



OLLSCOIL NA GAILLIMHE
UNIVERSITY OF GALWAY

Race Equality Framework and Action Plan

Mid-Term Review 2023–25





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Foreword

The Mid-Term Review of the Race Equality Framework and Action Plan 2023-2027 highlights the ongoing advancement of the race equality agenda at the University of Galway. It illustrates the collective commitment of our university community in striving toward our shared and ambitious goals.

More than ever, we are mindful of the necessity of tackling racism experienced by both staff and students in higher education and in the wider society.

University of Galway is actively working towards shaping a more inclusive, equitable, and globally engaged campus through its Race Equality Framework and Action Plan 2023-2027. Since its launch, the University has achieved significant progress in embedding race equality across teaching, research, governance, and campus life. This work builds on a longstanding commitment to equality, diversity, and inclusion (EDI). It recognises that addressing racism and advancing race equality is central to fostering academic excellence and a culture of respect for all members of the University community. Strategic leadership and accountability have been strengthened with the appointment of a permanent EDI Programme Manager for Race Equality, Race Equality Advisors, a Race Equality Committee, and an EDI Data Manager. These roles provide a sustainable infrastructure to ensure continuity and oversight, driving initiatives that have increased minority ethnic representation in governance and staff networks. Targeted programmes, including scholarships, mentoring, widening participation, and enhanced support for international students and staff, have improved access, engagement, and belonging. The University's approach is firmly evidence-based. The ongoing development of tools like the Intersectional Discrimination Index and the Institutional Culture Surveys enable precise measurement of progress, identification of barriers, and deployment of effective interventions. Cultural recognition has been amplified through flagship events such as Black History Month, Traveller Ethnicity Week, Nelson Mandela Anti-Racism Week, Refugee Day, and the Race Equality Ally Programme. Curriculum innovation, including the collaborative Decolonising the Curriculum initiative, integrates perspectives from the Global South, Indigenous knowledge systems, nomadic traditions, and Black studies, fostering a globally aware and inclusive learning environment. In addition, enhanced campus facilities, multi-faith spaces, culturally appropriate services, and safety measures reinforce inclusion and wellbeing.



L to R: Front Row – Aoife Cooke, Head of Equality, Diversity and Inclusion, Owen Ward, EDI Programme Manager for Race Equality, Dr Helen Maher, Vice-President for Equality, Diversity and Inclusion and Raisul Sourav, Student Union Ethnic Minority Officer. Back Row – Dr Tanja Kovačić, Prisca Chipao and Anne Marie Stokes, EDI Race Equality Advisors.

These initiatives directly support the University's broader strategic ambitions—enhancing research excellence, international collaboration, student success, staff engagement, and institutional resilience. Challenges remain, including gaps in comprehensive ethnicity data and the impact of rising racial attacks and global conflicts, including the genocide in Gaza, on our university community. Sustained investment, national guidance, and targeted resourcing will be critical to fully realise the ambitions of the 2027 Race Equality Action Plan and to embed race equality across all areas of university life. The University of Galway's commitment is clear: race equality is not an add-on but a core enabler of excellence. By continuing to embed these principles across teaching, research, and campus operations, the University is fostering a place where every individual feels valued, supported, and empowered. We sincerely thank all staff, students, and external partners for their vision, collective commitment and active engagement in addressing racism and advancing race equality across the University of Galway and the wider society.

Dr Helen Maher,
Vice-President for Equality,
Diversity and Inclusion

Mr Owen Ward,
EDI Programme Manager
for Race Equality

Race Equality Team

The Office of the Vice-President for Equality, Diversity, and Inclusion is pleased to announce the establishment of the Race Equality Team at the University of Galway

The Race Equality Team is committed to building an inclusive university community where racism has no place. Working in partnership with staff and students, the Team aims to strengthen belonging, advance race equality, and foster a culture of respect across the University. Students and staff who experience racism, or who seek advice and support, are encouraged to contact the Race Equality Team directly.

EDI Programme Manager for Race Equality Mr Owen Ward, EDI Programme Manager for Race Equality, leads the University's strategic efforts to advance race equality. He oversees the implementation and monitoring of the Race Equality Framework and Action Plan 2023–2027, provides leadership to the EDI Race Equality Advisors, and serves as Chairperson of the Race Equality Committee — a subcommittee of the Equality, Diversity and Inclusion Campus Committee. With the support of the Race Equality Committee, he guides policy, drives initiatives, and champions a comprehensive programme that embeds race equality across the University.

EDI Race Equality Advisors are Anne Marie Stokes, Prisca Chipao, and Dr Tanja Kovačić. They are the main point of contact for ethnic minority staff and students who experience racism, offering guidance and signposting to the appropriate reporting and support mechanisms. They provide confidential one-to-one appointments, which can be booked through Race Equality Report and Supports online.

Diversity Profile of Our University Community

Data gathering and monitoring is an important tool of identifying inequality, addressing gaps and evaluating progress as required to meet our legislative obligations under the Public Sector Equality and Human Rights Duty. Combining statistics with qualitative data, the OVPEDI is building a picture of the diverse and lived experiences of our staff and student body in order to:

- Establish an evidence-based findings to inform activities, policies and practice.
- Assess whether policies and practices are equitable and fair and do not disproportionately affect different groups.
- Benchmark to identify performance gaps.

Of the nine protected grounds under Equality legislation, age, gender and nationality for staff are systematically recorded on the employee record system (CORE).

Staff (and applicants) are asked to disclose their other personal characteristics on a voluntary and confidential basis via the Employee Self-Service (ESS) Diversity section on the Core Portal. In accordance with our [OVPEDI Data Privacy Notice](#), any personal information disclosed via the ESS Diversity section is aggregated as group data and reported at an institutional level only. This means that no individual data is available no individual is identifiable in the process. Staff members are in control of their personal information and may update or remove it at any time.

We are slowly building a more robust picture of the University's diversity profile via increasing disclosure rates via the (ESS) Diversity section on the Core Portal from 34% in 2021–22 to 38% of all staff in 2023–24. We will continue to encourage completion rates throughout 2025–27

Scan the QR code to visit the Employee Self-Service (ESS) Diversity section on the Core Portal.



Staff Profile



Gender

Staff Category	Female	Male
Academic	50%	50%
Research	49%	50%
Support	70%	29%
Total	57%	42%



Age

Staff Category	Average Age
Academic	49
Research	37
Support	48
Average Overall	45

Based on academic year 2024–25



Nationality

Staff Category	International	Irish
Academic	24%	76%
Research	61%	39%
Support	12%	88%
Total	29%	71%

No. of Countries =79



Ethnicity

On the diversity section within the Core Portal, staff can now update additional diverse metrics. To date, **3.4% of staff have disclosed that they are from an ethnic minority group**



Disability

On the diversity section within the Core Portal, staff can now update additional diverse metrics. To date, **2.3% of Staff reported a disability**



2 Irish Traveller staff at University of Galway

Student Profile

Based on academic year 2024–25



Gender

The gender profile of students is captured on the Student Record System (SRS). 1% of students have chosen not to disclose their gender.

