



Ollscoil
Teicneolaíochta
an Atlantaigh
Atlantic
Technological
University

**Equality,
Diversity
and Inclusion**

Race and Ethnic Equality **Action Plan**

2025–2028



Table of Contents

Foreword	4
Endorsement by the President of ATU, Dr Orla Flynn	5
Endorsement by Vice-President for EDI and Online & Flexible Learning, Professor Jacqueline McCormack	5
1. Introduction by Working Group Chair	6
2. ATU Race and Ethnic Equality Working Group	7
3. Background and National Context	8
4. Institutional Ambition and Commitment	9
5. Methodology	10
6. Summary of Recommendations from Stakeholder Consultations	12
7. Race and Ethnic Equality Action Plan	13

Foreword

This is ATU's Race and Ethnic Equality Action Plan (REEAP). It is our collective commitment to transforming our university into a truly inclusive and antiracist institution where everyone, regardless of their racial or ethnic background can thrive. ATU is committed to antiracism. This means going beyond simply opposing racism in principle to actively identifying and dismantling the policies, practices, and attitudes that perpetuate racial inequality. It means recognising that inaction maintains the status quo, and the status quo is not acceptable. It means creating an environment where everyone challenges racist behaviour, where the whole university genuinely values diversity, and where every member of our community feels they belong.

This plan has been developed by our Race and Ethnic Equality Working Group (REEWG), comprised of academics and professional services colleagues, undergraduate and postgraduate students, and Students' Union officers from all our campuses. Many of us bring lived experience of racism and racial inequality in higher education. All of us bring a shared determination to drive meaningful change. The REEWG is proud of what we have created together, and we are energised by the opportunity to make our university a place where everyone truly belongs by turning these commitments into reality.

Our discussions over the past months have been honest, sometimes challenging, but always rooted in a collective belief that our university can and must do better. Our Action Plan is based on two pillars: the Antiracism Principles for Higher Education Institutions (HEA, 2023) and our consultation with the university community and partners in the region. We have listened to the experiences of minority ethnic students and staff who have faced barriers, microaggressions, and systemic disadvantages. We have examined our data and confronted uncomfortable truths about student and staff experiences, representation in leadership, and a lack of data to track progression and opportunity for minority groups. We have recognised that good intentions alone are not enough - we need concrete actions, clear accountability, and sustained commitment.

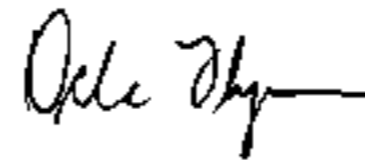
This Action Plan is ambitious because it needs to be. The issues we address are not new, and they will not be resolved through minor adjustments or surface-level initiatives. Achieving race and ethnic equality requires us to examine and change our structures, our curricula, our recruitment practices, our policies, and our culture. It requires us to be willing to have difficult conversations, to challenge our assumptions, and to listen - particularly to those whose voices have too often been marginalised.

We recognise that meaningful change requires resources, leadership commitment, and the active participation of our entire university community. This Action Plan sets out specific, measurable commitments with clear timelines and assigned responsibilities. We will hold ourselves accountable for delivering on these commitments, and we will be transparent about our progress - and our setbacks. To our minority ethnic students and staff: we see you, we hear you, and we are committed to creating a university where you are valued, supported, and able to reach your full potential. To our wider community: we invite you to engage with this plan and hold us accountable. Creating an antiracist institution requires all of us. We will continue to listen, learn, and adapt, remaining steadfast in our commitment even when the work is difficult.

Endorsement by the President of ATU, Dr Orla Flynn

ATU's Race and Ethnic Equality Action Plan is not just a generic outline of vague commitments to anti-racism, it is OUR plan of ACTION. It builds on the institutional commitments made when, in 2023, we signed up to the HEA's Antiracism Principles for Higher Education Institutions, and it has a strong focus on actions that are required, in our own context and on our own campuses, to tackle the unacceptable realities of racist behaviours and attitudes experienced by many of our staff and students.

I am deeply grateful to the Race and Ethnic Equality Working Group, itself a group that is inclusive of staff and students from diverse backgrounds, for the work undertaken over the past two years. Together, as a university community, we commit to delivering on the actions in this plan, leading to a more inclusive, more equitable, and more respectful environment in ATU, in which all staff and students can thrive and achieve their true potential.

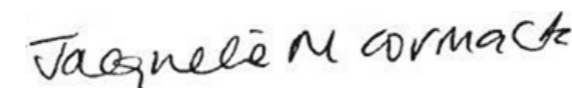


Dr Orla Flynn
President of ATU

Endorsement by Vice-President for EDI and Online & Flexible Learning, Professor Jacqueline McCormack

I welcome ATU's Race and Ethnic Equality Action Plan as a practical and actionable roadmap for advancing race and ethnic equality across our university. This plan moves us from intention to implementation, outlining concrete steps that will strengthen our policies, our culture, and the everyday experiences of staff and students.

I am grateful to Dr Akande and the Race and Ethnic Equality Working Group and to all who contributed their perspectives. Their work ensures that our actions are informed, targeted, aligned to the ATU strategic plan and core values, and responsive to real needs. Delivering this plan will require sustained commitment across all campuses and functions. I look forward to working collaboratively with colleagues and students as we put these actions into practice and embed racial equity as a core part of who we are as a community.



Professor Jacqueline McCormack
Endorsement by Vice-President for EDI and Online & Flexible Learning

1. Introduction by Working Group Chair

This Action Plan represents a significant step in our ongoing commitment to creating an inclusive, equitable and respectful institutional environment for all staff and students across our campuses.

