	Provide open CPD sessions for all staff within teaching and learning support roles on socially just pedagogies and relational competencies.	Mar 26	Aug 30	Dean of LE Directorate EDI in Curriculum Communities of Practice EDI Task and Finish Group	Minimum of 4 CPD events annually with ≥ 75% participant satisfaction rating. Pre / post surveys show ≥ 25% increase in staff confidence applying inclusive pedagogies.

<p>The design of inclusive pedagogies into the curriculum at the point of initial programme approval and reapproval is not explicitly mandated</p>	<p>Co-design an EDI in the Curriculum Toolkit to enhance processes and promote inclusive pedagogies to be designed into curriculum.</p>	<p>AP3.04</p>	<p>Develop an EDI in the Curriculum Toolkit aligned with institutional priorities to support staff who teach and support the learning experiences of diverse learners.</p>	<p>Jan 26</p>	<p>Dec 27</p>	<p>EDI in Curriculum Task and Finish Group</p> <p>Revalidation Doc Working Group</p> <p>CCEA team</p> <p>Associate Directors</p>	<p>EDI Toolkit launched in year 1, year 2 update resources and Pillars.</p> <p>Increased use of EDI Toolkit up to 50% by year 2.</p> <p>Target of 700+ student reps completing EDI student programme and the EDI Toolkit as part of induction.</p> <p>Develop external EDI Toolkit webpage to be shared with students and FE partners.</p>
		<p>AP3.05</p>	<p>Set up EDI in the Curriculum Community of Practice to include all staff within learning and teaching support roles.</p> <p>Host events across each campus featuring external speakers and sharing inclusive EDI practices for all staff.</p>	<p>Sep 26</p> <p>Mar 27</p>	<p>Jan 26</p> <p>Dec 30</p>	<p>EDI in the Curriculum Community of Practice Leads</p> <p>EDI in Curriculum Task and Finish Group</p>	<p>Membership growth from 112 to 200 by end of 2026.</p> <p>≥4 thematic events per year with tracked attendance and post-event actions.</p> <p>20% increase in published CoP case studies within Learning Matters Journal.</p>
		<p>AP3.06</p>	<p>Revise the templates for programme approval processes enabling programme teams to explicitly incorporate inclusive pedagogies into the document at a more granular level.</p>	<p>Nov 26</p>	<p>Mar 27</p>	<p>CCEA team</p>	<p>100% of revalidation documentation updated with inclusive pedagogy criteria by 2026.</p> <p>Pilot changes across upcoming programme approval processes – year 2, 2026.</p> <p>Year 2 full roll out to 2027</p>

		AP3.07	Provide CPD sessions for programme teams preparing for programme approval processes to showcase core EDI areas across the programmes.	Jan 27	Jan 28	CCEA team	Year 1 targeted support, year 2 open CPD sessions. CPD participation rates > 70% among Programme Directors.
Inconsistent baseline / approach to embedding 3D pedagogies across Faculties, limiting inclusive curriculum development and staff confidence in applying practices.	To promote critical reflection and self-awareness through the integration of 3D pedagogy principles across teaching and learning.	AP3.08	Establish a baseline of practices across Faculties on 3D (Decolonise / Diversify / Democratise) pedagogies to identify future targets for future CPD to enhance inclusive practices.	Jan 26	Feb 27	Faculty ADs Library SSC EDI T&F Group	Baseline audit completed by Feb 2027. Year 1, pilot across taught LE Directorate programmes. Year 2, full roll out across faculties.
			Establish a baseline of diverse reading lists in the pilot year across faculties.	Feb 26	Jan 27	International Students T&F Group	Staff awareness of 3D pedagogies increases to ≥ 30% by 2027 via survey data.
		AP3.09	Pilot an introductory workshop on 3D Pedagogies online and across faculties (AHSS, CEBE, LHS), integrating workshop within EDI in the Curriculum Toolkit and International Student Toolkit.	Jan 26	Dec 28	Dean of Learning Enhancement Faculty ADs SSC	Increase confidence with implementing 3D pedagogies. Repository of ≥ 25 resources/case studies published by 2028 in Learning Matters Journal.
		AP3.10	Embed 3D pedagogy across programmes through workshops, develop a repository of resources and case studies for the Learning Matters Journal at UU.	Jan 27	Jan 29	Faculty ADs Library SSC EDI T&F Group International Students T&F Group EDI CoP	Improved outcomes for students as measured within the module/programme feedback and NSS. ≥10 modules explicitly reference 3D pedagogy in their learning outcomes by 2029.

<p>Limited use of CAQE data to understand awarding gaps and support inclusive academic practice for diverse learners.</p>	<p>Establish data-driven approaches to identify awarding gaps and inform curriculum enhancements.</p>	<p>AP3.11</p>	<p>Analyse CAQE (Continuous Assurance and Quality Enhancement) data by Faculty with highest international student numbers & local diverse learners to better understand annual awarding gap and identify improvements required.</p>	<p>Jan 26</p>	<p>Dec 27</p>	<p>SSC & Faculty ADs International Student T&F Group</p>	<p>Annual awarding gap analysis reports demonstrate ≥5% reduction in key disparities by 2028.</p>
		<p>AP3.12</p>	<p>Develop data dashboards to support analysis of student data with access provided to ADs and programme directors in a central location. Provide CPD sessions for all staff within teaching and learning support roles on how to effectively use CAQE Dashboard filters to support diverse learner success and progression.</p>	<p>Jan 26</p>	<p>Jan 27</p>	<p>Head of Quality Enhancement CAQE team</p>	<p>Data dashboards fully deployed to all faculties by Dec 26. Annual CAQE review of reporting mechanisms and progress completed.</p>
		<p>AP3.13</p>	<p>Enhance academic practice and inclusive assessment practices through the Dashboard data to access CAQE data regarding awarding gaps including their effect on learner progression and success.</p>	<p>Aug 26</p>	<p>Jan 27</p>	<p>Head of Quality Enhancement CAQE team</p>	<p>Annual awarding gap analysis reports demonstrate ≥5% reduction in key disparities (where they occur) by 2028. Staff CPD attendance ≥50%, with demonstrated use of dashboard data to support inclusive assessment practices.</p>
		<p>AP3.14</p>	<p>Deliver training for staff and students to close gaps between cultural differences and prior exposure to academic integrity conventions and current academic practice.</p>	<p>Jan 26</p>	<p>Jan 27</p>	<p>Academic Integrity Working Group SSC</p>	<p>Staff feedback indicates increased confidence in reporting / understanding process. Student feedback evidence ≥20% increase in confidence navigating academic conventions.</p>

<p>Further development and promotion of tools and materials are needed to enhance inclusive practice and understanding of academic integrity.</p>	<p>To equip academic and professional staff with the skills and tools to support diverse learners.</p>	<p>AP3.15</p>	<p>Develop international student toolkit with sector resources, Ulster University Guidance, Student Voice and Cultural Holidays, aiming to provide just in time support for all staff from teaching and learning support roles involved with international students, and provide guidance around longitudinal inductions, cultural holidays, further reading and opportunities to hear the student voice.</p> <p>Develop an introductory Blackboard Ultra (BBU) course as an additional resource for staff who teach and support the learning experiences of international students.</p> <p>Update materials on both the SharePoint page and BBU course.</p>	<p>Jan 26</p> <p>Dec 25</p> <p>Jan 26</p>	<p>Dec 27</p> <p>Jan 27</p> <p>Aug 30</p>	<p>International Student T&F Group</p>	<p>Course completion rates $\geq 40\%$ in BBU pilot year, scaling to full rollout by 2029.</p> <p>Toolkit usage tracked with 30% increase by 2027.</p> <p>90% of staff participants report improved understanding of academic integrity processes.</p> <p>Update materials and facilitate curation of impact through testimonials and/or case studies in Learning Matters Blog.</p> <p>Monitor completion and showcase success through Yearbook and Award Digital Badges</p>
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Issue Description	Objectives	#	Actions	Timeframe		Owner(s)	Success Markers
				Start	End		
Priority 4: Reporting Mechanisms							
Improving reporting processes for staff and students when instances of racism, stereotyping or discrimination arise.							
<p>Staff from racially minoritised backgrounds reported low confidence in reporting racism. 34% ME / 35% white staff respondents reported 'No' on how to report an incident. Somewhat ME staff 34%, White staff 27%. 21% ME staff respondents reported experiencing stereotyping due to race. 11% ME staff respondents reported experiencing race / ethnicity related discrimination. Qualitative responses from staff called for better sight of reporting mechanisms, improved reporting processes and available support when incidents of racism arise.</p>	<p>To benchmark and improve staff reporting systems with strengthened processes to reduce incidents of racism.</p>	AP4.01	Conduct benchmark of staff reporting systems against UK and Ireland HEIs to identify and implement sector-informed improvements that enhance access to reporting incidents and available support.	Sept 26	Dec 26	People Partnering Manager R&R SL	<p>Benchmarking completed.</p> <p>Min. 3 improvements identified as recommendations.</p>
		AP4.02	Review communication of staff reporting policies and pathways to identify barriers to reporting racism and develop recommendations for a clearer, more supportive process.	Sept 26	Jan 27	People Partnering Manager	<p>Policy and process review completed.</p> <p>Staff webpages updated to reflect current processes.</p> <p>Senior approval achieved on recommendations and delivered.</p> <p>20% survey increase on how to report an incident.</p>
		AP4.03	Explore development of reporting tool or early intervention route for staff relating to racism (inc. all relevant S75 characteristics) and establish a way forward to implement.	Feb 27	Dec 28	People Partnering Manager	<p>Reporting tool / early intervention approach piloted.</p> <p>ME staff engaged in min. 2 feedback activities.</p> <p>Stereotyping reduced by 10 – 15% in pulse surveys.</p>
		AP4.04	Track staff reporting trends on racism, including incident types, resolution timelines and outcomes, to inform future improvements.	Jan 27	Dec 28	People Partnering Manager	<p>Reporting data collected # / % with trend established.</p> <p>5% reduction in staff experiencing discrimination surveys.</p>
		AP4.05	Establishing a regular review cycle for staff reporting mechanisms and data trends with ME staff voices included in the design of additional tools / processes.	Jan 29	Dec 30	People Partnering Manager R&R SL	<p>Min. 2 ME staff consultation groups held per year.</p> <p>Suggestions actioned.</p>

<p>Students reported low levels of understanding in reporting racism. ME students 60% 'Extremely / Quite a Bit' comfortable calling out racist behaviours. ME 51% and white students 47% 'No' on how to report an incident with 27% ME and 30% white 'Somewhat'. 30% ME student respondents reported having experienced stereotyping due to race. 12% ME students 'Yes' for having experienced race-related abuse or harassment. Consultation feedback from students called for stronger reporting mechanisms and support regarding racism.</p>	<p>To improve student reporting mechanisms, enhance visibility, usability and trust in student reporting systems to reduce incidents of racism.</p>	<p>AP4.06</p>	<p>Conduct benchmark review of student-facing reporting systems across UK and Ireland HEIs to assess how racism is addressed and use findings to inform the extension of the Report and Support tool (gender-based violence and harassment) or the development of an alternative race-specific process.</p>	<p>Sept 26</p>	<p>Sept 27</p>	<p>REC Committee SAAT Manager UUSU Student Wellbeing</p>	<p>Benchmarking completed and shared with REC teams. Min. 3 improvements from benchmarking identified as recommendations to improve student reporting / support.</p>
		<p>AP4.07</p>	<p>Explore introduction of a system to track student reports of racism, including incident types and resolution outcomes, and use data to inform reporting improvements.</p>	<p>Jan 27</p>	<p>Dec 28</p>	<p>SAAT Manager UUSU Student Wellbeing</p>	<p>Reporting data collection method developed and tracked. Data used to improve reporting processes.</p>
		<p>AP4.08</p>	<p>Hold regular consultations with ME students to co-design improvements to reporting mechanisms, communicating mechanisms and support pathways.</p>	<p>Jan 27</p>	<p>Dec 30</p>	<p>REC Committee UUSU Student Voice Officer Student Success Officer / Student Panel</p>	<p>Min. 2 ME student consultation sessions held annually during development of enhanced reporting mechanisms. Feedback directly informing updates to reporting tools and guidance.</p>
		<p>AP4.09</p>	<p>Enhance visibility of student reporting routes by embedding clear guidance in the Student Guide, induction materials, and Welcome Week programmes.</p>	<p>Sept 26</p>	<p>Dec 30</p>	<p>Student Comms Officer SAAT Manager UUSU</p>	<p>Reporting guidance updated and published with increased student engagement with reporting tools and campaigns. Positive feedback from ME students on clarity and accessibility of mechanisms. Increased ME student confidence in reporting racism in pulse surveys by 15 – 20%. 10% - 15% reduction in ME students reporting stereotyping in pulse surveys,</p>

Issue Description	Objectives	#	Actions	Timeframe		Owner(s)	Success Markers
				Start	End		
Priority 5: Cultural Literacy							
Equipping staff and students with the knowledge, skills and confidence to navigate respectful, informed dialogue about race and racism. Through the development of a Cultural Competency model and training, the aim is to foster cultural fluency, inclusivity and cross-cultural understanding.							
<p>Staff requested guidance and training to support improved race relations and cultural competency. The University currently lacks a shared framework for cultural competence and engaging confidently with race-related topics.</p> <p>ME staff 18% 'Slightly / Not at All' and 21% 'Somewhat' comfortable discussion race with colleagues.</p> <p>ME students 23% 'Slightly / Not at All' and 20% 'Somewhat' comfortable discussing race with staff.</p> <p>ME staff 18% 'Slightly/ Not at All' and 14% 'Somewhat' confidence in staff and student ability to discuss race.</p>	<p>Equip staff and students with the knowledge, skills and confidence to engage in respectful, informed dialogue about race and racism. Develop and embed a Cultural Competency model / approach to foster cultural fluency, inclusivity and cross-cultural understanding.</p> <p>Develop training pathways to raise awareness, understanding and cultural fluency with staff regarding race, religion and culture.</p>	AP5.01	Conduct a benchmarking review of cultural competency models across UK/Ireland HEIs and relevant sectors; develop initial template based on findings.	Jan 26	Sept 26	EDI SLs	<p>Benchmarking completed.</p> <p>Draft Cultural Competency approach / model template aligned with sector best practice.</p>
		AP5.02	Deliver staff consultation workshops, including engagement with EDI Champions to inform Cultural Competency content design to support delivery of EDI training / cultural aims.	Sept 26	Dec 26	EDI SLs	<p>Min 4 staff workshops held.</p> <p>EDI Champion workshop(s) completed.</p>
		AP5.03	Delivery of cultural competency workshops annually promoted on Learning Calendar including cultural literacy awareness events open to all staff.	Jan 27	Dec 30	EDI SLs	<p>Min. 2 cultural competency training sessions delivered annually.</p> <p>Min 2 cultural competence awareness events / activities delivered annually.</p> <p>Attendance and completion rates tracked on staff LMS.</p> <p>10% increase in ME staff confidence discussing race with colleagues.</p>

		AP5.04	Communicate updates on cultural competence activities, progress and outcomes including opportunities to get involved.	Jan 27	Dec 30	EDI SLs	Min 2 articles added to Insight per year. Cultural Competence events / training advertised quarterly on Insight / biannually on Learning Calendar.
		AP5.05	Design and pilot a foundational cultural competency workshop for staff focused on race, religion, cultural awareness and allyship. Develop further elements of training programme during Award Period.	Jan 27	Dec 30	R&R SL	Workshop developed and added to Learning Calendar, delivered min. 2 times per year. Feedback collected to inform future programme. Min 2 additional race-related learning modules developed and delivered consistently during Award Period. 10% increase in student confidence discussing race with staff.
		AP5.06	Identify opportunities to mirror staff cultural competence model for student-facing teams including training development opportunities (scope and identify feasibility).	Jan 28	Dec 28	EDI SLs UUSU VPs Student Success	Opportunities identified. Mirrored Cultural Competence model agreed with student teams. Design and training developed, delivery commenced.