Student Level	Female	Male
UG	61%	39%
PGT	58%	41%
PGR	53%	45%
Total	60%	40%



Age

Student Level	Average Age
UG	22
PGT	31
PGR	32
Average Overall	24



Nationality

Student Level	International	Irish
UG	16%	84%
PGT	33%	67%
PGR	50%	50%
Total	19%	81%

No. of Countries =129. Note: Student nationality is based on the student's country of domicile



Ethnicity

In the 2024/25 Equal Access Survey distributed to the First Year New Entrants enrolling on a Full Time Undergraduate degree, **20% of the student respondents reported having some type of disability.**



Disability

In the 2024/25 Equal Access Survey distributed to the First Year New Entrants enrolling on a Full Time Undergraduate degree, **10.6% of the student respondents were from an ethnic minority group.**

34 Irish Traveller students studying at University of Galway



Progress Update on the Race Equality Work Programme



Leadership,
Strategy
and Policy



Recruitment,
Progression
and Supports



Community,
Communications
and Culture



Scholarship
and
Curriculum

Data, Monitoring and Reporting



Context and Background



On 7 November 2023, University of Galway launched its first Race Equality Framework and Action Plan, to guide a coordinated approach to improving equality, diversity and inclusion in the University. The Race Equality Framework and Action Plan builds on actions outlined in the Higher Education Authority (HEA) Race Equality Implementation Plan 2022–24, Anti-Racism Principles for Irish Higher Education Institutions and National Action Plan Against Racism (2023) that are underpinned by the prohibition of racial discrimination and in accordance with statutory equality and human rights duties. It is strengthened by the Higher Education Authority Act 2022 and Public Sector Equality and Human Rights Duty, which articulates University of Galway’s statutory responsibility to advance equality of opportunity and support diversity and inclusion, including race equality, in the University. The HEA defines race equality as equal representation, equal experiences and equal outcomes for staff and students from minority ethnic groups, while race inequality is defined as unequal representation, unequal experiences and unequal outcomes for staff and students from minority ethnic groups. The University commenced a multifaceted consultation process with staff, students, and external partners, including local civil society organisations, in 2022–23. This provided a strong evidence base for the overall experiences of minority ethnic staff and students at the University and informed the development of the Race Equality Framework and Action Plan.

The Action Plan contains 125 actions across five thematic areas, with a focus on ensuring that race equality is prioritised in all strategies and policies, so the University develops into a welcoming, inclusive environment where everyone feels a sense of belonging. The agreed success criteria, to be reached in November 2027, are as follows: 57 actions fully implemented and 68 actions demonstrably progressing in line with agreed timelines. As of 31st August 2025, the University is making substantial, measurable progress toward its November 2027 Race Equality Action Plan objectives. Of the 125 actions, 107 (85.6%) are either complete or progressing as planned, with 16 delayed or two pending. No initiatives are currently at risk, reflecting sustained institutional commitment to embedding race equality across all levels

Race Equality at a Glance

The Race Equality Framework and Action Plan 2023-2027 has already resulted in a number of key outputs across the five thematic areas. This demonstrates that the University's progress is on a clear strategic trajectory, balancing measurable achievements with targeted attention to emerging risks.

1	125	85%	1
Race Equality Framework and Action Plan	Actions to complete or to progress	Actions completed and in progress	EDI Programme Manager for Race Equality
1	3	1	1
EDI Data Manager	EDI Race Equality Advisors	Race Equality Committee	EDI Communications Assistant
4	1	1	33
Student Support Officers	Global Employability Team	Research Staff Network launched in 2024	Staff or student-led race equality projects funded by the EDI Project Fund
34	€125,000	38	10
Traveller students across undergraduate and postgraduate levels	Allocated to the Nelson Mandela Fund for University of Sanctuary scholarships	University of Sanctuary scholarships	Palestinian students receiving scholarships
2	62.9%	6	36
Recipients of the Tom Molineux Elite Sport Scholarship	staff members attended race equality-related training	Designated actions in the Intercultural and Anti-Racism Strategy for Galway City	International staff participated in coaching and leadership programmes
4000+	900+	12869	3
Staff and students signed up to the Safe Zone App	Students, including minority ethnic students, volunteering with 500+ community organisations	Students, including minority ethnic students, actively engage in societies	Recipients of the Nelson Mandela Leadership Award
1	1	5,000+	485
Decolonising project established in 2024	Mincéirs Archives launched in 2024	Research collaborations worldwide, including the Global South	Students attended English language classes in 2024







Leadership, Strategy and Policy

Leadership, Strategy and Policy

University of Galway places race equality at the heart of its strategic vision, embedding it across governance, policies, and key initiatives. With permanent leadership in place through the EDI Programme Manager for Race Equality and oversight by the Race Equality Committee, the University ensures accountability and measurable progress. Alignment with the Public Sector Equality and Human Rights Duty, the University Strategic Plan 2025–2030, College strategies, the Sustainability Strategy, and the Athena Swan Charter drives a coordinated, intersectional approach, that fosters an inclusive, equitable, and high-performing environment for all students and staff.

**15 Actions:
93% Complete
or On Track**

Of Galway, For the World Strategic Plan 2025–2030

Through its commitments to research, teaching, learning, and the student experience, the Of Galway, For the World Strategic Plan 2025–2030 ensures that race equality is embedded across all aspects of the University's strategy. As well as the commitment to the Public Sector Equality and Human Rights Duty in the University Strategic Plan, the following is a stated action under our Key Enablers:

- Supportive Environment > We will enable and support all students and staff to reach their full potential in an engaging, accessible and inclusive learning environment by > mainstreaming equality, diversity and inclusion by design, and engendering commitment and collective responsibility through the establishment of KPIs at unit level within the University.

Institutional Strategic Plans

The forthcoming Student Success, Internationalisation, and Student Recruitment strategies will prioritise race equality and fully embed the Public Sector Equality and Human Rights Duty.

Intercultural and Anti-Racism Strategy

The Strategy, set to launch in the coming months, aims to build an inclusive, equitable, and intercultural Galway City that celebrates diversity and actively challenges racism. The University of Galway will lead or support six key actions to advance this goal.