It has been shaped directly by the voices, lived experiences and insights of our staff and students, particularly those from minority ethnic backgrounds, whose contributions have been central to identifying priorities and areas for change across the institution.

The Action Plan is structured around six key themes - culture, data, people, processes, teaching and support - reflecting the breadth of work required to embed race and ethnic equality into every aspect of institutional life. Together, these themes provide a comprehensive framework for addressing systemic barriers, promoting transparency and fostering a sense of belonging for everyone in our community. This Plan is not an endpoint, but a foundation for sustained action, ongoing engagement and continuous improvement. I call upon every member of the ATU community to embrace collective responsibility and shared commitment as we work to deliver lasting, positive change that benefits our entire institution.



Akinlolu Akande

Akinlolu Akande

Lecturer and Chair of ATU's Race and Ethnic Equality Working Group ATU Sligo

2. ATU Race and Ethnic Equality Working Group

ATU established a university-wide REEWG to develop the institutional REEAP, with the objective of embedding anti-racism principles across our policies, procedures, curriculum and culture. The REEWG comprised of volunteer members who are committed to promoting progress and good practice in relation to race and ethnic equality at ATU. The Working Group met every six weeks, with Task Teams meeting more frequently as required.

Dr. Akinlolu Akande

Lecturer and Chair of ATU's Race and Ethnic Equality Working Group ATU Sligo

Mary Nestor

EDI Manager ATU & Race & Ethnic Equality Lead

Anu Akinsola

Vice President for Welfare ATU Galway Mayo Students Union 2024-2025

Julia Bocianowska

President ATU Sligo Students Union 2024-2025

Sinéad Campbell

Traveller and Roma Education Officer

Dr Seán Duignan

Director of Academic Affairs and Quality

Anushree Dwivedi

Lecturer, Department of Mechanical and Industrial Engineering ATU Galway

Rhianna Foley McGuire

President ATU St. Angela's Students' Union 2024-25

David Friel

Lecturer, Department of Early Education and Social Studies ATU Donegal

Dr Surbhi Gautam

Lecturer, Department Mechanical and Industrial Engineering ATU Galway

Charlene Grehan

Deputy President of Education ATU Students' Union Galway/Mayo

Jorge Guadalupe dos Santos

ATU Global ATU Galway

Áine Hatzer

Welfare and Equality Officer ATU Donegal Students' Union 2024-2025

Emil Kindl

President ATU Sligo Students Union 2025-2026

Renagh Linnane

Student Counsellor ATU Galway

Patrick Lynch

Director of Global Engagement ATU Sligo

Christina McGuinness

Vice-President for Mayo ATU Galway Mayo Students Union 2025-2026

Sinéad Ní Bhroin

EDI Team Administrator

Susan O'Connor

Information Compliance Office ATU Sligo

Meekness Sholola

Head of Department for Social Sciences ATU Sligo

Soloman Shomefun

Student, ATU Galway

Conor Southby

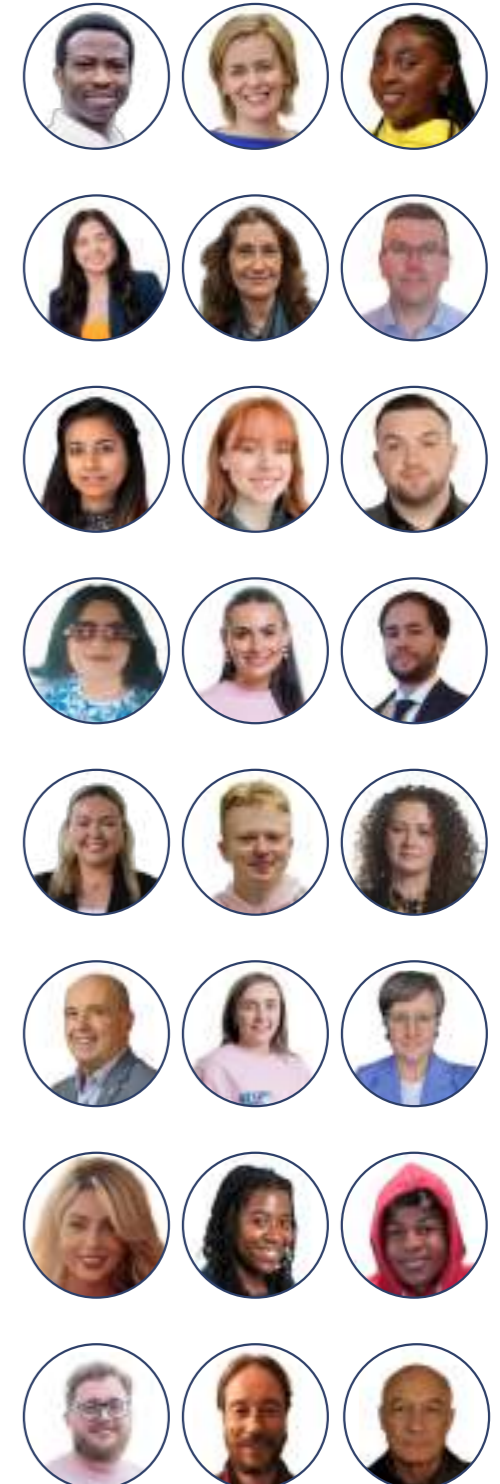
Vice President Welfare ATU Galway Mayo Students' Union 2025-2026

Dr Davy Walsh

Lecturer, Applied Social Care ATU Mayo

Philip White

Access Officer ATU St Angela's



3. Background and National Context

ATU is deeply committed to promoting a diverse, inclusive, and equitable educational and workplace environment. Reflecting Ireland's increasingly multicultural society, we recognise the critical importance of actively addressing and dismantling systemic racism, racial discrimination, and associated barriers that impede equal opportunities for minority ethnic groups. This REEAP embodies our dedication to transformative change, integrating comprehensive strategies aimed at ensuring racial equality across all university activities. It is informed by two key pillars, the HEA [Anti-Racism Principles for Irish Higher Education Institutions](#) (2023) and the consultations with stakeholders.