Issue Description	Objectives	#	Actions	Timeframe		Owner(s)	Success Markers
				Start	End		
Priority 6: Sense of Belonging							
To foster a welcoming and inclusive environment where staff and students from diverse ethnic, racial and religious backgrounds feel valued, connected and able to express their identities.							
<p>Staff consultation indicated induction and onboarding practices for International Staff could be improved with bespoke approaches.</p> <p>ME staff reported feeling 12% 'Slightly / Not at All' and 15% 'Somewhat' connected to colleagues.</p> <p>18% ME staff felt 'Somewhat' and 6% 'Slightly / Not at All' respected in terms of their race / ethnicity.</p>	<p>To create an enhanced experience for International Staff during their Induction and Onboarding creating a welcoming and supportive environment, improving provision for cultural understanding relating to NI and supporting the development of meaningful connections between colleagues and the wider University community.</p>	<p>AP6.01</p>	<p>Design and pilot an enhanced induction programme for international staff, including onboarding materials and feedback mechanisms.</p>	<p>Sept 26</p>	<p>Sept 28</p>	<p>R&R Team People Development</p>	<p>International Staff Handbook developed and published to Resourcing webpages and internal SP site.</p> <p>Min 2 – 4 international staff interviews conducted to identify immediate improvements required.</p> <p>Post-induction survey for international staff implemented.</p> <p>Min 2 international recruit sessions held to define and test proposed induction assets.</p> <p>Survey trends reviewed annually alongside review / enhancement of induction materials.</p> <p>Hiring managers issued with international staff induction guidance / tools to support onboarding.</p>
		<p>AP6.02</p>	<p>Pilot cultural orientation sessions for new international staff.</p>	<p>Sept 26</p>	<p>Sept 28</p>	<p>R&R Team People Development</p>	<p>Pilot delivered quarterly for first year, 2 - 4 weeks following corporate induction.</p> <p>Attendance measured # / % of new international recruits, with feedback survey issued following each session.</p>

		AP6.03	Launch pilot buddying scheme pairing new international staff with local colleagues ahead of arrival to NI (where relevant) and to support first 3 months.	Sept 27	Dec 30	R&R Team People Development	100% new international recruits paired with buddy. Feedback achieved from 50% buddies and min 80% international staff in pilot to assess improvements before embedding to BAU processes. Pilot moved to BAU by end Award Period.
International / ME students report challenges in feeling welcome and difficulties forming connections during their transition into University life, impacting their sense of belonging and wellbeing. ME students 9% 'Slightly / Not at All' and 22% 'Somewhat' reported student services were 'helpful'.	To create an inclusive and welcoming university environment where students from diverse ethnic, racial and religious backgrounds feel a strong sense of belonging and connection to the University community.	AP6.04	Deliver an expanded Welcome Week programme for international and ME students, including offering cultural / local experiences and Inclusive Language Guidance updated on student literature.	Jan 27	Dec 30	Welcome Steering Group / Co-Chairs International Student Experience and Support Co-ordinator EASC Manager UUSU	International student programme delivered across campuses. Min 2 cultural activities included (e.g. walking tours, local history activities). Inclusive Language Guidance updated in student welcome literature.
		AP6.05	Develop and deliver cultural orientation module and peer-led sessions to support international student integration, including shared cultural activities.	Sept 27	Dec 28	Student Success International Foundation Programme Co-ordinator	Orientation module delivered annually for international students. Min 2 peer-led sessions embedded into international student induction (S1 / S2). Participation in cultural activities tracked via attendance and feedback.

		AP6.06	Enhance visibility / signposting of Student Support Services through inclusive Welcome Week sessions and international student testimonials including collecting feedback from ME students.	Jan 27	Dec 30	Student Success Officer UUSU VP Belonging International Student Experience and Support Co-ordinator	Support services available during Welcome Week with signposting added to campus screens. Min. 2 testimonials featured annually from international and local students, published and added to Student Guide. Feedback from ME students collected and used to inform service improvements.
		AP6.07	Pilot same-language meetups or buddy systems to support identity expression and cultural connection.	Sept 27	Sept 28	International Foundation Programme Co-ordinator UUSU	Minimum 1 same-language connection activity piloted per semester. Min. 1 buddy system piloted per semester. Added as core BAU function during Welcome Week activities by end Award Period.
		AP6.08	Deliver inclusive sports-based activities that support integration of international and ME students, including football, GAA and fitness classes.	Sept 27	Dec 30	UU Sports Manager / Coordinator	Minimum 2 integration-focused sports activities delivered per Semester. Participation tracked from local and international students with feedback collected to inform future programming. Participation benchmarking trend established with # / % increase recorded in local and international participation in sports programmes.

<p>9% ME staff and 5% ME students 'No' for events and activities being welcoming, with 28% ME staff and 5% ME students 'Somewhat'.</p>	<p>Strengthen early engagement and cultural inclusion for staff and students by increasing the visibility of the BAME+ Network and promoting inclusive event practices.</p>	<p>AP6.09</p>	<p>Embed BAME+ Network presence during International Welcome Week and major student events to promote early engagement and visibility.</p>	<p>Sept 27</p>	<p>Dec 30</p>	<p>BAME+ Network Chair</p>	<p>BAME+ Network representatives present during International Welcome Week annually, with clear information on joining / membership.</p> <p>Year-on-year growth in BAME+ Network event attendance and student membership.</p>
		<p>AP6.10</p>	<p>Develop and distribute a visual explainer guide outlining the BAME+ Network's purpose, structure and terminology, tailored for international audiences.</p>	<p>Jan 27</p>	<p>Dec 27</p>	<p>BAME+ Network Chair</p>	<p>BAME+ guide published and promoted via induction materials and digital platforms / campus screens.</p> <p>Increased clarity and engagement reported in student feedback.</p>
		<p>AP6.11</p>	<p>Develop and promote inclusive event guidelines that accommodate religious dietary needs and alcohol-free preferences, in collaboration with staff and student faith groups.</p>	<p>Sept 27</p>	<p>Dec 30</p>	<p>BAME+ Network UUSU Student Success Commercial Services Manager VCO Project Officer - Events</p>	<p>Inclusive catering guidance adopted by teams delivering events for students.</p> <p>Min. 2 alcohol-free events delivered per-semester.</p> <p>Increased participation in events and positive feedback captured from faith-based communities.</p>

<p>Staff and students from diverse faith backgrounds provided consultation feedback that considerations on adequate provision of prayer spaces should be addressed and exam scheduling conflicts should be considered during key religious observance periods.</p>	<p>To strengthen institutional support for religious observance by benchmarking sector practice, upgrading prayer spaces and implementing inclusive exam scheduling guidelines that respect diverse faith, promoting a greater sense of belonging.</p>	<p>AP6.12</p>	<p>Conduct a benchmarking study of inclusive religious observance practices across UK HEIs to inform policy and scheduling guidance.</p>	<p>Sept 27</p>	<p>Dec 27</p>	<p>REC Committee Learning Enhancement / Academic Practice SL Head of CE&A CDL Educational Technologist (International Toolkit)</p>	<p>Benchmarking completed. Min.3 recommendations developed and consulted with student-facing teams relating to prayer space provisions and supporting students during key religious observance times.</p>
		<p>AP6.13</p>	<p>Upgrade prayer spaces across campuses to improve accessibility, privacy, and cultural sensitivity, informed by feedback from faith groups.</p>	<p>Jan 26</p>	<p>Dec 30</p>	<p>BAME+ Network Estates Services</p>	<p>Prayer space improvements implemented and reviewed annually. Improvements communicated to staff / student audiences. Prayer space locations and provisions promoted / communicated on Student Guide once per semester. Student pulse surveys receive 60%+ satisfaction score for adequate / appropriateness of campus prayer spaces.</p>

		AP6.14	Develop and implement exam scheduling guidelines that respect key religious observance times, including Friday prayers, Ramadan, and Diwali.			<p>Learning Enhancement / Academic Practice SL</p> <p>Head of CE&A</p> <p>CDL Educational Technologist (International Toolkit)</p> <p>Student Success Officer</p>	<p>Guidelines published and shared with academic teams with adjustment request process communicated to students.</p> <p>Policy guidance updated, implemented and logged in AP.</p> <p>Communicate enhanced protocols to students in Student Guide and welcome literature / handbooks.</p> <p>Staff / student pulse surveys receive 60%+ satisfaction score for religious observance being respected / appropriately accommodated during exam periods.</p>
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Issue Description	Objectives	#	Actions	Timeframe		Owner(s)	Success Markers
				Start	End		
Priority 7: Race Charter Communications							
Improving staff and student awareness of race equality work and REC progress through engaging benefits-driven communication, aiming to increase visibility of REC leadership and ME voices and promoting the positive impacts of REC delivery across the University.							
39% staff / 38% student respondents reported Extremely / Quite a Bit in understanding what University is doing to tackle racial inequality.	To develop a strategic, inclusive approach to REC comms that increases visibility of REC, amplifies ME voices and promotes the benefits of race equality work.	AP7.01	Co-develop and deliver a Race Equality communications strategy, highlighting REC milestones, AP progress and testimonials from ME staff and students (inc. REC committees and leadership).	Jan 26	Sept 26	R&R SL REC Co Chairs Head of People Comms	Strategy implemented and reviewed annually. Increased staff (39% - 50%) / student (38% - 50%) awareness of REC and AP delivery – pulse survey results demonstrating increased awareness. Log of impact stories / testimonials compiled.
		AP7.02	Development of REC webpage to present up to date information on delivery, milestones and benefits of REC delivery including people-focused storytelling.	Jun 26	Dec 26	R&R SL	Webpage(s) developed and publicly available. Updated quarterly with AP progress and impact stories. Click rate trend established and reviewed annually to achieve baseline during Award Period.
		AP7.03	Embed REC updates into staff platforms and cascades (E.g. Insight, Viva Engage, All-Staff mailing lists), with key focus on storytelling and benefits / impacts of REC progress.	Sept 26	Dec 30	R&R SL	Min 1 annual mail to all staff describing progress with REC. Update issued to AS Champions min. 2 times per year for sharing at local levels. Min 1 article per quarter / 4 annually on REC / Good Relations published on Insight.
		AP7.04	Issue regular communication across student platforms (E.g. Student Guide, All-Student mailing lists).	Sept 26	Dec 30	R&R SL Student Communications Officer	Min 2 updates on Student Guide per year. Min 1 annual mail to students highlighting REC work and progress.

		AP7.05	Explore embedding REC Principles or University's work with REC into staff and student induction / onboarding materials, including opportunities to add into course / module handbooks for students.	Jan 27	Dec 27	REC Committee Student Success <i>Additional Support:</i> PVC&EDs and ADs Quality Enhancement (CD's Forum)	REC Principles or University approach added to induction / onboarding literature for staff / students. Agreement on and delivery of REC information added to additional student literature.
		AP7.06	Development and publishing of a REC-related events calendar annually, aligned with key university events, EDI Directorate activities and EDI / Race-Related training opportunities.	June 26	Dec 30	R&R SL Head of People Comms	REC Calendar of activity developed and published annually on REC Webpages.

Appendix A: Institutional Data

- Table 1. All Staff Groups by Nationality
- Table 2. All Staff Groups by Gender and Ethnicity
- Table 3. Academic Staff by Faculty Summary
- Table 4. Academic by Job Role and Contract Type
- Table 5. Academic Staff by Job Family
- Table 6. Academic Promotions
- Table 7. PTO by Contract Type
- Table 8. PTO by Job Family
- Table 9. All Staff Recruitment Summary
- Table 10. Recruitment by Academic and PTO
- Table 11. University Council by Executive and Non-Executive Membership
- Table 12. University Senate by Membership Type
- Table 13. University's Senior Management Team by Job Family
- Table 14. All Students by Grouped Ethnicity
- Table 15. All Students by Level of Study
- Table 16. Undergraduate Application Success Rates
- Table 17. Undergraduate Continuation Rates
- Table 18. Award Classifications

Institutional Data Summary

Institutional data were collected using a 'snapshot' of current staff employed by the University and students studying at the University on the 31st of July for each representative year: 2021 - 2022, 2022 - 2023, 2023 - 2024.

Reference to Academic Years

To simplify all data tables, each academic year of the reporting period is presented as follows:

- **2022:** Representing 31st July of the 2021 - 2022 academic year,
- **2023:** Representing 31st July of the 2022 - 2023 academic year and,
- **2024:** Representing 31st July of the 2023 - 2024 academic year.

Aggregated and Disaggregated Data Tables

Staff and Student data has been represented in one of two ways throughout Appendix A, depending on availability of data and / or to enable appropriate comparisons:

1. Aggregated Data

- White: Including White, British, Irish, Northern Irish and Other.
- ME: All minority ethnic categories grouped into one summary category (Arab, Asian, Black, Mixed, Other Ethnic Background, Irish Traveller, Gypsy and Roma).

2. Disaggregated Data

- All aggregated groups listed above provided individually (where available) within their own category.

Non-UK Representation / 'Irish' Identities

The category "Non-UK" includes those from the Republic of Ireland. This classification aligns with standard sector reporting conventions but may be unfamiliar to audiences outside NI. Given the geographical and cultural proximity of ROI, this inclusion can result in a higher proportion of "Non-UK" individuals than might be expected by readers based elsewhere in the UK.

Casual Staff

Casual staff have not been included in the Staff totals for any year as these roles are often made up of industry experts that teach on programmes (E.g. Social Work, Business Management). Some casual roles are paid, and some are University partnerships across industries that are conducted as part of the 'Casual' staff member's primary career outside of the University. The University staff headcount does not include Zero Hours contracts and as such, Zero Hours contracts are not represented in the data.