Mr Owen Ward, EDI Programme Manager for Race Equality.

Leadership and Oversight

Since its establishment in August 2022, the EDI Programme Manager for Race Equality role has been fully embedded within the University's core structure, and it is now successfully secured as a permanent position, demonstrating the institution's enduring commitment to advancing race equality. The Race Equality Committee provides strategic leadership and governance, driving the implementation of the Race Equality Action Plan with a clear focus on accountability, measurable outcomes, and alignment with the University's broader equity and inclusion priorities. Together, these initiatives ensure sustained, systemic progress towards a more inclusive and equitable institutional culture.

College Strategic Plans

All four Colleges, College of Science and Engineering, College of Business, Public Policy and Law, College of Arts Social Sciences and Celtic Studies, and College of Medicine, Nursing and Health Sciences have confirmed that race equality will be prioritised and embedded in their forthcoming strategies. Actions will be informed by the Race Equality Framework and Action Plan 2023-2027, and a clear commitment to the Public Sector Equality and Human Rights Duty will be explicitly embedded in each strategy.

Public Sector Equality and Human Rights Duty

The University of Galway, in line with its public sector duty under the Irish Human Rights and Equality Commission Act 2014, is committed to promoting equality of opportunity and fostering a diverse, inclusive environment for staff and students. This commitment is advanced through the university's strategic plan, supporting policies, and the work of the Office of the Vice President for Equality & Diversity. The university also reports annually to the Irish Human Rights and Equality Commission to demonstrate its ongoing compliance and dedication to the

highest ethical and legislative standards. In line with our statutory obligations, a firm commitment to the Public Sector Equality and Human Rights Duty will be embedded as a core principle within all our Strategic Plans. This commitment serves as a central driver for advancing race equality across Institutional and College strategies. To ensure accountability and consistency, adherence to this requirement will be mandatory for all strategies before approval, with clear oversight mechanisms now established

Equality, Diversity and Inclusion Organogram



Sustainability Strategy

The development process for the Sustainability Strategy 2026–2030 commenced in June 2025. The Director of Sustainability has worked in collaboration with the EDI Programme Manager for Race Equality to ensure alignment between the Race Equality Framework and Action Plan 2023–2027 and the emerging Sustainability Strategy.

The following commitments have been agreed: under the **'Learn'** section, decolonising the curriculum will be included; under the **'Live'** section, human rights considerations will be embedded within the Sustainable Public Procurement Handbook, and a Sustainable and Inclusive Event Management Checklist will be developed and implemented for all university events; under the **'Lead'** section, the Public Sector Equality and Human Rights Duty will be incorporated. Additionally, the OVPEDI will partner on the Sustainability Engagement Fund 2025/26.



Athena Swan

The University is making meaningful progress in embedding race equality within the Athena Swan Charter Framework and the Gender Equality Action Plan (GEAP 4, 2025–2030), with a strong focus on recognising the intersections between race and gender.

The following priority areas from our GEAP 4 reflect this commitment:

Improved Data Collection

A self-declaration campaign is underway to encourage staff to share race/ethnicity and disability data via the Core HR system, enabling more informed, intersectional analysis.

Research Staff Inclusion

Targeted initiatives are supporting the inclusion, engagement, and progression of research staff—our most ethnically diverse and gender-balanced cohort—through collaboration with internal research infrastructures.

Integrated EDI Governance

The University is streamlining Gender Equality, Race Equality, and other EDI programmes to ensure coordinated planning, reduce duplication, and advance equality objectives through an integrated, intersectional approach.

These actions reflect a growing commitment to embedding race equality across gender-related work and aligning with the evolving focus of the Athena Swan Charter.



Higher Education Authority Anti-Racism Principles

University of Galway is committed to the Anti-Racism Principles for Irish Higher Education Institutions, which have informed the development, implementation and monitoring of the Race Equality Framework and Action Plan 2023 – 2027. This strong commitment to the Anti-Racism Principles has been demonstrated by actively advancing the following:

- ✓ We will embed a commitment to race equality as part of our institutional culture and strategic priorities.
- ✓ We will highlight the structural, institutional, and historical dimensions of racism which have informed past and current practice in HEIs and the societies in which they are situated.
- ✓ 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.
- ✓ We will encourage open dialogue to advance Race Equality.
- ✓ We will adopt an intersectional and intercultural approach when developing anti-racism actions and policies.
- ✓ We will address questions about race equality within the strategic plans of our institutions.
- ✓ We will record student and staff data disaggregated by ethnicity to inform our anti-racism policies and actions, and to monitor retention and career outcomes for students and staff from minority ethnic groups, including Travellers.
- ✓ We will continue to ensure a fair and transparent recruitment process for all staff, regardless of ethnicity.
- ✓ We will address race equality issues in relation to the progression and retention of students and staff from minority ethnic groups, including Travellers.

Nelson Mandela Leadership Award



The Nelson Mandela Leadership Award at the University of Galway was established to honour Nelson Mandela's enduring legacy by celebrating leadership that advances race equality, inclusion, and social justice within the university community. Introduced as part of the institution's annual Nelson Mandela Anti-Racism Week, the award recognises students, staff, or teams who demonstrate exceptional commitment to fostering an environment of respect, understanding, and equity. Presented by the South African Ambassador to Ireland, the award underscores the University's dedication to embedding Mandela's values of courage, reconciliation, and moral integrity in academic and social life.

The initiative also reflects the University of Galway's long-standing connection to Nelson Mandela, who received an honorary Doctorate of Laws from the institution in 2003. By creating this award, the University not only commemorates Mandela's visit but also reinforces its leadership in promoting diversity and combating racism in higher education. The Nelson Mandela Leadership Award serves as a powerful reminder that meaningful change arises from inclusive leadership and collective action, aligning the University's mission with global movements for equality and human rights.

The nomination process for the Nelson Mandela Leadership Award at the University of Galway is designed to be inclusive and transparent, encouraging participation from all members of the university community. Nominations are open to both staff and students, either as individuals or teams, who have demonstrated a strong and sustained commitment to advancing race equality and fostering an inclusive campus environment. Nominations are reviewed by a selection panel that assesses each submission against the award's core values of leadership, integrity, and social justice. The Award has been established by the Office of the Vice-President for Equality, Diversity and Inclusion in collaboration with the Irish Centre for Human Rights.

Staff and Students Awardees

Dr Ming Khoo has demonstrated a strong commitment to the public and transformative role of universities in both Ireland and South Africa. As a Visiting Professor in Critical Studies of Higher Education and Transformation at Nelson Mandela University. She collaborates widely with South African researchers. Recognised for her mentorship and leadership, she received the University of Galway Research Excellence Supervisor Award (2019) and the IRC Research Ally Prize (2021). As Vice-Dean for Internationalisation in the College of Arts, Social Sciences & Celtic Studies, she promotes ethical, research-informed internationalisation grounded in human rights, social justice, and the public value of higher education.