The Principles are a guiding charter for all institutions of higher education and include six fundamental declarations:

An acknowledgement that race inequality exists in Irish higher education institutions;

A commitment to rejecting all forms of racial discrimination;

An emphasis on institutional accountability and ownership of race equality issues;

A recognition that progress can only be achieved through concrete actions;

An understanding of the need for greater ethnic diversity among staff and students;

An assertion that higher education institutions have a critical role to play in shaping a broader anti-racist society

ATU's Race and Ethnic Equality Action Plan is guided by these principles and they are embedded in its design to ensure it reflects contemporary best practice.

Additionally, the [National Action Plan Against Racism](#) (NAPAR) 2023 – 2027, underscores a national commitment to eliminating racism in all its forms and manifestations, ensuring that minority ethnic groups experience safety, equity, visibility, and inclusion. The NAPAR outlines a vision of an inclusive and purposefully anti-racist state, in which all individuals can enjoy their fundamental rights and freedoms with equal dignity. It also promotes a structured framework of action, based on five core objectives (NAPAR, pp. 14 – 15), which also informed the development of the REEAP:

1. Being Safe and Being Heard
2. Being Equal
3. Being Seen and Taking Part
4. Being Counted
5. Being Together

Building upon these national frameworks and guiding principles, we set out our commitments and ambitions. This will translate our foundational values into meaningful, sustained action across our community and ensure sustained, measurable progress toward racial equality.

4. Institutional Ambition and Commitment

ATU recognises the wider opportunity and the statutory obligation stemming from our [Public Sector Equality and Human Rights Duty](#) to lead on issues of equality, diversity, and inclusion in the higher education sector. Our institutional values of Ambition, Collaboration, Inclusion, Innovation, Respect, and Trust ([ATU Strategic Plan](#), 2024) form the foundation of our commitment to fostering a racially equitable and inclusive environment where all members of our community are valued, respected, and empowered to achieve their potential. We are committed to an anti-racist approach, challenging discrimination, addressing systemic barriers, and actively working to eliminate the disparities that affect our minority ethnic staff and students.

We recognise that racism and racial inequality persist in society and in higher education and requires conscious and targeted actions. ATU's REEAP is informed by comprehensive institutional self-assessment, consultations with students and staff, and informed by national and international best practice. This plan reflects both lived experiences of racism and the structural inequalities that persist in education and broader civic life. By identifying areas of both need and opportunity, ATU is positioning itself to take targeted, institution-wide action for positive change.

5. Methodology

The methodology was designed to ensure the plan reflects the lived experiences and practical insights of those most affected by issues of racial inequality within the university and its broader community. This methodology combined both qualitative and quantitative approaches and was guided by external expertise from Lucy Michael Research, Training & Consultancy who designed and conducted the focus group elements of the consultation process, ensuring objectivity and methodological rigour. Participation in focus groups and surveys was voluntary, responses were anonymised and contributors were fully informed about the purpose of the consultation and the intended use of their input.

Timeline of Race and Ethnic Equality Work at ATU 2024 – 2026



The REEWG adopted a consultation-led approach to ensure the Action Plan was informed by broad and meaningful engagement. It agreed that online focus groups would form the primary consultation method, supplemented by a targeted survey where appropriate. The REEWG identified four stakeholder categories: students, staff, senior management and external stakeholders. It paid attention to ensuring that the composition of the focus groups reflected the lived experiences and practical insights of those most directly affected by racial and ethnic inequalities within the University and its wider community.

The external consultant analysed qualitative data gathered through the focus groups and used a structured thematic analysis approach. This process identified recurring themes, patterns, points of convergence and areas of divergence across stakeholder groups. Findings were triangulated across consultations to strengthen validity and insight. Six themes emerged from the data:

Theme 1 - Culture, Leadership and Strategy

Theme 2 – Data

Theme 3 – People

Theme 4 – Processes

Theme 5 - Inclusive Teaching and Learning Practices

Theme 6 - Supports and Community Engagement

The external consultant produced a comprehensive report, which was shared with the REEWG for further analysis. This report, together with the findings from the undergraduate survey, formed the primary evidential foundation for determining priorities and drafting focused, relevant and impact-oriented REEAP actions.