Note: Numerical values of less than 5 have been represented throughout all data tables as <5 to preserve anonymity and confidentiality. Where a value of <5 is provided, its associated percentage is also represented as <5.

Table 1. All Staff Groups by Nationality

Staff Group	Nationality	2022		2023		2024	
		#	%	#	%	#	%
Academic	Non – UK						
	UK						
	Academic Total						
Professional	Non – UK						
	UK						
	Professional Total						
Technical	Non – UK						
	UK						
	Technical Total						
Operational	Non – UK						
	UK						
	Operational Total						
Grand Totals: Academic and PTO							
Staff Group Grand Total	Academic						
	Professional						
	Technical						
	Operational						
	Staff Group Grand Total						
Nationality Grand Total	Non-UK						
	UK						
	Nationality Grand Total						

Table 2. All Staff Groups by Gender and Ethnicity

Staff Group	Female / Male	Ethnicity	2022		2023		2024		
			#	%	#	%	#	%	
Academic	Female	Arab							
		Asian or Asian British							
		Black or Black British							
		Irish Traveller							
		Mixed							
		Other Ethnic Background							
		White British, Irish, Other							
		Female Total							
	Male	Arab							
		Asian or Asian British							
		Black or Black British							
		Mixed							
		Other Ethnic Background							
		White British, Irish, Other							
Male Total									
Academic Total									
Professional	Female	Arab							
		Asian or Asian British							
		Black or Black British							
		Mixed							
		Other Ethnic Background							
		White British, Irish, Other							
		Female Total							
	Male	Arab							
		Asian or Asian British							
		Black or Black British							
		Mixed							
		Other Ethnic Background							
		White British, Irish, Other							
		Male Total							

		Professional Total										
Technical	Female	Arab										
		Asian or Asian British										
		Black or Black British										
		Other Ethnic Background										
		White British, Irish, Other										
	Female Total											
	Male	Asian or Asian British										
		Mixed										
		White British, Irish, Other										
		Male Total										
Technical Total												
Operational	Female	Black or Black British										
		White British, Irish, Other										
		Female Total										
	Male	White British, Irish, Other										
		Male Total										
Operational Total												
Grand Totals: Academic and PTO												
Female / Male Grand Total	Female											
	Male											
	Female / Male Grand Total											
Ethnicity Grand Total	Arab											
	Asian or Asian British											
	Black or Black British											
	Irish Traveller											
	Mixed											
	Other Ethnic Background											
	White British, Irish, Other											
	Ethnicity Grand Total											

Table 3. Academic Staff by Faculty Summary

Natl.	Female / Male	Ethnicity	2022		2023		2024	
			#	%	#	%	#	%
Faculty Of Arts, Humanities and Social Sciences								
NON - UK	Female	ME						
		White - British, Irish, Other						
		Female Total						
	Male	ME						
		White - British, Irish, Other						
		Male Total						
NON - UK Total								
UK	Female	ME						
		White - British, Irish, Other						
		Female Total						
	Male	ME						
		White - British, Irish, Other						
		Male Total						
UK Total								
Faculty of AHSS Grand Totals								
Nationality Grand Total	Non-UK							
	UK							
	Nationality Grand Total							
Female / Male Grand Total	Female							
	Male							
	Female / Male Grand Total							
Ethnicity Grouped Grand Total	ME							
	White - British, Irish, Other							
	Grand Total							

Natl.	Female / Male	Ethnicity	2022		2023		2024	
			#	%	#	%	#	%
Faculty Of Computing, Engineering and the Built Environment								
NON - UK	Female	ME						
		White - British, Irish, Other						
		Female Total						
	Male	ME						
		White - British, Irish, Other						
		Male Total						
NON - UK Total								
UK	Female	ME						
		White - British, Irish, Other						
		Female Total						
	Male	ME						
		White - British, Irish, Other						
		Male Total						
UK Total								
Faculty of CEBE Grand Totals								
Nationality Grand Total	NON - UK							
	UK							
	Grand Total							
Female / Male Grand Total	Female							
	Male							
	Grand Total							
Ethnicity Grouped Grand Total	ME							
	White - British, Irish, Other							
	Grand Total							

Natl.	Female / Male	Ethnicity	2022		2023		2024	
			#	%	#	%	#	%
Faculty Of Life and Health Sciences								
NON - UK	Female	ME						
		White - British, Irish, Other						
		Female Total						
	Male	ME						
		White - British, Irish, Other						
		Male Total						
NON - UK Total								
UK	Female	ME						
		White - British, Irish, Other						
		Female Total						
	Male	ME						
		White - British, Irish, Other						
		Male Total						
UK Total								
Faculty of LHS Grand Totals								
Nationality Grand Total	NON - UK							
	UK							
	Grand Total							
Female / Male Grand Total	Female							
	Male							
	Grand Total							
Ethnicity Grouped Grand Total	ME							
	White - British, Irish, Other							
	Grand Total							

Natl.	Female / Male	Ethnicity	2022		2023		2024	
			#	%	#	%	#	%
Ulster University Business School								
NON - UK	Female	ME						
		White - British, Irish, Other						
		Female Total						
	Male	ME						
		White - British, Irish, Other						
		Male Total						
NON - UK Total								
UK	Female	ME						
		White - British, Irish, Other						
		Female Total						
	Male	ME						
		White - British, Irish, Other						
		Male Total						
UK Total								
Faculty of UUBS Grand Totals								
Nationality Grand Total	NON - UK							
	UK							
	Grand Total							
Female / Male Grand Total	Female							
	Male							
	Grand Total							
Ethnicity Grouped Grand Total	ME							
	White - British, Irish, Other							
	Grand Total							

Natl.	Female / Male	Ethnicity	2022		2023		2024	
			#	%	#	%	#	%
All Faculties Combined Grand Totals								
Nationality Grand Total	NON - UK							
	UK							
	Grand Total							
Female / Male Grand Total	Female							
	Male							
	Grand Total							
Ethnicity Grouped Grand Total	ME							
	White - British, Irish, Other							
	Grand Total							

Table 4. Academic by Job Role and Contract Type

Female / Male	Grouped Ethnicity	2022				2023				2024			
		Fixed Term		Permanent		Fixed Term		Permanent		Fixed Term		Permanent	
		#	%	#	%	#	%	#	%	#	%	#	%
Academic													
Female	ME	█	█	█	█	█	█	█	█	█	█	█	█
	White British, Irish, Other	█	█	█	█	█	█	█	█	█	█	█	█
Female Total		█	█	█	█	█	█	█	█	█	█	█	█
Male	ME	█	█	█	█	█	█	█	█	█	█	█	█
	White British, Irish, Other	█	█	█	█	█	█	█	█	█	█	█	█
Male Total		█	█	█	█	█	█	█	█	█	█	█	█
Academic Total		█	█	█	█	█	█	█	█	█	█	█	█
Part Time Lecturer													
Female	White British, Irish, Other	█	█	█	█	█	█	█	█	█	█	█	█
Female Total		█	█	█	█	█	█	█	█	█	█	█	█
Male	ME	█	█	█	█	█	█	█	█	█	█	█	█
	White British, Irish, Other	█	█	█	█	█	█	█	█	█	█	█	█
Male Total		█	█	█	█	█	█	█	█	█	█	█	█
Pt Lecturer Total		█	█	█	█	█	█	█	█	█	█	█	█
Research													
Female	ME	█	█	█	█	█	█	█	█	█	█	█	█
	White British, Irish, Other	█	█	█	█	█	█	█	█	█	█	█	█
Female Total		█	█	█	█	█	█	█	█	█	█	█	█
Male	ME	█	█	█	█	█	█	█	█	█	█	█	█
	White British, Irish, Other	█	█	█	█	█	█	█	█	█	█	█	█
Male Total		█	█	█	█	█	█	█	█	█	█	█	█
Research Total		█	█	█	█	█	█	█	█	█	█	█	█

Grand Totals: Academic Job Roles		2022				2023				2024			
		Fixed Term		Permanent		Fixed Term		Permanent		Fixed Term		Permanent	
		#	%	#	%	#	%	#	%	#	%	#	%
All Academic Job Roles													
Nationality Grand Total	NON - UK												
	UK												
	Nationality Grand Total												
Female / Male Grand Total	Female												
	Male												
	Female / Male Grand Total												
Grouped Ethnicity Grand Total	ME												
	White - British, Irish, Other												
	Ethnicity Grand Total												

Table 5. Academic Staff by Job Family

Natl.	Female / Male	Ethnicity	2022		2023		2024	
			#	%	#	%	#	%
Academic: Neither Teaching nor Research								
NON - UK	Female	White - British, Irish, Other	■	■	■	■	■	■
		Female Total	■	■	■	■	■	■
	Male	White - British, Irish, Other	■	■	■	■	■	■
		Male Total	■	■	■	■	■	■
	NON - UK Total		■	■	■	■	■	■
UK	Female	White - British, Irish, Other	■	■	■	■	■	■
		Female Total	■	■	■	■	■	■
	Male	ME	■	■	■	■	■	■
		White - British, Irish, Other	■	■	■	■	■	■
		Male Total	■	■	■	■	■	■
UK Total		■	■	■	■	■	■	
Academic: Neither Teaching nor Research Total								
Research Only								
NON - UK	Female	ME	■	■	■	■	■	■
		White - British, Irish, Other	■	■	■	■	■	■
		Female Total	■	■	■	■	■	■
	Male	ME	■	■	■	■	■	■
		Male Total	■	■	■	■	■	■
NON - UK Total		■	■	■	■	■	■	
UK	Female	ME	■	■	■	■	■	

		White - British, Irish, Other	■	■	■	■	■	■	
		Female Total	■	■	■	■	■	■	
		Male	ME	■	■	■	■	■	■
			White - British, Irish, Other	■	■	■	■	■	■
			Male Total	■	■	■	■	■	■
UK Total			■	■	■	■	■		
Research Only Total			■	■	■	■	■		
Teaching and Research									
NON - UK	Female	ME	■	■	■	■	■	■	
		White - British, Irish, Other	■	■	■	■	■	■	
		Female Total	■	■	■	■	■	■	
	Male	ME	■	■	■	■	■	■	
		White - British, Irish, Other	■	■	■	■	■	■	
		Male Total	■	■	■	■	■	■	
NON - UK Total			■	■	■	■	■		
UK	Female	ME	■	■	■	■	■		
		White - British, Irish, Other	■	■	■	■	■		
		Female Total	■	■	■	■	■		
	Male	ME	■	■	■	■	■		
		White - British, Irish, Other	■	■	■	■	■		
		Male Total	■	■	■	■	■		
UK Total			■	■	■	■			
Teaching and Research Total			■	■	■	■	■		
Teaching Only									
NON - UK	Female	ME	■	■	■	■	■		
		White - British, Irish, Other	■	■	■	■	■		
		Female Total	■	■	■	■	■		
	Male	ME	■	■	■	■	■		
White - British, Irish, Other		■	■	■	■	■			

Table 6. Academic Promotions

Ethnicity Grouped	Status	2022			2023			2024		
		Senior Lecturer or Reader	Professor	2022 Total	Senior Lecturer or Reader	Professor	2023 Total	Senior Lecturer or Reader	Professor	2024 Total
White	Applied	■	■	■	■	■	■	■	■	■
	Promoted	■	■	■	■	■	■	■	■	■
	Success Rate %	■	■	■	■	■	■	■	■	■
ME	Applied	■	■	■	■	■	■	■	■	■
	Promoted	■	■	■	■	■	■	■	■	■
	Success Rate %	■	■	■	■	■	■	■	■	■

Table 7. PTO by Contract Type

Nationality	Female / Male	Grouped Ethnicity	2022				2023				2024				
			Fixed Term		Permanent		Fixed Term		Permanent		Fixed Term		Permanent		
			#	%	#	%	#	%	#	%	#	%	#	%	
Professional															
NON - UK	Female	ME	█	█	█	█	█	█	█	█	█	█	█	█	█
		White	█	█	█	█	█	█	█	█	█	█	█	█	█
	Female Total		█	█	█	█	█	█	█	█	█	█	█	█	█
	Male	ME	█	█	█	█	█	█	█	█	█	█	█	█	█
		White	█	█	█	█	█	█	█	█	█	█	█	█	█
Male Total		█	█	█	█	█	█	█	█	█	█	█	█	█	
NON - UK Total			█	█	█	█	█	█	█	█	█	█	█	█	
UK	Female	ME	█	█	█	█	█	█	█	█	█	█	█	█	
		White	█	█	█	█	█	█	█	█	█	█	█	█	
	Female Total		█	█	█	█	█	█	█	█	█	█	█	█	
	Male	ME	█	█	█	█	█	█	█	█	█	█	█	█	
		White	█	█	█	█	█	█	█	█	█	█	█	█	
Male Total		█	█	█	█	█	█	█	█	█	█	█	█		
UK Total			█	█	█	█	█	█	█	█	█	█	█	█	
Technical															
NON - UK	Female	ME	█	█	█	█	█	█	█	█	█	█	█	█	
		White	█	█	█	█	█	█	█	█	█	█	█	█	
	Female Total		█	█	█	█	█	█	█	█	█	█	█	█	
	Male	ME	█	█	█	█	█	█	█	█	█	█	█	█	
		White	█	█	█	█	█	█	█	█	█	█	█	█	
Male Total		█	█	█	█	█	█	█	█	█	█	█	█		
NON - UK Total			█	█	█	█	█	█	█	█	█	█	█	█	
UK	Female	ME	█	█	█	█	█	█	█	█	█	█	█	█	

		White	█	█	█	█	█	█	█	█	█	█	█	█
	Female Total		█	█	█	█	█	█	█	█	█	█	█	█
	Male	ME	█	█	█	█	█	█	█	█	█	█	█	█
		White	█	█	█	█	█	█	█	█	█	█	█	█
	Male Total		█	█	█	█	█	█	█	█	█	█	█	█
UK Total			█	█	█	█	█	█	█	█	█	█	█	█
Operational														
NON - UK	Female	ME	█	█	█	█	█	█	█	█	█	█	█	█
		White	█	█	█	█	█	█	█	█	█	█	█	█
	Female Total		█	█	█	█	█	█	█	█	█	█	█	█
	Male	White	█	█	█	█	█	█	█	█	█	█	█	█
		Male Total		█	█	█	█	█	█	█	█	█	█	█
NON - UK Total			█	█	█	█	█	█	█	█	█	█	█	█
UK	Female	White	█	█	█	█	█	█	█	█	█	█	█	█
		Female Total		█	█	█	█	█	█	█	█	█	█	█
	Male	White	█	█	█	█	█	█	█	█	█	█	█	█
		Male Total		█	█	█	█	█	█	█	█	█	█	█
UK Total			█	█	█	█	█	█	█	█	█	█	█	█