Her research focuses on racial justice, decolonisation, and equitable global collaboration. She has led numerous projects linking Global North and South scholars co-convenes the Sociological Association of Ireland's Study Group on Race and Ethnicity, and co-edited a 2024 Her research focuses on racial justice, decolonisation, and equitable global collaboration. She has led numerous projects linking Global North and South scholars co-convenes the Sociological Association of Ireland's Study Group on Race and Ethnicity, and co-edited a 2024 special issue of the Irish Journal of Sociology on decolonising academia. A member of the Athena Swan Intersectionality Working Group, she helped develop the HEA Race Equality Implementation Plan (2022-2024) and Anti-Racism Principles for Irish Higher Education Institutions. These underpin The University of Galway's Race Equality Framework and Action Plan, which she supports through her role on the Race Equality Committee.



(L - R): The Ambassador of South Africa to Ireland, Mrs Nicolette Schreiber presenting the Nelson Mandela Leadership Award to Dr Su-Ming Khoo.



(L - R): The Ambassador of South Africa to Ireland, Mrs Nicolette Schreiber presenting the Nelson Mandela Leadership Award to Dylan and Shane O'Halloran.

Dylan and Shane O'Halloran are staunch advocates, campaigners, and personifications of the ideals of decolonisation, anti-apartheid, and human rights espoused by Nelson Mandela. While studying medicine in the College of Medicine, Nursing, & Health Sciences, both are active with the Societies within the university, particularly the Voluntary Services Society and Palestine Solidarity Society. Activities include raising essential funds for three partner hospitals in the Global South: two in Zambia and one in Malawi. However, both students have shown leadership through their active participation within the university.

Inspired by the resilience of the Palestinian people, both have been leading the University of Galway campaign to highlight the ongoing plight of the Palestinian people to the forefront of our university community. Both have overseen a series of award-winning events during Nelson Mandela Anti-Racism Week and ongoing dialogue with the university management team and community. This is a clear demonstration of both students' exemplary leadership skills, which have sought to create an inclusive university environment where ethnic minorities can participate equally within the University and in broader society.





Recruitment, Progression and Supports

Recruitment, Progression and Supports

University of Galway has developed a comprehensive network of support and inclusion success. Key programs include the EDI Race and advocacy for ethnic minority students and staff, Student Support Officers addressing personal and academic needs, and the Global Employability Team enhancing international career opportunities. The University also supports diverse communities through scholarships, such as the Tom Molineux Elite Sport Scholarship and University of Sanctuary scholarships, as well as targeted outreach programs like the Access Centre, UNI4U, and Educational Transition Programme, which focus on Irish Traveller and underrepresented students. Additional initiatives include financial and digital support, cultural awareness events, and staff development programs, all contributing to a more inclusive and thriving university environment.

**45 Actions:
82% Complete
or On Track**



Staff and Student Supports

All new employees are informed about visa requirements and Ireland's non-Schengen status through the Moving to Ireland FAQs and detailed pre-arrival instructions. To foster professional growth, a range of coaching and leadership development courses are available to all staff — including those from minority ethnic backgrounds — aimed at strengthening leadership and management capability. Between November 2023 and August 2025, 36 international staff members have participated in these programmes. Awareness of immigration and visa regulations affecting non-EU staff continues to be strengthened through information sessions led by the Recruitment team and the HR Research Support Manager, incorporating the latest legislative updates.

The Relocation Policy has also been updated to provide enhanced financial assistance for international staff, covering visa and work permit fees as well as accommodation expenses for the first three months. In addition, the International Staff Network (ISN) plays an active role in staff induction, onboarding, and community building, helping new colleagues integrate smoothly into the university and local community.

Tom Molineaux Elite Athlete Scholarship

University of Galway has launched the Tom Molineaux Elite Athlete Scholarship for ethnic minority students, honoring the legacy of Tom Molineaux, a former slave who rose to international prominence as a 19th-century boxer before dying in Galway. Born in 1784 in Virginia, Molineaux gained his freedom and went on to become one of the first Black athletes to compete on the international stage, famously challenging the world champion Tom Cribb in England. Known for his extraordinary skill, resilience, and pioneering spirit, Molineaux's life story stands as a testament to overcoming adversity and breaking racial barriers in sport. Since its launch in March 2024, the scholarship has already supported two outstanding student-athletes, reflecting the University's commitment to excellence, inclusion, and sporting achievement, with plans to enhance its visibility and pipeline as part of the upcoming University Sports Strategy.



At the Launch of the Nelson Mandela Fund (L - R): Aoife Cooke, Head of EDI, Galway City Labour Party Councillor Helen Ogbu, Zahra Adeli, Leonard Snygans and Thulisile Ndlovu, University of Sanctuary Scholarship recipients, University of Galway, Aidan Harte, University of Sanctuary Officer

Nelson Mandela Fund

University of Galway has launched the Nelson Mandela Fund, a new initiative aimed at promoting race equality and expanding scholarship opportunities for students. Announced during Race Equality Week, the fund will support more than a dozen new scholarships and strengthen the University's role as a global leader in inclusive education, research, and innovation. The initiative honours Nelson Mandela, who received an honorary doctorate from the University in 2003, reflecting his enduring message of peace, equality, and social justice.

Councillor Helen Ogbu, Vice-President Dr. Helen Maher, and EDI Programme Manager Owen Ward emphasized the fund's role in embedding Mandela's legacy within the University and broader society. The fund will support Scholars at Risk and University of Sanctuary scholarships, offering opportunities to Irish Travellers, refugees, and other underrepresented groups. In September 2025, the fund received a €125,000 donation specifically to support University of Sanctuary scholarships, reinforcing the University's commitment to widening access and fostering inclusion.

University of Sanctuary

The Universities of Sanctuary (UoS) Scholarship Programme at the University of Galway represents a vital part of the university's commitment to equity, inclusion, and access to education. Established to provide meaningful opportunities for underrepresented and displaced groups, the programme is now in its seventh year and continues to grow in impact and scope. Open to International Protection applicants, refugees, and Irish Travellers, the initiative embodies the core principles of the University of Sanctuary ethos — Learn, Embed, Share — by fostering a culture of welcome and belonging within the campus community.