Members of ATU's Race & Ethnic Equality Working Group, June 2025

6. Summary of Recommendations from Stakeholder Consultations

-  Embed race equality in institutional strategy
-  Strengthen data collection and transparency
-  Standardise equity efforts across campuses
-  Increase minority representation
-  Enhance cultural responsiveness in curriculum and teaching
-  Foster a welcoming and inclusive campus culture
-  Develop tailored support systems
-  Leverage regional presence for leadership
-  Improve reporting mechanisms
-  Address intersectional inequities
-  Engage stakeholders in co-design
-  Advocate for broader systemic change
-  Monitor and evaluate progress

8. Race and Ethnic Equality Action Plan

Theme 1 - Culture, Leadership and Strategy

NO	Objective	Action	Rationale	Success Indicator
1.1	Embed REE within institutional strategy Timeframe: 2025-2028 Owner: SLT, REEWG, EDI, SS	<p>1.1.1 Ensure institutional strategy aligns to REE.</p> <p>1.1.2 Drive timely implementation of current ATU Strategic Plan (ATU SP) in line with HEA Performance Agreements (HEA PAs), relevant to REE, over period 2024-2028, and advocate for inclusion henceforth.</p> <p>1.1.3 Monitor implementation of SP as it pertains to REE.</p> <p>1.1.4 Foster commitment to the legal responsibility of the Public Sector Duty to all ATU employees .</p>	<p>HEA Antiracism Principle (HEA AP) 1. We will embed a commitment to REE as part of our institutional culture and strategic priorities.</p> <p>HEA AP 6. We will address questions of REE within the strategic plans of our institution.</p> <p>ATU Focus Group Recommendation (ATU FGR) 1. To ensure REE is visible across all governance, operations, teaching, research, scholarships and community engagement.</p>	<p>REE objectives incorporated into all strategic documents.</p> <p>Inclusion of REE on EDI subcommittee of Governing Body agenda on a quarterly basis as a means of monitoring the implementation of the REEAP. EDI Subcommittee update to Governing Body.</p>
		<p>1.1.5 Develop and publish a standalone REE document for easy access that signposts staff and students to other relevant policies and procedures such as:</p> <ul style="list-style-type: none"> • Dignity at Work Policy, • Preventing and Responding to Gender-based Violence Policy • Procedure for Reporting and Investigating Alleged Breaches of ATU Preventing and Responding to Gender-Based Violence Policy • Student Code Policy • Student Complaints Policy • Equality, Diversity and Inclusion Policy • Disciplinary Procedure for Students • Procedures for the Resolution of Grievance/Disputes • Recruitment & Selection Procedures • Access, Transfer and Progression Policy • Student Scholarship, Bursary, Fellowship, and Prizes Policy • ATU Equality Statement • Quality of Service Charter 	<p>Focus groups highlighted lack of awareness of policies and the need for standardised approaches. Offer clear signposting of disciplinary and reporting procedures in relation to REE on campus.</p> <p>Strengthen trust in reporting systems.</p>	<p>In 2027 EDI survey, 80% staff and students report accessible procedures and experience clear pathways to policies and supports.</p>
1.2	Support the implementation of the staff ATU Dignity at Work policy and the Student Code Policy. Timeframe: AY 2026-2028A Owner: HR, EDI	<p>1.2.1 Offer clear signposting to staff and students to relevant policies.</p>	<p>Raise awareness of relevant policies and implement training for staff and managers, to increase confidence that complaints will be appropriately managed.</p>	<p>EDI surveys to show that at least 60% respondents have confidence in policies and procedures.</p> <p>Marked increase in reports of racism - this can suggest that people feel confident to report, and/or a rise in racist incidents, which can be responded to by ATU with targeted actions.</p>

Theme 2 - Data

NO	Objective	Action	Rationale	Success Indicator
1.3	<p>Deepen an understanding of REE throughout the university community and regional organisations.</p> <p>Timeframe: Q2 2027 Owner: HoDs, HoSs, DoFs and HoFs</p>	<p>1.3.1 HoDs/HoSs/DoFs/HoFs to include REE as a standing item on meeting agendas at least once every quarter; each School to have a REE champion.</p>	<p>Embed and normalise REE through facilitating regular conversations at staff meetings.</p>	<p>Following the next EDI survey, a baseline on staff awareness of REE within ATU is established, and a target improvement of 20% is set for the subsequent survey cycle.</p>
		<p>1.3.2 Promote awareness of policies and availability of online REE training, including elements such as bystander intervention, unconscious bias, cultural intelligence, equitable practice, law and policy pertaining to hate speech and hate crime, etc.</p>	<p>Promote on-demand training resources to support staff and deepen understanding of RE.</p> <p>Focus groups noted some staff feel unprepared to address diversity; there is a need for professional development identified.</p> <p>HEA AP 3: We will educate staff in relation to the structural, institutional, and historical dimensions of racism, as well as the more commonly recognised individual racism seen in acts of discrimination and abuse.</p>	<p>10% staff in 2025/26 20% staff in 2026/27 30% staff in 2027/28</p> <p>have completed Let's talk about Race in HE online training (match targets in compact); or other cultural competency training.</p>
		<p>1.3.3 Line managers to offer support to new and current staff from minority racial and ethnic backgrounds. This includes ensuring that staff from all racial and ethnic backgrounds are empowered to lead and shape knowledge production, and that inclusive practices in research funding, research environments, and research supervision are promoted.</p>	<p>Some new staff from minority racial and ethnic backgrounds may need additional supports for onboarding period.</p>	<p>New staff from minority racial and ethnic backgrounds report they experience support from their line manager leading to inclusion and belonging in next 2027 all-staff EDI survey</p>
1.4	<p>Embed an understanding of REE amongst leaders</p> <p>Timeframe: Q3 2026 Owner: SLT, GB, EDI, HoDs, HoSs, DoFs and HoFs</p>	<p>1.4.1 Provide REE and Public Sector Duty training for HoDs/HoFs, SLT, GB and important decision-making bodies.</p>	<p>Ensure institutional ownership of REE by embedding accountability within senior leadership and established university fora, reinforcing it as a core, not delegated, responsibility.</p>	<p>50% managers in 2025/26 70% managers in 2026/27 80% managers in 2027/28</p> <p>have completed Let's talk about Race in HE, training on compliance with Public Sector Duty online trainings and other relevant trainings organised by EDI and report increased understanding of RE within ATU.</p>
		<p>1.4.2 Include REE targets and performance indicators in the annual review process for senior management.</p>		