PTO Grand Totals by Contract Type		Fixed Term		Permanent		Fixed Term		Permanent		Fixed Term		Permanent	
		#	%	#	%	#	%	#	%	#	%	#	%
All PTO		█	█	█	█	█	█	█	█	█	█	█	█
Nationality	Non-UK	█	█	█	█	█	█	█	█	█	█	█	█
	UK	█	█	█	█	█	█	█	█	█	█	█	█
	Nationality Grand Total	█	█	█	█	█	█	█	█	█	█	█	█
Female / Male	Female	█	█	█	█	█	█	█	█	█	█	█	█
	Male	█	█	█	█	█	█	█	█	█	█	█	█
	Female / Male Grand Total	█	█	█	█	█	█	█	█	█	█	█	█
Ethnicity	Arab	█	█	█	█	█	█	█	█	█	█	█	█
	Asian or Asian British	█	█	█	█	█	█	█	█	█	█	█	█
	Black or Black British	█	█	█	█	█	█	█	█	█	█	█	█
	Mixed	█	█	█	█	█	█	█	█	█	█	█	█
	Other Ethnic Background	█	█	█	█	█	█	█	█	█	█	█	█
	White British, Irish, Other	█	█	█	█	█	█	█	█	█	█	█	█
	Ethnicity Grand Total	█	█	█	█	█	█	█	█	█	█	█	█

Table 8. PTO by Job Family

Natl.	Female / Male	Ethnicity	2022		2023		2024	
			#	%	#	%	#	%
PROFESSIONAL								
Business Support Professional								
NON - UK	Female	ME						
		White - British, Irish, Other						
		Female Total						
	Male	ME						
		White - British, Irish, Other						
		Male Total						
NON - UK Total								
UK	Female	ME						
		White - British, Irish, Other						
		Female Total						
	Male	ME						
		White - British, Irish, Other						
		Male Total						
UK Total								
Business Support Professional Total								
Business Support Technical								
NON - UK	Female	White - British, Irish, Other						
		Female Total						
	Male	White - British, Irish, Other						
		Male Total						
NON - UK Total								
UK	Female	White - British, Irish, Other						
	Female Total							
	Male	White - British, Irish, Other						

PTO Grand Totals		2022		2023		2024	
		#	%	#	%	#	%
All PTO							
Nationality	NON - UK						
	UK						
	Grand Total						
Female / Male	Female						
	Male						
	Grand Total						
Ethnicity	Arab						
	Asian or Asian British						
	Black or Black British						
	Mixed						
	Other Ethnic Background						
	White British, Irish, Other						
	Ethnicity Grand Total						

Table 9. All Staff Recruitment Summary

Key: App – Application, SL – Shortlisted, Appt - Appointed

Natl.	Ethnicity	2021 - 2022					2022 - 2023					2023 - 2024					
		App	SL	App – SL %	Appt	App – Appt %	App	SL	App – SL %	Appt	App – Appt %	App	SL	App – SL %	Appt	App – Appt %	
Non-UK	Arab																
	Asian or Asian British																
	Black or Black British																
	Irish Traveller																
	Mixed																
	Other Ethnic																
	Roma																
	White British, Irish, Other																
	PNTS																
	Non-UK Total																
UK	Arab																
	Asian or Asian British																
	Black or Black British																
	Irish Traveller																
	Mixed																
	Other Ethnic																
	Roma																
	White British, Irish, Other																
	PNTS																
	UK Total																
Grand Total																	

Table 10. Recruitment by Academic & PTO

Natl.	Ethnicity	2021 – 2022					2022 - 2023					2023 – 2024				
		Applicants	Shortlisted	App - SL %	Appointed	App - Appt %	Applicants	Shortlisted	App - SL %	Appointed	App - Appt %	Applicants	Shortlisted	App - SL %	Appointed	App - Appt %
Academic																
Non-UK	Arab	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█
	Asian or Asian British	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█
	Black or Black British	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█
	Irish Traveller	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█
	Mixed	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█
	Other Ethnic	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█
	Roma	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█
	White British, Irish, Other	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█
	Prefer Not To Say	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█
Non-UK Total	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	
UK	Arab	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█
	Asian or Asian British	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█
	Black or Black British	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█
	Mixed	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█
	Other Ethnic	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█
	White British, Irish, Other	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█
	Prefer Not To Say	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█
UK Total	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	
Academic Total		█	█	█	█	█	█	█	█	█	█	█	█	█	█	█
Professional																
Non-UK	Arab	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█
	Asian or Asian British	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█
	Black or Black British	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█
	Irish Traveller	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█
	Mixed	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█
	Other Ethnic	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█
	White British, Irish, Other	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█
	Prefer Not To Say	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█
Non-UK Total	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	
UK	Arab	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█
	Asian or Asian British	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█
	Black or Black British	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█
	Irish Traveller	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█
	Mixed	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█
	Other Ethnic	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█
White British, Irish, Other	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	

		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
	Prefer Not To Say	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
	UK Total	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Professional Total		■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Operational																	
Non-UK	Asian or Asian British	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
	Black or Black British	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
	Mixed	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
	White British, Irish, Other	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
	Non-UK Total	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
UK	Asian or Asian British	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
	Black or Black British	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
	Mixed	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
	White British, Irish, Other	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
	UK Total	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Operational Total		■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Technical																	
Non-UK	Arab	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
	Asian or Asian British	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
	Black or Black British	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
	Mixed	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
	Other Ethnic	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
	Roma	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
	White British, Irish, Other	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
	Non-UK Total	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
UK	Arab	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
	Asian or Asian British	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
	Black or Black British	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
	Mixed	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
	White British, Irish, Other	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
	UK Total	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Technical Total		■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Grand Total		■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■

Table 11. University Council Membership

Council Membership	Natl.	Female / Male	Ethnicity	2022		2023		2024	
				#	%	#	%	#	%
University Staff	Non-UK	Female	White British, Irish, Other	█	█	█	█	█	█
		Male	White British, Irish, Other	█	█	█	█	█	█
		Non-UK Total		█	█	█	█	█	█
	UK	Female	White British, Irish, Other	█	█	█	█	█	█
		Male	White British, Irish, Other	█	█	█	█	█	█
		UK Total		█	█	█	█	█	█
Executive Total				█	█	█	█	█	
External Lay Members	Not Known	Female	Not Known	█	█	█	█	█	█
		Male	Not Known	█	█	█	█	█	█
		Not Known Total		█	█	█	█	█	█
	Non-Executive Total				█	█	█	█	█
Grand Total				█	█	█	█	█	█

+

Table 12. University Senate by Membership Type

Membership Type	Natl.	Female / Male	Ethnicity	2022		2023		2024	
				#	%	#	%	#	%
AHSS Reps	Non-UK	Female	White British, Irish, Other	█	█	█	█	█	█
		Non-UK Total		█	█	█	█	█	█
	UK	Female	White British, Irish, Other	█	█	█	█	█	█
		UK Total		█	█	█	█	█	█
	AHSS Reps Total			█	█	█	█	█	█
CEBE Reps	Non-UK	Female	White British, Irish, Other	█	█	█	█	█	█
		Male	White British, Irish, Other	█	█	█	█	█	█
		Non-UK Total		█	█	█	█	█	█
	UK	Female	White British, Irish, Other	█	█	█	█	█	█
		UK Total		█	█	█	█	█	█
CEBE Reps Total			█	█	█	█	█	█	
Deans	Non-UK	Female	White British, Irish, Other	█	█	█	█	█	█
		Non-UK Total		█	█	█	█	█	█
	UK	Female	White British, Irish, Other	█	█	█	█	█	█
		Male	White British, Irish, Other	█	█	█	█	█	█
		UK Total		█	█	█	█	█	█
Deans Total			█	█	█	█	█	█	
LHS Reps	Non-UK	Female	White British, Irish, Other	█	█	█	█	█	█
		Non-UK Total		█	█	█	█	█	█
	UK	Female	White British, Irish, Other	█	█	█	█	█	█
		Male	White British, Irish, Other	█	█	█	█	█	█
		UK Total		█	█	█	█	█	█
LHS Reps Total			█	█	█	█	█	█	
Observers	Non-UK	Female	White British, Irish, Other	█	█	█	█	█	█

		Male	White British, Irish, Other	■	■	■	■	■	■
		Non-UK Total		■	■	■	■	■	■
	UK	Female	White British, Irish, Other	■	■	■	■	■	■
		Male	Mixed British	■	■	■	■	■	■
		UK Total		■	■	■	■	■	■
Observers Total				■	■	■	■	■	
Regional Development	Non-UK	Male	White British, Irish, Other	■	■	■	■	■	■
		Non-UK Total		■	■	■	■	■	
	Regional Development Total				■	■	■	■	
SLT	Non-UK	Female	White British, Irish, Other	■	■	■	■	■	■
		Male	White British, Irish, Other	■	■	■	■	■	
		Non-UK Total		■	■	■	■	■	
	UK	Female	White British, Irish, Other	■	■	■	■	■	■
		Male	White British, Irish, Other	■	■	■	■	■	
		UK Total		■	■	■	■	■	
SLT Total				■	■	■	■		
UUBS Reps	Non-UK	Female	White British, Irish, Other	■	■	■	■	■	■
		Non-UK Total		■	■	■	■	■	
	UK	Female	White British, Irish, Other	■	■	■	■	■	■
		Male	White British, Irish, Other	■	■	■	■	■	
		UK Total		■	■	■	■	■	
UUBS Reps Total				■	■	■	■		
UUSU Student Reps - Rotated	Non-UK	Female	White British, Irish, Other	■	■	■	■	■	■
		Male	Mixed Other	■	■	■	■	■	
			White British, Irish, Other	■	■	■	■	■	
	Non-UK Total		■	■	■	■	■		
	UK	Female	White British, Irish, Other	■	■	■	■	■	■
Male		White British, Irish, Other	■	■	■	■	■		

		UK Total							
Not Known	Female	White British, Irish, Other							
	Male	White British, Irish, Other							
	Not Known Total								
UUSU Student Reps - Rotated Total									
Grand Total									

Table 13. University's Senior Managers by Job Family

Job Family	Natl.	Female / Male	Ethnicity	2022		2023		2024		Total	
				#	%	#	%	#	%	#	%
Deans & Associate Deans	NON - UK	Female	White British, Irish, Other								
		Male	White British, Irish, Other								
		NON - UK Total									
	UK	Female	White British, Irish, Other								
		Male	Mixed								
			White British, Irish, Other								
	UK Total										
Deans & Associate Deans Total											
Directors & Associate Directors	NON - UK	Female	White British, Irish, Other								
		Male	Asian or Asian British								
			Other Ethnic Background								
			White British, Irish, Other								
	NON - UK Total										
	UK	Female	White British, Irish, Other								
		Male	Asian or Asian British								
White British, Irish, Other											
UK Total											
Directors & Associate Directors Total											
Head of School / Dept. & Associate Head of School / Dept.	NON - UK	Female	White British, Irish, Other								
		Male	White British, Irish, Other								
		NON - UK Total									
	UK	Female	White British, Irish, Other								
		Male	White British, Irish, Other								
	UK Total										
Head of School / Dept. & Associate Head of School / Dept. Total											

Table 14. All Students by Grouped Ethnicity

Academic Year	Natl.	Ethnicity Grouped	#	%
2022	Non-UK	ME		
		White		
		Prefer Not To Say		
		Non-UK Total		
	UK	ME		
		White		
		Prefer Not To Say		
		UK Total		
	2022 Total			
	2023	Non-UK	ME	
White				
Prefer Not To Say				
Non-UK Total				
UK		ME		
		White		
		Prefer Not To Say		
		UK Total		
2023 Total				
2024		Non-UK	ME	
	White			
	Prefer Not To Say			
	Non-UK Total			
	UK	ME		
		White		
		Prefer Not To Say		
		UK Total		
	2024 Total			
	Grand Total			

Table 15. All Students by Level of Study

Campus	Natl.	Ethnicity	Undergraduate		Graduate Research		Graduate Taught		Total	
			#	%	#	%	#	%	#	%
2022										
Belfast	Non-UK	Arab	█	██	█	██	█	██	█	██
		Asian or Asian British	██	███	█	██	██	██	██	███
		Black or Black British	██	███	█	██	██	██	██	███
		Mixed	██	██	█	██	█	██	█	██
		Other Ethnic Background	██	██	█	██	█	██	█	██
		White British, Irish, Other	███	███	█	██	██	██	██	███
		White Gypsy, Irish Traveller or Roma	█	██	█	██	█	██	█	██
		Prefer Not To Say	██	███	█	██	█	██	██	███
		Non-UK Total	███	███	█	██	██	██	██	███
	UK	Arab	█	██	█	██	█	██	█	██
		Asian or Asian British	██	███	█	██	█	██	██	███
		Black or Black British	██	███	█	██	█	██	█	███
		Mixed	██	███	█	██	█	██	██	███
		Other Ethnic Background	██	███	█	██	█	██	█	██
White British, Irish, Other		███	███	█	██	██	██	██	███	

		White Gypsy, Irish Traveller or Roma	■	■	■	■	■	■	■	■
		Prefer Not To Say	■	■	■	■	■	■	■	■
		UK Total	■	■	■	■	■	■	■	■
		Belfast Total	■	■	■	■	■	■	■	■
Coleraine	Non-UK	Arab	■	■	■	■	■	■	■	■
		Asian or Asian British	■	■	■	■	■	■	■	■
		Black or Black British	■	■	■	■	■	■	■	■
		Mixed	■	■	■	■	■	■	■	■
		Other Ethnic Background	■	■	■	■	■	■	■	■
		White British, Irish, Other	■	■	■	■	■	■	■	■
		White Gypsy, Irish Traveller or Roma	■	■	■	■	■	■	■	■
		Prefer Not To Say	■	■	■	■	■	■	■	■
		Non-UK Total	■	■	■	■	■	■	■	■
	UK	Arab	■	■	■	■	■	■	■	■
		Asian or Asian British	■	■	■	■	■	■	■	■
		Black or Black British	■	■	■	■	■	■	■	■
		Mixed	■	■	■	■	■	■	■	■
Other Ethnic Background		■	■	■	■	■	■	■	■	
White British, Irish, Other		■	■	■	■	■	■	■	■	