Since its inception, the programme has provided essential financial and academic support to its participants. Scholars benefit from full fee waivers (excluding the student levy), an annual stipend, and a network of mentoring and pastoral supports designed to help them succeed both academically and personally. In the 2024–25 academic year, the UoS Programme welcomed 38 new students and 10 students from Gaza, demonstrating the university's sustained commitment to expanding access and empowering individuals whose educational journeys have been disrupted by conflict, displacement, or discrimination.

The programme's success is the result of close collaboration between the University's four Colleges and a dedicated UoS Officer. Together, they work to embed inclusive practices across teaching, learning, and policy development. To date, the UoS Scholarship Programme has supported 71 students from 24 different countries, highlighting its broad international and intercultural reach. Each year, the university also marks global events such as World Refugee Day, further promoting awareness and dialogue around issues of sanctuary and social justice. Through its comprehensive and compassionate approach, the University of Galway's University of Sanctuary initiative serves as a model for higher education institutions seeking to lead in inclusion and social responsibility. Beyond offering scholarships, it actively cultivates an environment where diversity is valued as a source of learning and innovation. The programme continues to evolve, guided by the belief that education should be accessible to all, regardless of background or circumstance, a vision that firmly positions the University of Galway as a beacon of sanctuary, empowerment, and opportunity in Ireland and beyond.

Participants on the ETP celebrating the completion of the programme in July 2023



Access Centre

Supporting Irish Traveller Students

The Access Centre plays a pivotal role in supporting the Irish Traveller community in accessing and succeeding in higher education. Through a combination of outreach initiatives, targeted programmes, and strategic partnerships, the Centre works to address structural and social barriers while fostering confidence and belonging among Traveller students. Its initiatives span the full educational journey, actively engaging students from primary school through to postgraduate study, ensuring sustained support and encouragement at each stage.

In 2024/25, 34 Traveller students were enrolled across undergraduate and postgraduate programmes, including three students in Access Programmes, with first-year progression reaching 77.8%. Participation reflects diverse pathways into higher education, including University of Sanctuary recognition, financial support schemes, and progression from Access programmes. Outreach initiatives such as UNI4U engaged 199 primary school students and 85 sixth-class students at Trinity Primary School, alongside a summer sports camp attended by 53 students, supporting confidence, social connections, and early engagement with university life. Complementing this, the Educational Transition Programme guided 18 school leavers and mature Traveller students through a three-week summer programme, providing academic skills development, belonging, and a structured pathway to university. TARGET Grinds also offered 532 online subject-specific sessions to 13 secondary students, with overwhelmingly positive feedback.

To further support access and inclusion, the Access Centre provides practical resources such as the Student Accommodation Assistance Fund and Laptop Loan Scheme, benefiting Traveller, Roma, and care-experienced students. In 2025, eleven students received accommodation support and three students received laptops to facilitate digital access. Cultural initiatives such as Traveller Ethnicity Week engaged 139 students through panels, workshops, and exhibitions, highlighting Traveller voices in education and celebrating community achievements. Additional participation in events such as Traveller Pride Week, the No Shame Youth Mental Health Event, and the Traveller and Roma Education Strategy HEI meeting demonstrates the Centre's holistic commitment to both educational attainment and community representation.

34 Irish Traveller students studying at University of Galway



Student Support Officers

At the University of Galway, Student Support Officers play a vital role in assisting students with personal, academic, financial, and other challenges throughout their university journey. These officers provide confidential, non-judgmental support and can connect students with a range of university services tailored to their needs. Their presence ensures that students have access to guidance and assistance whenever issues arise, promoting overall well-being and academic success.

The roles of Student Support Officers were established independently by each College and are available to all students who wish to discuss personal, academic, financial, or other concerns. Where necessary, Student Support Officers coordinate with the full spectrum of specialized support services offered at the University of Galway, ensuring that students receive comprehensive assistance in addressing any challenges they may face.

Student Services empowers students to thrive at university by providing dedicated support for their academic success, personal wellbeing, and professional growth.

SUPPORT WHEEL



EDI Race Equality Advisors

The EDI Race Equality Advisors at the University of Galway are dedicated to fostering an inclusive and supportive environment for ethnic minority staff and students, including Irish Travellers and Roma. Their role focuses on creating a culture of equity across the university by providing guidance, raising awareness, and supporting initiatives aimed at eliminating racial discrimination. The roles were established by the Office of the Vice-President for Equality, Diversity and Inclusion and are managed by the EDI Programme Manager for Race Equality.

The advisors provide confidential, one-on-one support for individuals who experience racism, guiding them through reporting procedures and connecting them with appropriate support services. In addition, they lead training sessions and awareness programs for both staff and students to build understanding of race equality issues.

The Support Wheel at University of Galway is an innovative, student-centred tool designed to guide individuals towards appropriate resources based on their current wellbeing and needs. By categorising support into three distinct areas—students who are thriving, those experiencing minor challenges, and those requiring more substantial assistance—it offers a tailored approach that acknowledges the diverse experiences of university life. This framework empowers students to proactively engage with services that best match their situation, whether that involves maintaining wellbeing, seeking guidance for specific issues, or accessing professional support.

Through the Support Wheel, students gain direct links to a wide range of resources, including the Student Counselling Service, Careers Development Centre, Chaplaincy, and the Student Support Advisory Team. The platform not only streamlines access to these services but also encourages a holistic view of student welfare, integrating emotional, academic, and personal support. By centralising information in an intuitive, easy-to-navigate format, the Support Wheel exemplifies University of Galway's commitment to fostering a supportive, inclusive, and responsive educational environment.

By collaborating with university departments, they also work to implement strategic initiatives that promote racial equity and inclusion throughout the academic, social, and administrative life of the university.

The University of Galway organises its Race Equality Advisors across the colleges to ensure dedicated and accessible support. Each advisor can be contacted directly via their university email, providing confidential guidance and resources to anyone experiencing racial inequality within the campus community. The advisors work closely with the Vice-Deans EDI and Student Support Manager to ensure accessible and tailored support across all areas of the institution.



EDI Race Equality Advisors: Prisca Chipao, Dr Tanja Kovačič and Anne Marie Stokes.

Global Employability Team



The Global Employability Team at the University of Galway is a specialised unit within the university's Career Development Centre, dedicated to helping both international and Irish students succeed in the global job market. It offers tailored support for international students seeking to work in Ireland and for Irish students exploring opportunities abroad. The Global Employability Manager and team provides guidance on navigating the Irish labour market, visa and work permit considerations, global job search strategies, and professional development resources such as CV writing and interview preparation. It also plays a key role in connecting students with employers through events, workshops, and networking opportunities.