NO	Objective	Action	Rationale	Success Indicator
2.1	<p>Strengthen diversity data collection and analysis for staff (both qualitative and quantitative) and publish progress reports.</p> <p>Timeframe: 2025-2028 Owner: HR and EDI</p>	<p>2.1.1 Sustain the current campaign to encourage staff to share equality monitoring data on CORE HR, (include in campaign awareness raising of PSD, anti-discrimination law progress in this area and move towards positive discrimination in this area).</p>	<p>Focus groups identified significant data gaps on local demographics and limited tracking of diversity metrics. ATU to record staff data disaggregated by ethnicity to inform our anti-racism policies and actions, and to monitor retention and career outcomes for staff from minority ethnic groups.</p> <p>ATU Focus Group Recommendation 2. Use this data to set measurable REE targets and publish regular updates to demonstrate progress and accountability.</p> <p>Monitoring representation in decision-making highlights gaps and informs targeted action to address.</p>	<p>Achieve 65% disclosure rate on CORE on the full suite of equality monitoring data by AY 2025-2026.</p> <p>Achieve 80% disclosure rate on CORE on the full suite of equality monitoring data by AY 2026-2027.</p> <p>Achieve 90% disclosure rate on CORE on the full suite of equality monitoring data by AY 2027-2028.</p>
		<p>2.1.2 Publish annual EDI reports and audits of governance bodies, academic council/committees, and senior management groups to assess the race and ethnic representation of staff – while it is acknowledged that some groups are role dependent and therefore may not have minority ethnic group representation.</p>	<p>Annual reports published showing progress against measurable targets.</p>	
		<p>2.1.3 Establish a structured process to track success of new applicants from diverse backgrounds through shortlisting and interview recruitment stages.</p>	<p>To investigate the numbers of people from race and ethnic minority backgrounds who got shortlisted and interviewed and address any barriers identified.</p>	<p>Progression rates for staff from race and ethnic minority groups parallel wider progression rates.</p>
		<p>2.1.4 Establish a structured process to track career progression of staff over time.</p>	<p>To investigate if career progression stages is reflective of race and ethnic minority group pipelines and address any barriers identified.</p>	
2.2	<p>Strengthen diversity data collection and analysis for students and publish reports.</p> <p>Timeframe: 2027-2028 Owner: OAA, EDI and REEWG</p>	<p>2.2.1 Establish an Equality Data Working Group to implement recommendations of HEA Advisory Group on Anti-Racism in Irish HEIs, including the Equality Data Strategy.</p>	<p>To establish standardised university data collection mechanisms & reporting structures. Research from other countries with longer histories of immigration demonstrate that students from minority race & ethnic groups not only access HE less but have reduced retention and attainment outcomes – data is needed for benchmarking and targeting initiatives efficiently. ATU FGR 2: as above.</p>	<p>Equality Data Working Group established and meets quarterly to monitor implementation of HEA Equality Data Strategy.</p>
		<p>2.2.2 Promote to first year UG & PG students sharing of equality monitoring data during registration process when above mechanisms in place.</p>	<p>To use data to set measurable targets and publish regular updates to demonstrate progress and accountability (HEA, 2023).</p>	<p>Robust and reliable baseline and ongoing data on diversity of student population is available to inform decision-making.</p>
		<p>2.2.3 Analyse current student equality monitoring data (EAS).</p>		

Theme 3 - People

NO	Objective	Action	Rationale	Success Indicator
3.1	Encourage & facilitate representation of staff and students from minority race and ethnic backgrounds in university structures Timeframe: Q4 2026 Owner: SU, EDI, REEWG, REN	3.1.1 Establish a Race & Ethnic Student Advisory Panel to advise the REEWG (& thereby other forums such as EDI SG) and contribute to wider discussions on REE to support policy and procedure development. 3.1.2 Include structured mentorship and sponsorship programmes that promote career progression for staff from minority ethnic backgrounds.	Include the student voice on REE. Embedding student voice is vital to inclusive policy and practice. FG recommendation 5: Actively recruit and retain staff and leadership from minority groups, focusing on addressing barriers such as temporary contracts and informal networks. Highlight role models within the institution to inspire trust and inclusivity.	Race & Ethnic Student Advisory Panel established and meets quarterly to advise REEWG. Greater diversity in staff hires and promotions; constructive feedback from minority staff on workplace culture and progression opportunities.
3.2	Foster a welcoming and inclusive campus culture. Timeframe: Q4 2027 Owner: SU, EDI, REEWG, REN Timeframe: Q3 2027 Owner: HR, EDI	3.2.1 EDI and SU to work with student (Minority Race & Ethnic Student Advisory Panel) and staff (Race Equality Network) forums for guidance & input on improving structural & social environments for people from minority racial and ethnic backgrounds, based on the principles of Universal Design (UD). 3.2.2 Integrate EDI training as a component of all core campus staff and student induction programmes. 3.2.3 Embed EDI training within the SU training programme for all Class Reps. 3.2.4 Provide additional training and induction to staff immigrating to Ireland to join ATU.	ATU Focus Group Recommendation 6. Create inclusive campus environments by improving access to culturally sensitive facilities, such as prayer rooms, and expanding extracurricular activities that reflect diverse cultural backgrounds. HEA Antiracism Principle 4. We will encourage an open dialogue on advancing Race Equality. Digital badge / Microcredential / MOOC available – on Irish heritage & culture & current cultural value systems & law to assist incoming staff orientate & integrate into campus & society in the west of Ireland.	In next 2027 SU survey, 60% of student respondents from minority racial and ethnic backgrounds report that they experience positive campus environments that address their needs and contribute to inclusion and belonging. Staff who have migrated to Ireland to work in ATU experience high levels of support.
3.3	Standardise equity efforts across all campuses Timeframe: Q4 2027 Owner: EDI, REN, REEWG, SU, OAA	3.3.1 Develop a template & process for standardising intersectional and intercultural EDI practices across all campuses. 3.3.2 Mainstream REE efforts across all campuses (not just larger campuses).	HEA Antiracism Principle 5. We will adopt an intersectional and intercultural approach when developing anti-racism actions and policies. ATU Focus Group Recommendation 3. Ensure consistent implementation of REE initiatives across urban and rural campuses by addressing resource disparities and tailoring approaches to specific regional needs. ATU Focus Group 11. Develop policies and initiatives that consider intersecting identities, such as race, gender, and disability, to tackle the compounded barriers faced by individuals	In next 2027 SU survey, 60% of students from minority racial and ethnic backgrounds report that they experience positive campus environments that address their needs and contribute to inclusion and belonging.