		White Gypsy, Irish Traveller or Roma	■	■	■	■	■	■	■	■
		Prefer Not To Say	■	■	■	■	■	■	■	■
		UK Total	■	■	■	■	■	■	■	■
		Coleraine Total	■	■	■	■	■	■	■	■
Jordanstown	Non-UK	Arab	■	■	■	■	■	■	■	■
		Asian or Asian British	■	■	■	■	■	■	■	■
		Black or Black British	■	■	■	■	■	■	■	■
		Mixed	■	■	■	■	■	■	■	■
		White British, Irish, Other	■	■	■	■	■	■	■	■
		White Gypsy, Irish Traveller or Roma	■	■	■	■	■	■	■	■
		Prefer Not To Say	■	■	■	■	■	■	■	■
		Non-UK Total	■	■	■	■	■	■	■	■
	UK	Asian or Asian British	■	■	■	■	■	■	■	■
		Black or Black British	■	■	■	■	■	■	■	■
		Mixed	■	■	■	■	■	■	■	■
		Other Ethnic Background	■	■	■	■	■	■	■	■
		White British, Irish, Other	■	■	■	■	■	■	■	■
White Gypsy, Irish Traveller or Roma		■	■	■	■	■	■	■	■	

		Prefer Not To Say	■	■	■	■	■	■	■	■
		UK Total	■	■	■	■	■	■	■	■
		Jordanstown Total	■	■	■	■	■	■	■	■
Derry ~ Londonderry	Non-UK	Arab	■	■	■	■	■	■	■	■
		Asian or Asian British	■	■	■	■	■	■	■	■
		Black or Black British	■	■	■	■	■	■	■	■
		Mixed	■	■	■	■	■	■	■	■
		Other Ethnic Background	■	■	■	■	■	■	■	■
		White British, Irish, Other	■	■	■	■	■	■	■	■
		White Gypsy, Irish Traveller or Roma	■	■	■	■	■	■	■	■
		Prefer Not To Say	■	■	■	■	■	■	■	■
		Non-UK Total	■	■	■	■	■	■	■	■
	UK	Asian or Asian British	■	■	■	■	■	■	■	■
		Black or Black British	■	■	■	■	■	■	■	■
		Mixed	■	■	■	■	■	■	■	■
		Other Ethnic Background	■	■	■	■	■	■	■	■
		White British, Irish, Other	■	■	■	■	■	■	■	■
White Gypsy, Irish Traveller or Roma		■	■	■	■	■	■	■	■	
Prefer Not To Say		■	■	■	■	■	■	■	■	

		UK Total	■	■	■	■	■	■	■	■
		Derry ~ Londonderry Total	■	■	■	■	■	■	■	■
		2022 Total	■	■	■	■	■	■	■	■
2023										
Belfast	Non-UK	Arab	■	■	■	■	■	■	■	■
		Asian or Asian British	■	■	■	■	■	■	■	■
		Black or Black British	■	■	■	■	■	■	■	■
		Mixed	■	■	■	■	■	■	■	■
		Other Ethnic Background	■	■	■	■	■	■	■	■
		White British, Irish, Other	■	■	■	■	■	■	■	■
		White Gypsy, Irish Traveller or Roma	■	■	■	■	■	■	■	■
		Prefer Not To Say	■	■	■	■	■	■	■	■
		Non-UK Total	■	■	■	■	■	■	■	■
	UK	Arab	■	■	■	■	■	■	■	■
		Asian or Asian British	■	■	■	■	■	■	■	■
		Black or Black British	■	■	■	■	■	■	■	■
		Mixed	■	■	■	■	■	■	■	■
		Other Ethnic Background	■	■	■	■	■	■	■	■
White British, Irish, Other		■	■	■	■	■	■	■	■	

		White Gypsy, Irish Traveller or Roma	■	■	■	■	■	■	■	■
		Prefer Not To Say	■	■	■	■	■	■	■	■
		UK Total	■	■	■	■	■	■	■	■
		Belfast Total	■	■	■	■	■	■	■	■
Coleraine	Non-UK	Arab	■	■	■	■	■	■	■	■
		Asian or Asian British	■	■	■	■	■	■	■	■
		Black or Black British	■	■	■	■	■	■	■	■
		Mixed	■	■	■	■	■	■	■	■
		Other Ethnic Background	■	■	■	■	■	■	■	■
		White British, Irish, Other	■	■	■	■	■	■	■	■
		White Gypsy, Irish Traveller or Roma	■	■	■	■	■	■	■	■
		Prefer Not To Say	■	■	■	■	■	■	■	■
		Non-UK Total	■	■	■	■	■	■	■	■
	UK	Arab	■	■	■	■	■	■	■	■
		Asian or Asian British	■	■	■	■	■	■	■	■
		Black or Black British	■	■	■	■	■	■	■	■
		Mixed	■	■	■	■	■	■	■	■
Other Ethnic Background		■	■	■	■	■	■	■	■	
White British, Irish, Other		■	■	■	■	■	■	■	■	

		White Gypsy, Irish Traveller or Roma	■	■	■	■	■	■	■	■
		Prefer Not To Say	■	■	■	■	■	■	■	■
		UK Total	■	■	■	■	■	■	■	■
		Coleraine Total	■	■	■	■	■	■	■	■
Derry ~ Londonderry	Non-UK	Arab	■	■	■	■	■	■	■	■
		Asian or Asian British	■	■	■	■	■	■	■	■
		Black or Black British	■	■	■	■	■	■	■	■
		Mixed	■	■	■	■	■	■	■	■
		Other Ethnic Background	■	■	■	■	■	■	■	■
		White British, Irish, Other	■	■	■	■	■	■	■	■
		White Gypsy, Irish Traveller or Roma	■	■	■	■	■	■	■	■
		Prefer Not To Say	■	■	■	■	■	■	■	■
		Non-UK Total	■	■	■	■	■	■	■	■
	UK	Arab	■	■	■	■	■	■	■	■
		Asian or Asian British	■	■	■	■	■	■	■	■
		Black or Black British	■	■	■	■	■	■	■	■
		Mixed	■	■	■	■	■	■	■	■
		Other Ethnic Background	■	■	■	■	■	■	■	■
White British, Irish, Other		■	■	■	■	■	■	■	■	

		White Gypsy, Irish Traveller or Roma	■	■	■	■	■	■	■	■
		Prefer Not To Say	■	■	■	■	■	■	■	■
		UK Total	■	■	■	■	■	■	■	■
		Derry ~ Londonderry Total	■	■	■	■	■	■	■	■
		2023 Total	■	■	■	■	■	■	■	■
2024										
Belfast	Non-UK	Arab	■	■	■	■	■	■	■	■
		Asian or Asian British	■	■	■	■	■	■	■	■
		Black or Black British	■	■	■	■	■	■	■	■
		Mixed	■	■	■	■	■	■	■	■
		Other Ethnic Background	■	■	■	■	■	■	■	■
		White British, Irish, Other	■	■	■	■	■	■	■	■
		White Gypsy, Irish Traveller or Roma	■	■	■	■	■	■	■	■
		Prefer Not To Say	■	■	■	■	■	■	■	■
		Non-UK Total	■	■	■	■	■	■	■	■
	UK	Arab	■	■	■	■	■	■	■	■
		Asian or Asian British	■	■	■	■	■	■	■	■
		Black or Black British	■	■	■	■	■	■	■	■
		Mixed	■	■	■	■	■	■	■	■

		Other Ethnic Background	█	██	█	██	██	██	██	██
		White British, Irish, Other	████	████	█	██	████	████	████	████
		White Gypsy, Irish Traveller or Roma	██	████	█	██	██	██	██	████
		Prefer Not To Say	██	████	█	██	██	████	██	████
		UK Total	████	████	█	██	████	████	████	████
		Belfast Total	████	████	█	██	████	████	████	████
Coleraine	Non-UK	Arab	█	██	██	██	██	████	██	████
		Asian or Asian British	██	████	█	██	██	████	██	████
		Black or Black British	██	████	█	██	██	████	██	████
		Mixed	██	██	█	██	█	████	██	████
		Other Ethnic Background	██	██	█	██	██	██	█	██
		White British, Irish, Other	████	████	█	██	██	████	██	████
		White Gypsy, Irish Traveller or Roma	█	██	█	██	██	██	█	██
		Prefer Not To Say	██	████	█	██	██	████	██	████
		Non-UK Total	████	████	██	██	██	████	████	████
	UK	Arab	█	██	█	██	█	████	██	██
		Asian or Asian British	██	████	█	██	██	████	██	████
		Black or Black British	██	████	█	██	██	████	██	████
		Mixed	██	████	█	██	█	████	██	████

		Other Ethnic Background	■	■	■	■	■	■	■	■
		White British, Irish, Other	■	■	■	■	■	■	■	■
		White Gypsy, Irish Traveller or Roma	■	■	■	■	■	■	■	■
		Prefer Not To Say	■	■	■	■	■	■	■	■
		UK Total	■	■	■	■	■	■	■	■
		Coleraine Total	■	■	■	■	■	■	■	■
Derry ~ Londonderry	Non-UK	Arab	■	■	■	■	■	■	■	■
		Asian or Asian British	■	■	■	■	■	■	■	■
		Black or Black British	■	■	■	■	■	■	■	■
		Mixed	■	■	■	■	■	■	■	■
		Other Ethnic Background	■	■	■	■	■	■	■	■
		White British, Irish, Other	■	■	■	■	■	■	■	■
		White Gypsy, Irish Traveller or Roma	■	■	■	■	■	■	■	■
		Prefer Not To Say	■	■	■	■	■	■	■	■
		Non-UK Total	■	■	■	■	■	■	■	■
	UK	Arab	■	■	■	■	■	■	■	■
		Asian or Asian British	■	■	■	■	■	■	■	■
		Black or Black British	■	■	■	■	■	■	■	■
		Mixed	■	■	■	■	■	■	■	■

	Other Ethnic Background	■	■	■	■	■	■	■	■
	White British, Irish, Other	■	■	■	■	■	■	■	■
	White Gypsy, Irish Traveller or Roma	■	■	■	■	■	■	■	■
	Prefer Not To Say	■	■	■	■	■	■	■	■
	UK Total	■	■	■	■	■	■	■	■
	Derry ~ Londonderry Total	■	■	■	■	■	■	■	■
	2024 Total	■	■	■	■	■	■	■	■

Table 16. Undergraduate Application Success Rates

Year	Ethnicity	Application #	Offer #	Application To Offer %	Accepted Offer #	Application to Accepted %
2022	Arab	█	█	█	█	█
	Asian or Asian British	█	█	█	█	█
	Black or Black British	█	█	█	█	█
	Mixed	█	█	█	█	█
	Other Ethnic Background	█	█	█	█	█
	Other White Background	█	█	█	█	█
	White British, Irish & Northern Irish	█	█	█	█	█
	White Gypsy, Irish Traveller or Roma	█	█	█	█	█
	Prefer Not to Say	█	█	█	█	█
	2022 TOTAL	█	█	█	█	█
2023	Arab	█	█	█	█	█
	Asian or Asian British	█	█	█	█	█
	Black or Black British	█	█	█	█	█
	Mixed	█	█	█	█	█
	Other Ethnic Background	█	█	█	█	█
	Other White Background	█	█	█	█	█
	White British, Irish & Northern Irish	█	█	█	█	█
	White Gypsy, Irish Traveller or Roma	█	█	█	█	█
	Prefer Not to Say	█	█	█	█	█
	2023 TOTAL	█	█	█	█	█
2024	Arab	█	█	█	█	█
	Asian or Asian British	█	█	█	█	█
	Black or Black British	█	█	█	█	█
	Mixed	█	█	█	█	█

Other Ethnic Background	■	■	■	■	■
Other White Background	■	■	■	■	■
White British, Irish & Northern Irish	■	■	■	■	■
White Gypsy, Irish Traveller or Roma	■	■	■	■	■
Prefer Not to Say	■	■	■	■	■
2024 TOTAL	■	■	■	■	■

Table 17. Undergraduate Continuation Rates

Key: *Enrolm* – Enrolment, *Contin* - Continuation

Ethnicity	2022			2023			2024		
	ENROLM	CONTIN	%	ENROLM	CONTIN	%	ENROLM	CONTIN	%
Arab	█	█	█	█	█	█	█	█	█
Asian or Asian British	█	█	█	█	█	█	█	█	█
Black or Black British	█	█	█	█	█	█	█	█	█
Mixed	█	█	█	█	█	█	█	█	█
Other Ethnic Background	█	█	█	█	█	█	█	█	█
White British, Irish & Northern Irish	█	█	█	█	█	█	█	█	█
White Gypsy, Irish Traveller or Roma	█	█	█	█	█	█	█	█	█
Prefer not to say	█	█	█	█	█	█	█	█	█
Grand Total	█	█	█	█	█	█	█	█	█

Table 18. Award Classifications

Row Labels	Undergraduate					Graduate Research				Graduate Taught					Grand Total
	1st	2nd	3rd	Pass	UG Total	1st	2nd	Pass	GR Total	1st	2nd	3rd	Pass	GT Total	
2022															
Arab															
Asian or Asian British															
Black or Black British															
Mixed															
Other Ethnic															
White															
Prefer Not To Say															
2022 Total															
2023															
Arab															
Asian or Asian British															
Black or Black British															
Mixed															
Other Ethnic															
White															
White Gypsy, Irish Traveller or Roma															
Prefer Not To Say															
2023 Total															
2024															
Arab															
Asian or Asian British															
Black or Black British															
Mixed															
Other Ethnic															

Table 19.
Staff Respondents Gender & Ethnicity Grouped

Gender	Ethnicity Grouped	Staff		Total: All Staff, Student & Alumni Respondents	
		#	%	#	%
Female	Arab	█	█	█	█
	Asian or Asian British	█	█	█	█
	Black or Black British	█	█	█	█
	Irish Traveller	█	█	█	█
	Mixed	█	█	█	█
	White - British, Irish, NI, Other	█	█	█	█
	Other Ethnic Background	█	█	█	█
	Other Mixed Background	█	█	█	█
	Prefer Not To Say	█	█	█	█
	Female Total	█	█	█	█
Male	Arab	█	█	█	█
	Asian or Asian British	█	█	█	█
	Black or Black British	█	█	█	█
	Mixed	█	█	█	█
	Roma	█	█	█	█
	White - British, Irish, NI, Other	█	█	█	█
	Other Ethnic Background	█	█	█	█
	Other Mixed Background	█	█	█	█
	Prefer Not To Say	█	█	█	█
	Male Total	█	█	█	█
Grand Total		█	█	█	█

[REDACTED]

Table 20.
Staff Respondents by Contract Type

Female / Male	Ethnicity Grouped	Casual		Fixed-Term		Permanent		Total	
		#	%	#	%	#	%	#	%
Female	ME	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
	White	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
	Prefer Not To Say	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
	Female Total	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
Male	ME	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
	White	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
	Prefer Not To Say	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
	Male Total	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
Grand Total		[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]

[REDACTED]