The team works closely with employers who wish to engage with a diverse and skilled talent pool, offering them structured pathways to promote their brand and recruit graduates from varied cultural and educational backgrounds. As part of the university's "Global Galway" internationalisation strategy, it aims to embed global perspectives in students' career development, preparing them for employment both at home and abroad. The University of Galway is noted as the only Irish university with a dedicated global employability unit, making it a leader in supporting students' transition from study to work in an increasingly international context.

Who is it for?

- International students at University of Galway who are looking to build a career in Ireland (or perhaps returning home or working elsewhere).
- Domestic (Irish) students who wish to explore employment opportunities abroad (outside Ireland).
- Employers, who are seeking to tap into a diverse talent pool of students from Irish and international backgrounds, through partnering with the University.

What kinds of support does it offer?

For students:

- Guidance on the Irish labour market, visa/permit considerations for international students.
- Assistance in preparing for the job market globally — exploring opportunities, applying, interview prep.
- Tailored resources for international students (and Irish students looking abroad) to enhance their employability.

For employers:

- Opportunities to promote employer brand on campus and connect with both international and domestic talent.
- Encouragement to hire international graduates, with explanation of visa/permit pathways (for Ireland) and benefits of a diverse workforce.

Research Staff Network

The Research Staff Network (RSN) has been established at University of Galway to provide a cross-disciplinary platform through which research staff can contribute to the development of a more diverse, equitable and inclusive research culture. The RSN was established in response to identified need, evidenced through a 2019 Researcher Development Centre survey whereby approximately 90% of respondents expressed support for such a network. The establishment of the RSN was also identified as one of 22 recommended actions by the University's Academic Council Working Group on Research Staff. An RSN Organising Committee was formed in July 2023, meeting twice monthly to lay the groundwork for the network's establishment, including the development of a formal constitution, securing strategic research funding from the VP for Research and Innovation, and the successful organisation of the Network's first AGM, where an executive committee was elected. The Executive Committee includes ex officio members from each college's Academic Council research staff representatives, University Research Committee representatives, and the Researcher Development Centre.

Research staff interested in joining the Network can contact rsn@universityofgalway.ie or follow @RSNGalway on X



Annual General Meeting (AGM) of the Research Staff Network, 3 May 2024 (L- R): Nikita Burke, Merve Suzan Zeden, Noreen Brennan, Michael Creane, Indu Patwal, Niall Ó Brolcháin, Aoibhin Keighron, Gunaseelan Kuppurangan, Alexandra Chuiერი, KM Saif-Ur-Rahman, Muhammad Sohail Riaz, Gustavo Sambrano, Anahita Shariat, Amna Shifa, Verena Platzgummer, Corine Nzeteu, Eoghan Dunne, Ann O'Brien, and Christian Schweizer.

The Research Staff Network (RSN) has been established at University of Galway to provide a cross-disciplinary platform through which research staff can contribute to the development of a more diverse, equitable and inclusive research culture.

International Staff Network

Established in 2020, the International Staff Network works hard to protect and promote the interests of international staff at University of Galway. Recognising that 27% of staff across all staff cohorts come from outside of Ireland, the International Staff Network (ISN) focuses on addressing the specific challenges they face and creates community and places of belonging. Since this is a very large minority with a lot of leverage, when they bundle their experiences and resources to effect change, the ISN aims that they are properly represented in the governing structure of the University as a group with common interests. The Network issued a survey and collected responses from a Diversity Café on 19 March 2024, where members reported housing discrimination, problems arising from visa restrictions (not only for staff members but also for their spouses and children), a flawed onboarding procedure with incredibly high set-up costs, and an inflexible hybrid work policy (forcing members into unwanted unpaid leave arrangements when family emergencies occur abroad) as the dominant issues to be addressed. While the University relies on its international staff and sees diversity of staff cohorts as critical to its success, particularly in relation to research excellence, the ISN's focus in the 2023–24 academic year was to explicitly identify shortcomings of institutional support. Contrary to common belief, housing is not the same challenge for everyone. In addition to overall insufficient supply, the housing crisis disproportionately impacts international staff due to landlord and agency bias, lack of social network, barriers caused by documentation requirements (non-Irish bank statements or landlord references are rarely accepted), and therefore vulnerability to scams and bad actors. Both the International Office and the Accommodation Office only support students, leaving a huge support gap for staff.

The Network has brought these issues to the attention of the Academic Council and has convened a Townhall Meeting on 10 June 2024 as part of the Consultation Process for the new University Strategy (2025–2030). During the Townhall meeting, President Ciarán Ó hÓgartaigh confirmed that there are plans to build Staff Quarters at the Nun's Island Development Site, yet more short-term solutions were needed. Arising from this event, the Network has issued a list of recommendations to bring about more immediate relief. In addition, the Network has flagged as part of the Academic Promotion Review process how intercultural challenges, limited access to conference travel due to visa restrictions, and biased assessment of academic achievements outside the anglophone sphere impact members' internal career development. To address the onboarding procedure, the Network has improved the Welcome Information available to new staff and has pressed for dedicated HR support for new international hires, which is now underway. Considering that the largest cohort of international staff are currently Postdoctoral Researchers, the ISN has supported the set-up of a Research Staff Network, with whom they closely collaborate.



Pictured at the World Café during Nelson Mandela Anti-Racism Week, March 2024. (L–R): Owen Patrick Ward, RSN Co-Chairs Merve Suzan Zeden & Michael Creane, Gustavo Sambrano, ISN Co-Chairs Tina-Karen Pusse & Dinali Wijeratne, and Eylul Petek Taneri.







Data, Monitoring and Reporting



University of Galway has strengthened its commitment to equality, diversity, and inclusion through a series of strategic initiatives. A permanent EDI Data Manager role ensures sustained oversight and accountability, while Race Equality Committee reports and the mid-cycle review of the Race Equality Action Plan are embedded within formal governance structures. The introduction of EDI Race Equality Advisors provides confidential support for minority ethnic staff and students, promoting a safer and more inclusive environment. In parallel, the University is developing an Intersectional Discrimination Index to capture and measure the complex, overlapping experiences of racism and discrimination. Together, these initiatives reflect a data-informed, community-centered approach to advancing race equality and inclusion across the University