3.3	Timeframe: 2026-2028 Owner: EDI, REN, HoFs, HoSs, SS, SU	3.3.3 Organise and deliver diversity events across ATU, aimed at celebrating cultural diversity, promoting inclusion, and raising awareness of equality in education, employment, and wider community life.	Embedding minority student and staff voice is vital to inclusive policy and practice.	Evidence of a minimum of three impactful REE events delivered per academic year, with positive engagement and impact demonstrated through participant feedback and EDI survey responses.
-----	---	--	---	--

Theme 4 - Processes

NO	Objective	Action	Rationale	Success Indicator
4.1	Encourage & facilitate minority staff representation Timeframe: 2026-2028 Owner: HR Timeframe: 2026-2028 Owner: HR and EDI Timeframe: 2026-2028 Owner: ATU Global	4.1.1 Enhance recruitment practices to ensure outreach to diverse candidate groups. 4.1.2 Deliver targeted training for recruitment panels on anti-discrimination and equality to reinforce fair and transparent hiring practices. 4.1.3 Conduct focus group with colleagues from minority ethnic backgrounds on their experience of the recruitment process. 4.1.4 Develop a formal process to recognise & reward EDI-related contributions ensuring this work is valued and rewarded institutionally and reflects how voluntary contributions enhance future prospects. 4.1.5 Raise awareness amongst staff involved in recruitment decision-making (shortlisting and interviewing) about the recognition of international qualifications.	HEA Antiracism Commitment 8. We will put in place measures to enable a fair and transparent recruitment process for all staff, regardless of ethnicity. FG recommendation 4: Actively recruit and retain staff and leadership from minority groups, focusing on addressing barriers such as temporary contracts and informal networks. Highlight role models within the institution to inspire trust and inclusivity. HEA Antiracism Principle 8. We will continue to ensure a fair and transparent recruitment process for all staff, regardless of ethnicity. The process directly supports the university's strategic goals on respect, inclusion and staff development, ensuring voluntary EDI contributions are institutionally valued and linked to career progression and ensuring it is a sustained, fair and shared responsibility.	Establish baseline for people from race and ethnic minority backgrounds applying and getting shortlisted and interviewed for ATU posts and set targets for improvements. Publish guidance on recognition of international qualifications. A framework for structuring, resourcing and formally recognising REE work is launched within 12 months with full implementation across departments within 24 months and annual reviews to monitor progress and impact.

<p>4.2</p>	<p>Extend existing relationships with international HEIs to further support mobility opportunities for diverse staff and students.</p> <p>Timeframe: 2026-2028 Owner: ATU Global</p>	<p>4.2.1 ATU Global to leverage internationalisation and mobility opportunities for staff and students.</p>	<p>Universities outside of Ireland in EU Green Alliance & transatlantic will have more racially & ethnically diverse populations of staff – optimise inward mobility opportunities, such as guest lecturing/ masterclass provision will increase minority representation while ATU pipeline is embedding.</p> <p>Staff in Student Services and Student Experience roles are key to creating a culture of inclusion and belonging for students – investment in increasing their intercultural knowledge is key to creating a safe and welcoming space for our diverse population of students.</p> <p>Twinning with non EU Universities creates opportunities for synergies, conscientisation, and highlighting positive and exceptional achievements of minority race & ethnic groups in HE outside of Global North.</p>	<p>By Q4 2027, establish at least three new international partnerships or mobility opportunities that actively promote inclusion and equitable access for staff and students from minority race & ethnic group, with participation data monitored annually.</p>
<p>4.3</p>	<p>Mandate Equality Impact Assessments (EIAs) for all new and revised policies</p> <p>Timeframe: 2027-2028 Owner: EDI, QO and OAA</p>	<p>4.3.1 Introduce mandatory Equality Impact Assessments (EIAs) as part of the policy and procedures development process for all new institutional policies, procedures, and strategies. Existing policies to be put through an EIA when they come up for review.</p>	<p>Conducting EIAs is an essential mechanism for anticipating and mitigating adverse impacts on protected groups, including minority ethnic communities. It supports ATU's legal obligations under Section 42(1) and 42(2) of the Public Sector Equality and Human Rights Duty by embedding a proactive approach to equality and human rights compliance.</p>	<p>As existing ATU policies come up for review, they must be made EIA compliant.</p> <p>100% of new policies are EIA compliant by 2027.</p> <p>Produce annual report on EIA policy compliance.</p>