Staff Survey Quantitative Results Summary

Table 21.								
1. How much respect do you feel people at Ulster University show you (showed you during your studies) with regards to your race and/or ethnicity overall?								
Ethnicity	Extremely / Quite a bit		Slightly / Not at all		Somewhat		Total	
	#	%	#	%	#	%	#	%
ME	65	76%	5	6%	15	18%	85	100%
White	261	88%	9	3%	28	9%	298	100%
Grand Total	326	85%	14	4%	43	11%	383	100%
Female Respondents								
ME	45	82%	1	2%	9	16%	55	100%
White	173	87%	5	3%	20	10%	198	100%
Grand Total	218	86%	6	2%	29	11%	253	100%
Male Respondents								
ME	20	67%	4	13%	6	20%	30	100%
White	88	88%	4	4%	8	8%	100	100%
Grand Total	108	83%	8	6%	14	11%	130	100%

Table 22.								
2. How connected do (did) you feel to colleagues (staff and fellow students) at Ulster University?								
Ethnicity	Extremely / Quite a bit		Slightly / Not at all		Somewhat		Total	
	#	%	#	%	#	%	#	%
ME	62	73%	10	12%	13	15%	85	100%
White	200	67%	33	11%	65	22%	298	100%
Grand Total	262	68%	43	11%	78	20%	383	100%
Female Respondents								
ME	40	73%	5	9%	10	18%	55	100%
White	134	68%	22	11%	42	21%	198	100%
Grand Total	174	69%	27	11%	52	21%	253	100%
Male Respondents								
ME	22	73%	5	17%	3	10%	30	100%
White	66	66%	11	11%	23	23%	100	100%
Grand Total	88	68%	16	12%	26	20%	130	100%

Table 23.								
3. How comfortable do (did) you feel being your full authentic self at Ulster University?								
Ethnicity	Extremely / Quite a bit		Slightly / Not at all		Somewhat		Total	
	#	%	#	%	#	%	#	%
ME	65	76%	10	12%	10	12%	85	100%
White	200	67%	28	9%	70	23%	298	100%
Grand Total	265	69%	38	10%	80	21%	383	100%
Female Respondents								
ME	40	73%	6	11%	9	16%	55	100%
White	137	69%	14	7%	47	24%	198	100%
Grand Total	177	70%	20	8%	56	22%	253	100%
Male Respondents								
ME	25	83%	4	13%	1	3%	30	100%
White	63	63%	14	14%	23	23%	100	100%
Grand Total	88	68%	18	14%	24	18%	130	100%

Table 24.

4. How comfortable would you feel (would you have felt) calling out a person showing racist behaviours at Ulster University?

Ethnicity	Extremely / Quite a bit		Slightly / Not at all		Somewhat		Total	
	#	%	#	%	#	%	#	%
ME	46	54%	20	24%	19	22%	85	100%
White	222	74%	20	7%	56	19%	298	100%
Grand Total	268	70%	40	10%	75	20%	383	100%
Female Respondents								
ME	28	51%	13	24%	14	25%	55	100%
White	147	74%	10	5%	41	21%	198	100%
Grand Total	175	69%	23	9%	55	22%	253	100%
Male Respondents								
ME	18	60%	7	23%	5	17%	30	100%
White	75	75%	10	10%	15	15%	100	100%
Grand Total	93	72%	17	13%	20	15%	130	100%

Table 25.

5. How confident do (did) you feel that leaders and managers (University Staff) at Ulster University would call out racially inappropriate behaviours?

Ethnicity	Extremely / Quite a bit		Slightly / Not at all		Somewhat		Total	
	#	%	#	%	#	%	#	%
ME	54	64%	17	20%	14	16%	85	100%
White	197	66%	34	11%	67	22%	298	100%
Grand Total	251	66%	51	13%	81	21%	383	100%
Female Respondents								
ME	35	64%	13	24%	7	13%	55	100%
White	121	61%	25	13%	52	26%	198	100%
Grand Total	156	62%	38	15%	59	23%	253	100%
Male Respondents								
ME	19	63%	4	13%	7	23%	30	100%
White	76	76%	9	9%	15	15%	100	100%
Grand Total	95	73%	13	10%	22	17%	130	100%

Table 26.

6. How comfortable do (did) you feel discussing race-related topics with colleagues (students) within your School, Department or Team (Course)?

Ethnicity	Extremely / Quite a bit		Slightly / Not at all		Somewhat		Total	
	#	%	#	%	#	%	#	%
ME	52	61%	15	18%	18	21%	85	100%
White	190	64%	37	12%	71	24%	298	100%
Grand Total	242	63%	52	14%	89	23%	383	100%
Female Respondents								
ME	35	64%	10	18%	10	18%	55	100%
White	127	64%	22	11%	49	25%	198	100%
Grand Total	162	64%	32	13%	59	23%	253	100%
Male Respondents								
ME	17	57%	5	17%	8	27%	30	100%
White	63	63%	15	15%	22	22%	100	100%
Grand Total	80	62%	20	15%	30	23%	130	100%

Table 27.

7. How confident are you that colleagues and students (students) at Ulster University can have an open and honest conversation with each other about race?

Ethnicity	Extremely / Quite a bit		Slightly / Not at all		Somewhat		Total	
	#	%	#	%	#	%	#	%
ME	58	68%	15	18%	12	14%	85	100%
White	164	55%	43	14%	91	31%	298	100%
Grand Total	222	58%	58	15%	103	27%	383	100%
Female Respondents								
ME	39	71%	9	16%	7	13%	55	100%
White	102	52%	28	14%	68	34%	198	100%
Grand Total	141	56%	37	15%	75	30%	253	100%
Male Respondents								
ME	19	63%	6	20%	5	17%	30	100%
White	62	62%	15	15%	23	23%	100	100%
Grand Total	81	62%	21	16%	28	22%	130	100%

Table 28.

8. How much do (did) you understand about what Ulster University is (was) doing to tackle racial inequality impacting people who work and study here?

Ethnicity	Extremely / Quite a bit		Slightly / Not at all		Somewhat		Total	
	#	%	#	%	#	%	#	%
ME	38	45%	20	24%	27	32%	85	100%
White	111	37%	76	26%	111	37%	298	100%
Grand Total	149	39%	96	25%	138	36%	383	100%
Female Respondents								
ME	26	47%	12	22%	17	31%	55	100%
White	72	36%	52	26%	74	37%	198	100%
Grand Total	98	39%	64	25%	91	36%	253	100%
Male Respondents								
ME	12	40%	8	27%	10	33%	30	100%
White	39	39%	24	24%	37	37%	100	100%
Grand Total	51	39%	32	25%	47	36%	130	100%

Note: Survey Question 9 - Student and Alumni Only

Table 29.

10. How often do (did) you feel you get (got) the opportunity to learn about people from different races, ethnicities and cultures while working (studying) at Ulster?

Ethnicity	Extremely / Quite a bit		Slightly / Not at all		Somewhat		Total	
	#	%	#	%	#	%	#	%
ME	46	54%	10	12%	29	34%	85	100%
White	108	36%	95	32%	95	32%	298	100%
Grand Total	154	40%	105	27%	124	32%	383	100%
Female Respondents								
ME	26	47%	8	15%	21	38%	55	100%
White	70	35%	63	32%	65	33%	198	100%
Grand Total	96	38%	71	28%	86	34%	253	100%
Male Respondents								
ME	20	67%	2	7%	8	27%	30	100%
White	38	38%	32	32%	30	30%	100	100%
Grand Total	58	45%	34	26%	38	29%	130	100%

Table 30.

11. How well do (did) you think festivals and traditions from different cultures are (were) acknowledged at Ulster University?

Ethnicity	Extremely / Quite a bit		Slightly / Not at all		Somewhat		Total	
	#	%	#	%	#	%	#	%
ME	54	64%	10	12%	21	25%	85	100%
White	157	53%	49	16%	92	31%	298	100%
Grand Total	211	55%	59	15%	113	30%	383	100%
Female Respondents								
ME	34	62%	6	11%	15	27%	55	100%
White	101	51%	32	16%	65	33%	198	100%
Grand Total	135	53%	38	15%	80	32%	253	100%
Male Respondents								
ME	20	67%	4	13%	6	20%	30	100%
White	56	56%	17	17%	27	27%	100	100%
Grand Total	76	58%	21	16%	33	25%	130	100%

Note: Survey Question 12 - Student and Alumni Only

Table 31.

13. Do you believe that social events and activities organised by Ulster University are welcoming to everyone irrespective of race or ethnicity?

Ethnicity	No		Somewhat		Yes		Total	
	#	%	#	%	#	%	#	%
ME	8	9%	24	28%	53	62%	85	100%
White	8	3%	104	35%	186	62%	298	100%
Grand Total	16	4%	128	33%	239	62%	383	100%
Female Respondents								
ME	3	5%	16	29%	36	65%	55	100%
White	4	2%	68	34%	126	64%	198	100%
Grand Total	7	3%	84	33%	162	64%	253	100%
Male Respondents								
ME	5	17%	8	27%	17	57%	30	100%
White	4	4%	36	36%	60	60%	100	100%
Grand Total	9	7%	44	34%	77	59%	130	100%

Table 32.

14. In the last 12 months, have you experienced or witnessed (During your time at Ulster, did you experience or witness) a situation at Ulster University where you have felt uncomfortable because of race or ethnicity?

Ethnicity	No		Somewhat		Yes		Total	
	#	%	#	%	#	%	#	%
ME	65	76%	10	12%	10	12%	85	100%
White	251	84%	21	7%	26	9%	298	100%
Grand Total	316	83%	31	8%	36	9%	383	100%
Female Respondents								
ME	43	78%	5	9%	7	13%	55	100%
White	161	81%	17	9%	20	10%	198	100%
Grand Total	204	81%	22	9%	27	11%	253	100%
Male Respondents								
ME	22	73%	5	17%	3	10%	30	100%
White	90	90%	4	4%	6	6%	100	100%
Grand Total	112	86%	9	7%	9	7%	130	100%

Table 33.

15. In the last 12 months have you experienced (During your time at Ulster, did you experience) discrimination at the University because of race or ethnicity?

Ethnicity	No		Yes		Total	
	#	%	#	%	#	%
ME	76	89%	9	11%	85	100%
White	290	97%	8	3%	298	100%
Grand Total	366	96%	17	4%	383	100%
Female Respondents						
ME	52	95%	3	5%	55	100%
White	192	97%	6	3%	198	100%
Grand Total	244	96%	9	4%	253	100%
Male Respondents						
ME	24	80%	6	20%	30	100%
White	98	98%	2	2%	100	100%
Grand Total	122	94%	8	6%	130	100%

Table 34.

16. In the last 12 months have you experienced (During your time at Ulster, did you experience) abuse or harassment at the University because of race or ethnicity?

Ethnicity	No		Yes		Total	
	#	%	#	%	#	%
ME	81	95%	4	5%	85	100%
White	295	99%	3	1%	298	100%
Grand Total	376	98%	7	2%	383	100%
Female Respondents						
ME	54	98%	1	2%	55	100%
White	196	99%	2	1%	198	100%
Grand Total	250	99%	3	1%	253	100%
Male Respondents						
ME	27	90%	3	10%	30	100%
White	99	99%	1	1%	100	100%
Grand Total	126	97%	4	3%	130	100%

Table 35.

17. In the last 12 months have you experienced (During your time at Ulster, did you experience) stereotyping at the University because of race or ethnicity?

Ethnicity	No		Yes		Total	
	#	%	#	%	#	%
ME	67	79%	18	21%	85	100%
White	277	93%	21	7%	298	100%
Grand Total	344	90%	39	10%	383	100%
Female Respondents						
ME	45	82%	10	18%	55	100%
White	183	92%	15	8%	198	100%
Grand Total	228	90%	25	10%	253	100%
Male Respondents						
ME	22	73%	8	27%	30	100%
White	94	94%	6	6%	100	100%
Grand Total	116	89%	14	11%	130	100%

Table 36.

18. (During your time at Ulster...) If there was a situation where you witnessed or personally experienced discrimination, harassment, abuse or stereotyping, would you know how to report the incident at Ulster University?

Ethnicity	No		Somewhat		Yes		Total	
	#	%	#	%	#	%	#	%
ME	29	34%	29	34%	27	32%	85	100%
White	105	35%	81	27%	112	38%	298	100%
Grand Total	134	35%	110	29%	139	36%	383	100%
Female Respondents								
ME	17	31%	20	36%	18	33%	55	100%
White	75	38%	56	28%	67	34%	198	100%
Grand Total	92	36%	76	30%	85	34%	253	100%
Male Respondents								
ME	12	40%	9	30%	9	30%	30	100%
White	30	30%	25	25%	45	45%	100	100%
Grand Total	42	32%	34	26%	54	42%	130	100%

Student Survey Demographic Summary

The Race Equality Matters Survey for Students was open for responses for 5-weeks between Monday 18 November to Friday 20 December 2024. The Survey was completed by 467 Student respondents [REDACTED] [REDACTED] across the University's Northern Ireland Campuses. [REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

Table 37.
Student Respondents: Gender & Ethnicity Grouped

Gender	Ethnicity Grouped	Student		Total: All Staff, Student & Alumni Respondents	
		#	%	#	%
Female	Arab	█	█	█	█
	Asian or Asian British	█	█	█	█
	Black or Black British	█	█	█	█
	Irish Traveller	█	█	█	█
	Mixed	█	█	█	█
	White - British, Irish, NI, Other	█	█	█	█
	Other Ethnic Background	█	█	█	█
	Other Mixed Background	█	█	█	█
	Prefer Not To Say	█	█	█	█
	Female Total	█	█	█	█
Male	Arab	█	█	█	█
	Asian or Asian British	█	█	█	█
	Black or Black British	█	█	█	█
	Mixed	█	█	█	█
	Roma	█	█	█	█
	White - British, Irish, NI, Other	█	█	█	█
	Other Ethnic Background	█	█	█	█
	Other Mixed Background	█	█	█	█
	Prefer Not To Say	█	█	█	█
	Male Total	█	█	█	█
Grand Total		█	█	█	█

Student Survey Quantitative Results Summary

Table 38.

1. How much respect do you feel people at Ulster University show you (showed you during your studies) with regards to your race and/or ethnicity overall?