**12 Actions:
83% Complete
or On Track**

- ✓ **EDI Data Manager Role**
The EDI Data Manager position, initiated in August 2022, has been mainstreamed and secured on a permanent basis by the University.
- ✓ **Governance and Reporting**
Race Equality Committee quarterly reports are reviewed by EDICC, UMT, EDIHRC, and Údarás na hOllscoile, ensuring alignment with established governance processes.
- ✓ **Mid-Term Review of Race Equality Action Plan**
The EDI Programme Manager for Race Equality has submitted the formal mid-term review to the Race Equality Committee, with subsequent review by EDICC, UMT, EDIHRC, and Údarás na hOllscoile.
- ✓ **Introduction of EDI Race Equality Advisors**
EDI Race Equality Advisors have been appointed as first points of contact for minority ethnic staff and students to confidentially report racial harassment, abuse, discrimination, and microaggressions, with baseline monitoring through the SpeakOut system to support accountability and Action 1.3a.
- ✓ **Intersectionality Discrimination Index (IDI) is being designed to capture how overlapping identities—such as gender, race, disability, and socio-economic background—intersect to influence students' experiences of discrimination within higher education. The IDI provides a robust framework for monitoring and addressing inequalities across the sector. Phase I of the project has been successfully completed, and a comprehensive report has been submitted to the Higher Education Authority.**





Community, Communications and Culture

Community, Communications and Culture

University of Galway has made significant progresses in advancing race equality, cultural inclusion, and community engagement. Over 62% of staff have participated in race equality-related training, resulting in measurable improvements in understanding key anti-racism concepts and practices. A new Race Equality eLearning programme, launching in 2026, will further extend this commitment to students. Complementing these efforts, the University celebrates diversity through a rich cultural calendar, inclusive events, and partnerships that promote equality locally and globally. Initiatives such as the Race Equality Champions Programme, Nelson Mandela Leadership Award, and the provision of multi-faith rooms and culturally appropriate food options reflect a holistic approach to inclusion and wellbeing. With over 12,000 students engaged in diverse societies and more than 4,000 community members using the SafeZone App, the University continues to foster a safe, respectful, and vibrant campus culture where equality, diversity, and inclusion are at the heart of university life.

Student Societies

University of Galway hosts a broad and active range of student societies that reflect the diversity of its community. Cultural societies such as African Carriibbean, Bangladesh, Chinese, Gulf Cooperation, Indian, International, Iranian, Indonesian, Japanese, Kuwaiti, Mexican, Palestinian and Pakistani Societies as well as societies representing world religions including Islamic, Hindu and Christian. These Societies celebrate heritage and foster intercultural exchange, while initiatives such as WiSTEM (Women in STEM), Women in Law, Women in Medicine and Women in Business advance gender equality in academic disciplines. Societies also contribute to events such as Nelson Mandela Anti-Racism Week, and celebrate major international festivals such as Diwali, Ganesh and Eid which demonstrates a strong institutional commitment to promoting racial equality and awareness. Societies such as the LGBTQ+ Bród Society and the Neuro Divergent Society and CUMAS aim to create safe inclusive spaces on campus and afford the opportunity for student to find a sense of belonging.

Engagement with societies is substantial, with 12869 students, including a large cohort of international students, participating, many of whom take up committee positions; Societies organized over 4000 events last year. This high level of involvement underscores the role of societies as a key mechanism for advancing inclusion, building community, and supporting the University's wider equality, diversity, and inclusion objectives.

**38 Actions:
86% Complete
or On Track**



SafeZone App

The SafeZone app at the University of Galway is a complimentary mobile application established to strengthen campus safety for both students and staff. The app enables users to check in when working or studying alone, request emergency or medical assistance, receive real-time safety notifications, and report non-urgent issues to campus security. The SafeZone app is responsive on and off campus 24/7. Through these functionalities, SafeZone app contributes to a safer and more secure campus environment and aligns with the University's broader #SafeCampus initiatives.

Multi-Faith Rooms

University of Galway provides dedicated Multi-Faith Rooms to support the spiritual and religious needs of its diverse student body. A central Multi-Faith Prayer Room in Corrib Village opened in August 2023 and offers a quiet space for prayer, reflection, and contemplation for students of all faiths. In addition, separate Muslim prayer rooms are available beneath the James Hardiman Library and within the Clinical Sciences Institute, accommodating both male and female students. These facilities reflect the University's commitment to inclusion, wellbeing, and fostering a supportive campus environment for all religious and spiritual communities.

Culturally Appropriate Food Options

A diverse range of culturally appropriate food options is provided across campus, with measures in place to ensure their visibility to the campus community. Halal chicken is available in the majority of campus restaurants, including An Bhalann, CSI Café, and Friars, with certification prominently displayed. The availability of these options is actively communicated through on-site signage and official social media channels.

Race Equality Champions Programme

The Race Equality Champions Programme at the University of Galway is a member-based initiative that works to increase awareness, knowledge, and active support in addressing racism while supporting racialised colleagues and students. Led by the Office of the Vice President for Equality, Diversity and Inclusion, the programme partners with staff, students, and the wider community to create a safe, inclusive, and equitable environment rooted in equality, diversity, and inclusion. The programme is open to all staff who are committed to a zero-tolerance approach to racism. To become a Champion, members are asked to complete introductory training, including Race Equality and Active Bystander training, review key resources and policies, and attend at least one Global Café per year to engage in discussion, reflection, and shared learning. Once registered and criteria are met, Champions receive an information pack, visible symbols of allyship, and their name is added to the official list of Champions. They also continue to access ongoing training, awareness campaigns, and opportunities to advocate for race equality across the University community and wider society.



Irish Centre for Human Rights

The Irish Centre for Human Rights (ICHR) at the University of Galway has continued to demonstrate global leadership in advancing human rights research, education, and advocacy. Its work since 2023 reflects a strong commitment to academic excellence, international collaboration, and policy impact, particularly in areas of equality, justice, and conflict. The Centre has deepened its international profile through collaborations with the United Nations. In 2024, LLM students supported UN Special Rapporteur on the Occupied Palestinian Territories, Francesca Albanese, in drafting her Anatomy of Genocide report on the Occupied Palestinian Territories, presented at the Human Rights Council. Professor Siobhán Mullally, Director of the ICHR and UN Special Rapporteur on Trafficking in Persons, was elected Chair of the Platform of Independent Experts on Refugee Rights (PIERR) in 2024, strengthening advocacy for refugee protection worldwide.