Theme 5 - Inclusive Teaching and Learning Practices

NO	Objective	Action	Rationale	Success Indicator
<p>5.1</p>	<p>Enhance cultural responsiveness in curriculum & teaching</p> <p>Timeframe: AY 2026-2027 Owner: TLC, QO, EDI & HoD, HoS, DoF</p>	<p>5.1.1 EDI and representatives from REN/ REEWG to work with Teaching and Learning Centre to raise awareness and implement the EDI theme of the ATU Curriculum Framework.</p> <p>5.1.2 Integrate consideration of race and ethnic perspectives into programmatic review process & documentation (curriculum framework aligned with SDGS, EDIT, UDL).</p>	<p>Students notice the limited presence of EDI issues of race, racism and colonialism in the curriculum and identify that these issues are not referred to as a part of their everyday teaching and learning experiences.</p> <p>ATU Focus Group Recommendation 5. Support staff and students across the institution to undertake reviews of curricula to integrate global perspectives and diverse voices. Provide professional development for staff to equip them with the tools to address REE and cultural competence in their teaching practices. Invite students and external stakeholders into the process to enhance inclusion and build trust.</p>	<p>Programmatic review completed with consideration given to REE perspective.</p>
<p>5.1</p>	<p>Timeframe: 2026-2028 Owner: TLC</p> <p>Timeframe: 2026-2028 Owner: TLC</p>	<p>5.1.2 Make training available and increase preparedness of academics to include EDI in curricula and teaching.</p> <p>5.1.3 Teaching and Learning Centre to support staff in critical reflective practice by sharing case studies of university 'incidents' which could be used to support informed analysis and action on racism and discrimination in ATU.</p> <p>5.1.4 Work with other initiatives that promote inclusion such as Altitude, SDGS, UDL to frame cohesive message for programme boards on what needs to be addressed in PR.</p>	<p>Focus groups noted lecturers feel unprepared to address diversity in teaching; need for targeted professional development.</p> <p>HEA Antiracism Principle 2. We will educate our staff and students in relation to the structural, institutional, and historical dimensions of racism, as well as the more commonly recognised individual racism seen in acts of discrimination and abuse.</p> <p>Offer a cohesive frame for PR rather than several competing frameworks.</p>	<p>Baseline participation in inclusive teaching training is established in Year 1, with 40% of academic staff completing the programme by Year 2, with 10% incremental improvement year on year.</p> <p>Subsequent student surveys show increased satisfaction and perceived cultural responsiveness in teaching.</p> <p>Holistic guidance documents on PR issued to academic staff to support them in PR process.</p>

Theme 6 - Supports and Community Engagement

NO	Objective	Action	Rationale	Success Indicator
6.1	Promote tailored support systems Timeframe: 2026-2028 Owner: SS, SU, EDI, HR, REN	6.1.1 Enhance awareness of relevant policies and procedures and provide clear signposting to internal and external support services for race and ethnic minority staff and students. 6.1.2 Promote informal peer-support networks such as REN to staff and students.	Culturally competent provision and responses to student enquiries and student needs, NAP 2022-2028 and TRES 2024-2030. Staff and students have access to internal and external support services and supported by Dignity at Work contact persons, REN and EDI-led campaigns. ATU Focus Group Recommendation 3. Establish mentoring and peer-support networks for minority students and staff. Implement structured support programs, such as funded work placements and tailored orientation initiatives for marginalised groups.	By the next EDI and SU survey cycle, at least 60% of respondents demonstrate awareness of existing support systems, reflecting effective communication and engagement efforts.
6.2	Promote anonymous reporting mechanisms Timeframe: Q4 2026 Owner: SVPRM, EDI and HR	6.2.1 Increase awareness of SpeakOUT and its functionality for recording incidences of racism.	Survey shows 60% don't know how to report incidents; 100% of those who experienced discrimination didn't report it. Raise awareness of and implement with training for staff and managers, to increase confidence that complaints will be appropriately managed.	Deliver information campaign to raise awareness of SpeakOut tool. Identify a mechanism to measure awareness of the SpeakOut Tool to measure race and ethnic harassment (hate crime). Implement annual reporting on levels of awareness of reporting procedures. EDI surveys note an increase in people's confidence in reporting race and ethnic discrimination.
6.3	Foster belonging and retention for students and staff from minority groups. Timeframe: Q4 2026 Owner: MOSAIC Coordinator (up to Dec 2026), EDI, SS, SU, HR	6.3.1 Offer mentoring for staff and students from race and ethnic minority backgrounds who would benefit from structured supports, acknowledging intersectional needs. 6.3.2 Coordinate mentor recruitment, training, support and allocation to staff and students from minority ethnic backgrounds; monitor and evaluate demand and outcomes for mentorship programme.	ATU Focus Group Recommendation 3. Establish mentoring and peer-support networks for minority students and staff. Implement structured support programs, such as funded work placements and tailored orientation initiatives for marginalised groups.	At least 50 students and staff participate in the programme within the first year, establishing a baseline for engagement and impact. 80% of participants report an increased sense of belonging and support through the annual feedback survey.
6.4	Increase links with external organisations in the region Timeframe: 2025 - 2026 Owner: EDI, SS & faculties	6.4.1 Establish collaborative partnerships with community organisations.	External stakeholders emphasised need for collaboration with local organisations supporting marginalised groups.	Formal partnerships established with 5+ community organisations; co-designed initiatives implemented.