Ethnicity	Extremely / Quite a bit		Slightly / Not at all		Somewhat		Total	
	#	%	#	%	#	%	#	%
ME	100	83%	6	5%	15	12%	121	100%
White	305	91%	5	1%	24	7%	334	100%
Grand Total	405	89%	11	2%	39	9%	455	100%
Female Respondents								
ME	61	85%	4	6%	7	10%	72	100%
White	207	94%	0	0%	14	6%	221	100%
Grand Total	268	91%	4	1%	21	7%	293	100%
Male Respondents								
ME	39	80%	2	4%	8	16%	49	100%
White	98	87%	5	4%	10	9%	113	100%
Grand Total	137	85%	7	4%	18	11%	162	100%

Table 39.								
2. How connected do (did) you feel to colleagues (staff and fellow students) at Ulster University?								
Ethnicity	Extremely / Quite a bit		Slightly / Not at all		Somewhat		Total	
	#	%	#	%	#	%	#	%
ME	79	65%	10	8%	32	26%	121	100%
White	230	69%	27	8%	77	23%	334	100%
Grand Total	309	68%	37	8%	109	24%	455	100%
Female Respondents								
ME	45	63%	9	13%	18	25%	72	100%
White	157	71%	16	7%	48	22%	221	100%
Grand Total	202	69%	25	9%	66	23%	293	100%
Male Respondents								
ME	34	69%	1	2%	14	29%	49	100%
White	73	65%	11	10%	29	26%	113	100%
Grand Total	107	66%	12	7%	43	27%	162	100%

Table 40.								
3. How comfortable do (did) you feel being your full authentic self at Ulster University?								
Ethnicity	Extremely / Quite a bit		Slightly / Not at all		Somewhat		Total	
	#	%	#	%	#	%	#	%
ME	88	73%	12	10%	21	17%	121	100%
White	265	79%	24	7%	45	13%	334	100%
Grand Total	353	78%	36	8%	66	15%	455	100%
Female Respondents								
ME	46	64%	10	14%	16	22%	72	100%
White	185	84%	12	5%	24	11%	221	100%
Grand Total	231	79%	22	8%	40	14%	293	100%
Male Respondents								
ME	42	86%	2	4%	5	10%	49	100%
White	80	71%	12	11%	21	19%	113	100%
Grand Total	122	75%	14	9%	26	16%	162	100%

Table 41.

4. How comfortable would you feel (would you have felt) calling out a person showing racist behaviours at Ulster University?

Ethnicity	Extremely / Quite a bit		Slightly / Not at all		Somewhat		Total	
	#	%	#	%	#	%	#	%
ME	73	60%	28	23%	20	17%	121	100%
White	253	76%	23	7%	58	17%	334	100%
Grand Total	326	72%	51	11%	78	17%	455	100%
Female Respondents								
ME	44	61%	16	22%	12	17%	72	100%
White	169	76%	16	7%	36	16%	221	100%
Grand Total	213	73%	32	11%	48	16%	293	100%
Male Respondents								
ME	29	59%	12	24%	8	16%	49	100%
White	84	74%	7	6%	22	19%	113	100%
Grand Total	113	70%	19	12%	30	19%	162	100%

Table 42.

5. How confident do (did) you feel that leaders and managers (University Staff) at Ulster University would call out racially inappropriate behaviours?

Ethnicity	Extremely / Quite a bit		Slightly / Not at all		Somewhat		Total	
	#	%	#	%	#	%	#	%
ME	77	64%	22	18%	22	18%	121	100%
White	279	84%	15	4%	40	12%	334	100%
Grand Total	356	78%	37	8%	62	14%	455	100%
Female Respondents								
ME	41	57%	14	19%	17	24%	72	100%
White	184	83%	11	5%	26	12%	221	100%
Grand Total	225	77%	25	9%	43	15%	293	100%
Male Respondents								
ME	36	73%	8	16%	5	10%	49	100%
White	95	84%	4	4%	14	12%	113	100%
Grand Total	131	81%	12	7%	19	12%	162	100%

Table 43.

6. How comfortable do (did) you feel discussing race-related topics with colleagues (students) within your School, Department or Team (Course)?

Ethnicity	Extremely / Quite a bit		Slightly / Not at all		Somewhat		Total	
	#	%	#	%	#	%	#	%
ME	69	57%	28	23%	24	20%	121	100%
White	236	71%	28	8%	70	21%	334	100%
Grand Total	305	67%	56	12%	94	21%	455	100%
Female Respondents								
ME	41	57%	18	25%	13	18%	72	100%
White	164	74%	13	6%	44	20%	221	100%
Grand Total	205	70%	31	11%	57	19%	293	100%
Male Respondents								
ME	28	57%	10	20%	11	22%	49	100%
White	72	64%	15	13%	26	23%	113	100%
Grand Total	100	62%	25	15%	37	23%	162	100%

Table 44.

7. How confident are you that colleagues and students (students) at Ulster University can have an open and honest conversation with each other about race?

Ethnicity	Extremely / Quite a bit		Slightly / Not at all		Somewhat		Total	
	#	%	#	%	#	%	#	%
ME	64	53%	24	20%	33	27%	121	100%
White	238	71%	36	11%	60	18%	334	100%
Grand Total	302	66%	60	13%	93	20%	455	100%
Female Respondents								
ME	35	49%	19	26%	18	25%	72	100%
White	168	76%	17	8%	36	16%	221	100%
Grand Total	203	69%	36	12%	54	18%	293	100%
Male Respondents								
ME	29	59%	5	10%	15	31%	49	100%
White	70	62%	19	17%	24	21%	113	100%
Grand Total	99	61%	24	15%	39	24%	162	100%

Table 45.

8. How much do (did) you understand about what Ulster University is (was) doing to tackle racial inequality impacting people who work and study here?

Ethnicity	Extremely / Quite a bit		Slightly / Not at all		Somewhat		Total	
	#	%	#	%	#	%	#	%
ME	57	47%	29	24%	35	29%	121	100%
White	116	35%	122	37%	96	29%	334	100%
Grand Total	173	38%	151	33%	131	29%	455	100%
Female Respondents								
ME	25	35%	21	29%	26	36%	72	100%
White	89	40%	68	31%	64	29%	221	100%
Grand Total	114	39%	89	30%	90	31%	293	100%
Male Respondents								
ME	32	65%	8	16%	9	18%	49	100%
White	27	24%	54	48%	32	28%	113	100%
Grand Total	59	36%	62	38%	41	25%	162	100%

Table 46.

9. STUDENT & ALUMNI ONLY: How comfortable are (were) you approaching tutors with questions or queries about race / ethnicity-related matters in your course?

Ethnicity	Extremely / Quite a bit		Slightly / Not at all		Somewhat		Total	
	#	%	#	%	#	%	#	%
ME	65	54%	30	25%	26	21%	121	100%
White	184	55%	57	17%	93	28%	334	100%
Grand Total	249	55%	87	19%	119	26%	455	100%
Female Respondents								
ME	36	50%	21	29%	15	21%	72	100%
White	131	59%	28	13%	62	28%	221	100%
Grand Total	167	57%	49	17%	77	26%	293	100%
Male Respondents								
ME	29	59%	9	18%	11	22%	49	100%
White	53	47%	29	26%	31	27%	113	100%
Grand Total	82	51%	38	23%	42	26%	162	100%

Table 47.

10. How often do (did) you feel you get (got) the opportunity to learn about people from different races, ethnicities and cultures while working (studying) at Ulster?

Ethnicity	Extremely / Quite a bit		Slightly / Not at all		Somewhat		Total	
	#	%	#	%	#	%	#	%
ME	60	50%	34	28%	27	22%	121	100%
White	162	49%	88	26%	84	25%	334	100%
Grand Total	222	49%	122	27%	111	24%	455	100%
Female Respondents								
ME	29	40%	26	36%	17	24%	72	100%
White	108	49%	55	25%	58	26%	221	100%
Grand Total	137	47%	81	28%	75	26%	293	100%
Male Respondents								
ME	31	63%	8	16%	10	20%	49	100%
White	54	48%	33	29%	26	23%	113	100%
Grand Total	85	52%	41	25%	36	22%	162	100%

Table 48.

11. How well do (did) you think festivals and traditions from different cultures are (were) acknowledged at Ulster University?

Ethnicity	Extremely / Quite a bit		Slightly / Not at all		Somewhat		Total	
	#	%	#	%	#	%	#	%
ME	63	52%	28	23%	30	25%	121	100%
White	187	56%	47	14%	100	30%	334	100%
Grand Total	250	55%	75	16%	130	29%	455	100%
Female Respondents								
ME	33	46%	16	22%	23	32%	72	100%
White	124	56%	30	14%	67	30%	221	100%
Grand Total	157	54%	46	16%	90	31%	293	100%
Male Respondents								
ME	30	61%	12	24%	7	14%	49	100%
White	63	56%	17	15%	33	29%	113	100%
Grand Total	93	57%	29	18%	40	25%	162	100%

Table 49.

12. STUDENT & ALUMNI ONLY: How helpful do (did) you think the student support services at Ulster University are (were) to you?

Ethnicity	Extremely / Quite a Bit		Slightly / Not at all		Somewhat		Total	
	#	%	#	%	#	%	#	%
ME	83	69%	11	9%	27	22%	121	100%
White	216	65%	38	11%	80	24%	334	100%
Grand Total	299	66%	49	11%	107	24%	455	100%
Female Respondents								
ME	48	67%	8	11%	16	22%	72	100%
White	155	70%	21	10%	45	20%	221	100%
Grand Total	203	69%	29	10%	61	21%	293	100%
Male Respondents								
ME	35	71%	3	6%	11	22%	49	100%
White	61	54%	17	15%	35	31%	113	100%
Grand Total	96	59%	20	12%	46	28%	162	100%

Table 50.

13. Do you believe that social events and activities organised by Ulster University are welcoming to everyone irrespective of race or ethnicity?

Ethnicity	No		Somewhat		Yes		Total	
	#	%	#	%	#	%	#	%
ME	6	5%	42	35%	73	60%	121	100%
White	12	4%	76	23%	246	74%	334	100%
Grand Total	18	4%	118	26%	319	70%	455	100%
Female Respondents								
ME	4	6%	23	32%	45	63%	72	100%
White	8	4%	52	24%	161	73%	221	100%
Grand Total	12	4%	75	26%	206	70%	293	100%
Male Respondents								
ME	2	4%	19	39%	28	57%	49	100%
White	4	4%	24	21%	85	75%	113	100%
Grand Total	6	4%	43	27%	113	70%	162	100%

Table 51.

14. In the last 12 months, have you experienced or witnessed (During your time at Ulster, did you experience or witness) a situation at Ulster University where you have felt uncomfortable because of race or ethnicity?

Ethnicity	No		Somewhat		Yes		Total	
	#	%	#	%	#	%	#	%
ME	74	61%	22	18%	25	21%	121	100%
White	300	90%	19	6%	15	4%	334	100%
Grand Total	374	82%	41	9%	40	9%	455	100%
Female Respondents								
ME	43	60%	11	15%	18	25%	72	100%
White	195	88%	14	6%	12	5%	221	100%
Grand Total	238	81%	25	9%	30	10%	293	100%
Male Respondents								
ME	31	63%	11	22%	7	14%	49	100%
White	105	93%	5	4%	3	3%	113	100%
Grand Total	136	84%	16	10%	10	6%	162	100%

Table 52.

15. In the last 12 months have you experienced (During your time at Ulster, did you experience) discrimination at the University because of race or ethnicity?

Ethnicity	No		Yes		Total	
	#	%	#	%	#	%
ME	94	78%	27	22%	121	100%
White	320	96%	14	4%	334	100%
Grand Total	414	91%	41	9%	455	100%
Female Respondents						
ME	59	82%	13	18%	72	100%
White	214	97%	7	3%	221	100%
Grand Total	273	93%	20	7%	293	100%
Male Respondents						
ME	35	71%	14	29%	49	100%
White	106	94%	7	6%	113	100%
Grand Total	141	87%	21	13%	162	100%

Table 53.

16. In the last 12 months have you experienced (During your time at Ulster, did you experience) abuse or harassment at the University because of race or ethnicity?

Ethnicity	No		Yes		Total	
	#	%	#	%	#	%
ME	107	88%	14	12%	121	100%
White	306	92%	28	8%	334	100%
Grand Total	413	91%	42	9%	455	100%
Female Respondents						
ME	62	86%	10	14%	72	100%
White	206	93%	15	7%	221	100%
Grand Total	268	91%	25	9%	293	100%
Male Respondents						
ME	45	92%	4	8%	49	100%
White	100	88%	13	12%	113	100%
Grand Total	145	90%	17	10%	162	100%

Table 54.

17. In the last 12 months have you experienced (During your time at Ulster, did you experience) stereotyping at the University because of race or ethnicity?

Ethnicity	No		Yes		Total	
	#	%	#	%	#	%
ME	85	70%	36	30%	121	100%
White	310	93%	24	7%	334	100%
Grand Total	395	87%	60	13%	455	100%
Female Respondents						
ME	49	68%	23	32%	72	100%
White	208	94%	13	6%	221	100%
Grand Total	257	88%	36	12%	293	100%
Male Respondents						
ME	36	73%	13	27%	49	100%
White	102	90%	11	10%	113	100%
Grand Total	138	85%	24	15%	162	100%

Table 55.

18. (During your time at Ulster...) If there was a situation where you witnessed or personally experienced discrimination, harassment, abuse or stereotyping, would you know how to report the incident at Ulster University?

Ethnicity	No		Somewhat		Yes		Total	
	#	%	#	%	#	%	#	%
ME	62	51%	33	27%	26	21%	121	100%
White	156	47%	99	30%	79	24%	334	100%
Grand Total	218	48%	132	29%	105	23%	455	100%
Female Respondents								
ME	39	54%	17	24%	16	22%	72	100%
White	110	50%	67	30%	44	20%	221	100%
Grand Total	149	51%	84	29%	60	20%	293	100%
Male Respondents								
ME	23	47%	16	33%	10	20%	49	100%
White	46	41%	32	28%	35	31%	113	100%
Grand Total	69	43%	48	30%	45	28%	162	100%

Alumni Survey Demographic Summary

The Race Equality Matters Survey for Alumni was open for responses for 5-weeks between Monday 18 November to Friday 20 December 2024. [REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

Table 56.
Alumni Respondents: Gender & Ethnicity Grouped

Gender	Ethnicity Grouped	Alumni		Total: All Staff, Student & Alumni Respondents	
		#	%	#	%
Female	Arab	█	█	█	█
	Asian or Asian British	█	█	█	█
	Black or Black British	█	█	█	█
	Irish Traveller	█	█	█	█
	Mixed	█	█	█	█
	White - British, Irish, NI, Other	█	█	█	█
	Other Ethnic Background	█	█	█	█
	Other Mixed Background	█	█	█	█
	Prefer Not To Say	█	█	█	█
	Female Total	█	█	█	█
Male	Arab	█	█	█	█
	Asian or Asian British	█	█	█	█
	Black or Black British	█	█	█	█
	Mixed	█	█	█	█
	Roma	█	█	█	█
	White - British, Irish, NI, Other	█	█	█	█
	Other Ethnic Background	█	█	█	█
	Other Mixed Background	█	█	█	█
	Prefer Not To Say	█	█	█	█
	Male Total	█	█	█	█
Grand Total		█	█	█	█

Alumni Survey Quantitative Results Summary

Table 57.

1. How much respect do you feel people at Ulster University show you (showed you during your studies) with regards to your race and/or ethnicity overall?

Ethnicity	Extremely / Quite a bit		Slightly / Not at all		Somewhat		Total	
	#	%	#	%	#	%	#	%
ME	20	80%	3	12%	2	8%	25	100%
White	153	83%	10	5%	21	11%	184	100%
Grand Total	173	83%	13	6%	23	11%	209	100%
Female Respondents								
ME	8	73%	2	18%	1	9%	11	100%
White	57	83%	1	1%	11	16%	69	100%
Grand Total	65	81%	3	4%	12	15%	80	100%
Male Respondents								
ME	12	86%	1	7%	1	7%	14	100%
White	96	83%	9	8%	10	9%	115	100%
Grand Total	108	84%	10	8%	11	9%	129	100%

Table 58.

2. How connected do (did) you feel to colleagues (staff and fellow students) at Ulster University?

Ethnicity	Extremely / Quite a bit		Slightly / Not at all		Somewhat		Total	
	#	%	#	%	#	%	#	%
ME	14	56%	4	16%	7	28%	25	100%
White	142	77%	17	9%	25	14%	184	100%
Grand Total	156	75%	21	10%	32	15%	209	100%
Female Respondents								
ME	4	36%	4	36%	3	27%	11	100%
White	50	72%	4	6%	15	22%	69	100%
Grand Total	54	68%	8	10%	18	23%	80	100%
Male Respondents								
ME	10	71%	0	0%	4	29%	14	100%
White	92	80%	13	11%	10	9%	115	100%
Grand Total	102	79%	13	10%	14	11%	129	100%

Table 59.

3. How comfortable do (did) you feel being your full authentic self at Ulster University?

Ethnicity	Extremely / Quite a bit		Slightly / Not at all		Somewhat		Total	
	#	%	#	%	#	%	#	%
ME	17	68%	2	8%	6	24%	25	100%
White	154	84%	10	5%	20	11%	184	100%
Grand Total	171	82%	12	6%	26	12%	209	100%
Female Respondents								
ME	7	64%	1	9%	3	27%	11	100%
White	57	83%	3	4%	9	13%	69	100%
Grand Total	64	80%	4	5%	12	15%	80	100%
Male Respondents								
ME	10	71%	1	7%	3	21%	14	100%
White	97	84%	7	6%	11	10%	115	100%
Grand Total	107	83%	8	6%	14	11%	129	100%

Table 60.

4. How comfortable would you feel (would you have felt) calling out a person showing racist behaviours at Ulster University?

Ethnicity	Extremely / Quite a bit		Slightly / Not at all		Somewhat		Total	
	#	%	#	%	#	%	#	%
ME	12	48%	8	32%	5	20%	25	100%
White	110	60%	27	15%	47	26%	184	100%
Grand Total	122	58%	35	17%	52	25%	209	100%
Female Respondents								
ME	5	45%	3	27%	3	27%	11	100%
White	46	67%	9	13%	14	20%	69	100%
Grand Total	51	64%	12	15%	17	21%	80	100%
Male Respondents								
ME	7	50%	5	36%	2	14%	14	100%
White	64	56%	18	16%	33	29%	115	100%
Grand Total	71	55%	23	18%	35	27%	129	100%

Table 61.

5. How confident do (did) you feel that leaders and managers (University Staff) at Ulster University would call out racially inappropriate behaviours?

Ethnicity	Extremely / Quite a bit		Slightly / Not at all		Somewhat		Total	
	#	%	#	%	#	%	#	%
ME	15	60%	6	24%	4	16%	25	100%
White	112	61%	21	11%	51	28%	184	100%
Grand Total	127	61%	27	13%	55	26%	209	100%
Female Respondents								
ME	7	64%	2	18%	2	18%	11	100%
White	42	61%	10	14%	17	25%	69	100%
Grand Total	49	61%	12	15%	19	24%	80	100%
Male Respondents								
ME	8	57%	4	29%	2	14%	14	100%
White	70	61%	11	10%	34	30%	115	100%
Grand Total	78	60%	15	12%	36	28%	129	100%

Table 62.

6. How comfortable do (did) you feel discussing race-related topics with colleagues (students) within your School, Department or Team (Course)?

Ethnicity	Extremely / Quite a bit		Slightly / Not at all		Somewhat		Total	
	#	%	#	%	#	%	#	%
ME	16	64%	6	24%	3	12%	25	100%
White	100	54%	35	19%	49	27%	184	100%
Grand Total	116	56%	41	20%	52	25%	209	100%
Female Respondents								
ME	7	64%	3	27%	1	9%	11	100%
White	37	54%	11	16%	21	30%	69	100%
Grand Total	44	55%	14	18%	22	28%	80	100%
Male Respondents								
ME	9	64%	3	21%	2	14%	14	100%
White	63	55%	24	21%	28	24%	115	100%
Grand Total	72	56%	27	21%	30	23%	129	100%

Table 63.

7. How confident are you that colleagues and students (students) at Ulster University can have an open and honest conversation with each other about race?

Ethnicity	Extremely / Quite a bit		Slightly / Not at all		Somewhat		Total	
	#	%	#	%	#	%	#	%
ME	13	52%	7	28%	5	20%	25	100%
White	99	54%	32	17%	53	29%	184	100%
Grand Total	112	54%	39	19%	58	28%	209	100%
Female Respondents								
ME	4	36%	4	36%	3	27%	11	100%
White	33	48%	12	17%	24	35%	69	100%
Grand Total	37	46%	16	20%	27	34%	80	100%
Male Respondents								
ME	9	64%	3	21%	2	14%	14	100%
White	66	57%	20	17%	29	25%	115	100%
Grand Total	75	58%	23	18%	31	24%	129	100%

Table 64.

8. How much do (did) you understand about what Ulster University is (was) doing to tackle racial inequality impacting people who work and study here?

Ethnicity	Extremely / Quite a bit		Slightly / Not at all		Somewhat		Total	
	#	%	#	%	#	%	#	%
ME	7	28%	13	52%	5	20%	25	100%
White	39	21%	101	55%	44	24%	184	100%
Grand Total	46	22%	114	55%	49	23%	209	100%
Female Respondents								
ME	3	27%	5	45%	3	27%	11	100%
White	10	14%	40	58%	19	28%	69	100%
Grand Total	13	16%	45	56%	22	28%	80	100%
Male Respondents								
ME	4	29%	8	57%	2	14%	14	100%
White	29	25%	61	53%	25	22%	115	100%
Grand Total	33	26%	69	53%	27	21%	129	100%

Table 65.

9. STUDENT & ALUMNI ONLY: How comfortable are (were) you approaching tutors with questions or queries about race / ethnicity-related matters in your course?

Ethnicity	Extremely / Quite a bit		Slightly / Not at all		Somewhat		Total	
	#	%	#	%	#	%	#	%
ME	10	40%	11	44%	4	16%	25	100%
White	79	43%	64	35%	41	22%	184	100%
Grand Total	89	43%	75	36%	45	22%	209	100%
Female Respondents								
ME	5	45%	4	36%	2	18%	11	100%
White	33	48%	21	30%	15	22%	69	100%
Grand Total	38	48%	25	31%	17	21%	80	100%
Male Respondents								
ME	5	36%	7	50%	2	14%	14	100%
White	46	40%	43	37%	26	23%	115	100%
Grand Total	51	40%	50	39%	28	22%	129	100%

Table 66.

10. How often do (did) you feel you get (got) the opportunity to learn about people from different races, ethnicities and cultures while working (studying) at Ulster?

Ethnicity	Extremely / Quite a bit		Slightly / Not at all		Somewhat		Total	
	#	%	#	%	#	%	#	%
ME	12	48%	8	32%	5	20%	25	100%
White	73	40%	56	30%	55	30%	184	100%
Grand Total	85	41%	64	31%	60	29%	209	100%
Female Respondents								
ME	3	27%	5	45%	3	27%	11	100%
White	25	36%	25	36%	19	28%	69	100%
Grand Total	28	35%	30	38%	22	28%	80	100%
Male Respondents								
ME	9	64%	3	21%	2	14%	14	100%
White	48	42%	31	27%	36	31%	115	100%
Grand Total	57	44%	34	26%	38	29%	129	100%

Table 67.

11. How well do (did) you think festivals and traditions from different cultures are (were) acknowledged at Ulster University?

Ethnicity	Extremely / Quite a bit		Slightly / Not at all		Somewhat		Total	
	#	%	#	%	#	%	#	%
ME	10	40%	7	28%	8	32%	25	100%
White	60	33%	66	36%	58	32%	184	100%
Grand Total	70	33%	73	35%	66	32%	209	100%
Female Respondents								
ME	3	27%	1	9%	7	64%	11	100%
White	21	30%	30	43%	18	26%	69	100%
Grand Total	24	30%	31	39%	25	31%	80	100%
Male Respondents								
ME	7	50%	6	43%	1	7%	14	100%
White	39	34%	36	31%	40	35%	115	100%
Grand Total	46	36%	42	33%	41	32%	129	100%

Table 68.

12. STUDENT & ALUMNI ONLY: How helpful do (did) you think the student support services at Ulster University are (were) to you?

Ethnicity	Extremely / Quite a Bit		Slightly / Not at all		Somewhat		Total	
	#	%	#	%	#	%	#	%
ME	14	56%	6	24%	5	20%	25	100%
White	79	43%	67	36%	38	21%	184	100%
Grand Total	93	44%	73	35%	43	21%	209	100%
Female Respondents								
ME	7	64%	2	18%	2	18%	11	100%
White	33	48%	24	35%	12	17%	69	100%
Grand Total	40	50%	26	33%	14	18%	80	100%
Male Respondents								
ME	7	50%	4	29%	3	21%	14	100%
White	46	40%	43	37%	26	23%	115	100%
Grand Total	53	41%	47	36%	29	22%	129	100%

Table 69.

13. Do you believe that social events and activities organised by Ulster University are welcoming to everyone irrespective of race or ethnicity?

Ethnicity	No		Somewhat		Yes		Total	
	#	%	#	%	#	%	#	%
ME	3	12%	5	20%	17	68%	25	100%
White	19	10%	44	24%	121	66%	184	100%
Grand Total	22	11%	49	23%	138	66%	209	100%
Female Respondents								
ME	2	18%	3	27%	6	55%	11	100%
White	9	13%	14	20%	46	67%	69	100%
Grand Total	11	14%	17	21%	52	65%	80	100%
Male Respondents								
ME	1	7%	2	14%	11	79%	14	100%
White	10	9%	30	26%	75	65%	115	100%
Grand Total	11	9%	32	25%	86	67%	129	100%

Table 70.

14. In the last 12 months, have you experienced or witnessed (During your time at Ulster, did you experience or witness) a situation at Ulster University where you have felt uncomfortable because of race or ethnicity?

Ethnicity	No		Somewhat		Yes		Total	
	#	%	#	%	#	%	#	%
ME	16	64%	3	12%	6	24%	25	100%
White	151	82%	22	12%	11	6%	184	100%
Grand Total	167	80%	25	12%	17	8%	209	100%
Female Respondents								
ME	6	55%	2	18%	3	27%	11	100%
White	54	78%	10	14%	5	7%	69	100%
Grand Total	60	75%	12	15%	8	10%	80	100%
Male Respondents								
ME	10	71%	1	7%	3	21%	14	100%
White	97	84%	12	10%	6	5%	115	100%
Grand Total	107	83%	13	10%	9	7%	129	100%

Table 71.

15. In the last 12 months have you experienced (During your time at Ulster, did you experience) discrimination at the University because of race or ethnicity?

Ethnicity	No		Somewhat		Yes		Total	
	#	%	#	%	#	%	#	%
ME	19	76%	3	12%	3	12%	25	100%
White	164	89%	11	6%	9	5%	184	100%
Grand Total	183	88%	14	7%	12	6%	209	100%
Female Respondents								
ME	8	73%	1	9%	2	18%	11	100%
White	63	91%	4	6%	2	3%	69	100%
Grand Total	71	89%	5	6%	4	5%	80	100%
Male Respondents								
ME	11	79%	2	14%	1	7%	14	100%
White	101	88%	7	6%	7	6%	115	100%
Grand Total	112	87%	9	7%	8	6%	129	100%

Table 72.

16. In the last 12 months have you experienced (During your time at Ulster, did you experience) abuse or harassment at the University because of race or ethnicity?

Ethnicity	No		Somewhat		Yes		Total	
	#	%	#	%	#	%	#	%
ME	21	84%	3	12%	1	4%	25	100%
White	166	90%	10	5%	8	4%	184	100%
Grand Total	187	89%	13	6%	9	4%	209	100%
Female Respondents								
ME	9	82%	2	18%	0	0%	11	100%
White	65	94%	2	3%	2	3%	69	100%
Grand Total	74	93%	4	5%	2	3%	80	100%
Male Respondents								
ME	12	86%	1	7%	1	7%	14	100%
White	101	88%	8	7%	6	5%	115	100%
Grand Total	113	88%	9	7%	7	5%	129	100%

Table 73.

17. In the last 12 months have you experienced (During your time at Ulster, did you experience) stereotyping at the University because of race or ethnicity?

Ethnicity	No		Somewhat		Yes		Total	
	#	%	#	%	#	%	#	%
ME	15	60%	4	16%	6	24%	25	100%
White	149	81%	21	11%	14	8%	184	100%
Grand Total	164	78%	25	12%	20	10%	209	100%
Female Respondents								
ME	7	64%	1	9%	3	27%	11	100%
White	60	87%	5	7%	4	6%	69	100%
Grand Total	67	84%	6	8%	7	9%	80	100%
Male Respondents								
ME	8	57%	3	21%	3	21%	14	100%
White	89	77%	16	14%	10	9%	115	100%
Grand Total	97	75%	19	15%	13	10%	129	100%

Table 74.

18. (During your time at Ulster...) If there was a situation where you witnessed or personally experienced discrimination, harassment, abuse or stereotyping, would you know how to report the incident at Ulster University?

Ethnicity	No		Somewhat		Yes		Total	
	#	%	#	%	#	%	#	%
ME	17	68%	3	12%	5	20%	25	100%
White	100	54%	40	22%	44	24%	184	100%
Grand Total	117	56%	43	21%	49	23%	209	100%
Female Respondents								
ME	8	73%	2	18%	1	9%	11	100%
White	35	51%	18	26%	16	23%	69	100%
Grand Total	43	54%	20	25%	17	21%	80	100%
Male Respondents								
ME	9	64%	1	7%	4	29%	14	100%
White	65	57%	22	19%	28	24%	115	100%
Grand Total	74	57%	23	18%	32	25%	129	100%