6.4	Timeframe: 2027 Owner: EDI	6.4.2 Support educational and training organisations in their efforts to promote diversity, including Schools of Sanctuary and Universities of Sanctuary, to create inclusive environments that welcome and support all individuals.	Aligns with institutional commitments to social justice, community engagement, and inclusive education, ensuring all individuals feel welcomed and supported.	Host 2 x events per year with community organisations with clear roles and shared goals for promoting equality, diversity and inclusion.
	Timeframe: 2027 Owner: SS, EDI	6.4.3 Promote understanding of community safety within the region and supportive role external organisations such as the Gardai and community / local groups, raising an understanding of hate crimes and personal safety issues.	Aligns with institutional commitments to social justice, community engagement, and inclusive education, ensuring all individuals feel welcomed and supported.	Host 2 x events per year with An Garda Síochána and community / local groups. Four partnerships formed; feedback from partner organisations on ATU REE initiatives; successful implementation of co-designed initiatives.
	Timeframe: Q2 2027 Owner: REEWG, EDI, EEO, ATU Global	6.4.4 Engage with ATU External Engagement Office to facilitate relationship-building with intercultural community organisations in the region, to communicate ATU's work on REE and to foster collaboration on initiatives.	FG recommendation 12: Involve students, staff, and external stakeholders, particularly those from marginalised groups, in designing and implementing REE initiatives. Their lived experiences should inform priorities and actions.	
	Monitoring & Evaluating Progress Timeframe: Annually from Q4 2026-2028. Owner: REEWG, EDI, EDISG	Write annual progress report on implementation of the REEAP, to include details of escalation mechanism, and circulate to EDISGCB, SLT, EDISG and relevant bodies.	ATU Focus Group Recommendation 14. Establish clear KPIs for all initiatives in the REE Action Plan and regularly review progress against these metrics. Use these evaluations to adapt and refine strategies over time.	

Key

ATU Global

CORIE - Chief Officer for Research, Innovation & Engagement

DoF - Deans of Faculty

EDISG - EDI Steering Group

EDISGCB - EDI subcommittee of the Governing Body

EEO - External Engagement Office

FG - Focus Group

GB - Governing Body

HoD - Heads of Department

HoF - Heads of Function

HoS - Heads of School

HR - Human Resources

IT - Information Technology

MOSAIC Coordinator

NAP - National Access Plan (2022-28)

OAA - Office of Academic Affairs

QO - Quality Office

REE - Race & Ethnic Equality

REN - Race Equality Network

SD - Staff Development

SLT - Senior Leadership Team

SS - Student Services

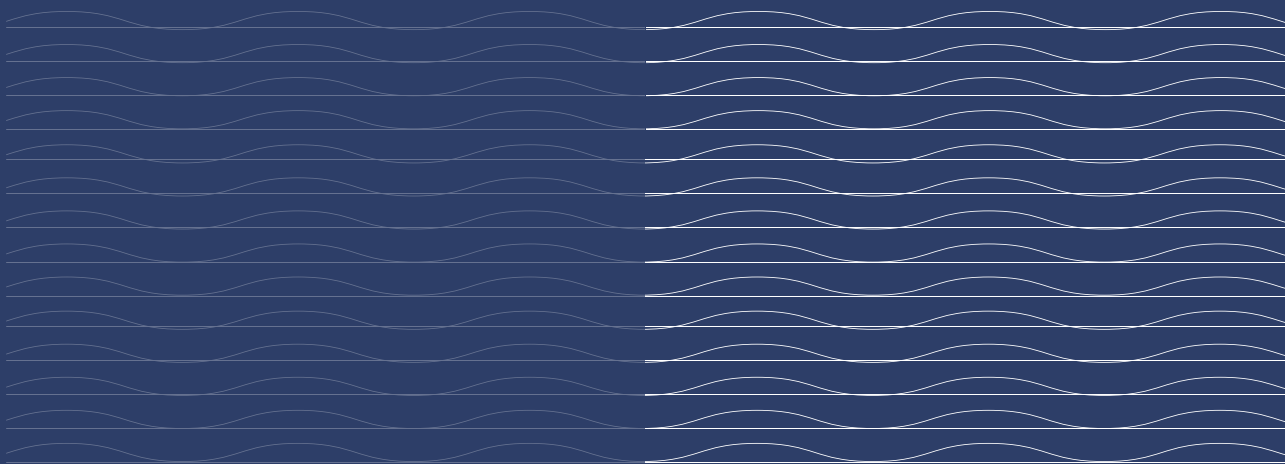
SU - Students' Union

SVPRM - Sexual Violence Prevention and Response Manager

TLC - Teaching and Learning Centre

TRES - Traveller and Roma Education Strategy (2024-30)

Notes



@ edi@atu.ie

atu.ie/edi

[linkedin.com/in/atuediteam](https://www.linkedin.com/in/atuediteam)

[instagram.com/atu_edi](https://www.instagram.com/atu_edi)



Ollscoil
Teicneolaíochta
an Atlantailgh

Atlantic
Technological
University

**Equality,
Diversity
and Inclusion**