Professor Siobhán Mullally

Capacity building training on the rights of refugees and asylum seekers was delivered in Egypt at The International Association of Refugee and Migration Judges, African section. The Centre also contributed to UN-focused academic initiatives, including the University's Model United Nations Conference in 2024. Irish Centre for Human Rights LLM students produced Human Rights Podcasts focusing on the rights of asylum seekers and refugees. PhD researchers undertook research on labor migration and racial inequalities, examining the rights of migrant workers in East Africa and the Gulf region, engaging with the International Labour Organisation. GOI Research Ireland PhD scholar, Keelin Barry co-drafted a submission to the UN Committee on the Rights of Persons with Disabilities on behalf of the Movement of Asylum Seekers Ireland Voices of Persons with Disabilities. Dr Paul Bradfield was appointed legal counsel for victims in the Kony case at the International Criminal Court (Situation of Uganda). The Summer School on the International Criminal Court, co-hosted with the Department of Foreign Affairs, include specialized sessions on African engagement with the Court, Palestine, Ukraine. Public events included a keynote lecture from the former President of the Court, Judge Silvia Gurmendi. Professor Siobhán Mullally led three official UN country visits to the Democratic Republic of Congo, Guinea Bissau, and Liberia, and presented official reports to the UN Human Rights Council. Professor Mullally collaborated with the UN Special Representative of the Secretary General on Children and Armed Conflict on a joint study on child trafficking. Professor Mullally presented reports to the UN General Assembly and to the UN Human Rights Council on Migrant Domestic Workers and on Gender Peace and Security.

Collaboration and engagement with regional human rights bodies and with human rights in the Americas, Europe and Africa in particular have continued. Dr Anita Ferrara and Dr Beatrice Cannossi hosted a high-level public event at the Special Jurisdiction for Peace and the Legacy for Truth with the Irish Embassy in Colombia, launching their new book on Transitional Justice Archives: Documenting Human Rights Violations in Latin America. PhD researcher Kelsey Rhude briefed the Irish Embassy in Liberia on transitional justice mechanisms and the rights of victims. PhD researcher, Hassan Abu Omar presented with Law for Palestine on the ongoing genocide in Gaza in multiple webinars. PhD graduate Dr Niamh Keady Tabbal represented asylum seekers at the European Court of Human Rights in the landmark case of GRJ v Greece, drawing on her PhD research on drift-backs. Professor Siobhán Mullally presented at the African Commission on Human and Peoples Rights public session in Banjul Gambia, on the OAU Convention Governing the Specific Aspects of Refugee Problems in Africa. GOI Research Ireland PhD scholar was awarded a scholarship to complete the EU Summer School on Migration. An annual conference was hosted in partnership with the Immigration Asylum and Citizenship Bar Association on the EU Migration and Asylum Pact, led by Professor Ciara Smyth.

In parallel, the ICHR has delivered impactful training and capacity-building programmes, including a major collaboration with Irish Rule of Law International to enhance judicial resilience in Ukraine. It has maintained its position as a hub for doctoral and postgraduate education, hosting its 24th Annual Doctoral Seminar in 2025 and organising a major study visit for students to The Hague, where they engaged directly with the International Court of Justice, International Criminal Court, and the Organisation for the Prohibition of Chemical Weapons. The ICHR and the Irish Council for Civil Liberties established the Irish Legal Observer Network (<https://www.iccl.ie/iccl-irish-network-of-legal-observers/>) Dr Illan Wall and the ICCL trained in excess of 200 legal observers in the last year, and they have been observing protests and writing reports. The ICHR partnered with the Galway Traveller Movement to celebrate their 30th anniversary, hosting the President of the Council of Europe European Social Rights Committee.



Professor Roja Fazaeli

Professor Siobhán Mullally and Dr Maeve O'Rourke co-chaired a half-day Roundtable at the Royal Irish Academy in March on 'Science in Conflict Zones', the aim of which was threefold: to begin to build a better understanding of the critical challenges faced by students, scholars and the academy in and from conflict zones; to map current supports and measures provided by the Irish higher education sector for displaced students and scholars; and to encourage discussion of the role that scientific and scholarly institutions, policymakers and other stakeholders in Ireland could play in supporting researchers and institutions both in and from conflict settings. Dr O'Rourke co-authored a report arising from the roundtable, which among other things recommends a Science Bridge partnership between Irish institutions and the Palestine Academy of Sciences and Technology (with a view to addressing, among other things, the scholasticide unfolding as an element of Israel's genocide and apartheid).

On 10 February the ICHR hosted a Book reading and discussion with Conrad Koza Bryan, *Association of Mixed Race Irish: Irish People of Colour: A History of Mixed Race Irish in Britain and Ireland, 1700-2000*. Research excellence has been advanced through projects such as SAFEGUARD, led by Professor Shane Darcy, focusing on higher education in conflict zones, with particular reference to Palestine. The Centre has also expanded its partnerships across the Global South, working with institutions in Uganda, Asia Pacific, Ethiopia, Vietnam, and Senegal, while students and faculty published with leading international collaborators across disciplines. A new Marie Curie post-doctoral project, hosted by Prof Siobhán Mullally, focuses on State Responsibility for the Death and Disappearances of Refugees and Migrants, SRDDRM.

The ICHR has also excelled in advocacy and public engagement. In September 2024, it became the first university globally to host a bronze bust of Nobel Laureate Liu Xiaobo, a symbolic act reinforcing its global leadership in human rights advocacy. In 2024 and 2025, students achieved international recognition in the ICC Moot Court Competition, while also contributing directly to UN policy work. Public engagement was further enhanced through distinguished lectures, such as Professor Colm O'Connell's address on human rights and dignity, and the launch of Dr Maeve O'Rourke's work on the rights of older persons. LLM students and the Human Rights clinic partnered with Sadaka, the Ireland Palestine Alliance, providing background research on the Occupied Territories Bill. Dr Mais Qandeel's research focuses on Palestine and International Law, and the rights of the Palestinian people. Dr Rania Muhareb's post-doctoral research applies the legal framework of apartheid law to health and human rights in Palestine.

Finally, the appointment of Professor Roja Fazaeli in 2023 as Established Professor in Law and Islamic Studies, leading the ERC-funded BILQIS project on gender and authority in Islam, reaffirmed the Centre's academic and strategic leadership. Professor Fazaeli holds the first Chair of Law and Islamic Studies in Ireland. Professor Fazaeli hosted a seminar series on human rights in Afghanistan, which included presentations from the UN Special Rapporteur on Afghanistan and the UN Working Group on Discrimination against Women. Professor Roja Fazaeli chairs the Immigrant Council of Ireland, further contributing to the rights of migrants in Ireland. Professor Fazaeli is deputy Chair of the global human rights organisation, Frontline Defenders.

Collectively, these achievements highlight the ICHR's continued influence in shaping international human rights discourse, strengthening global partnerships, and embedding the University of Galway's reputation as a leader in advancing justice and equality.

Nelson Mandela Anti-Racism Week

Nelson Mandela Anti-Racism Week, held on campus annually, coincides with the International Day for the Elimination of Racial Discrimination, observed each year globally on 21 March. The week serves as a powerful tribute to Nelson Mandela's enduring legacy, courage, and unwavering commitment to eradicating racism and oppression during apartheid, while championing non-racialism, non-sexism, peace, and reconciliation in post-apartheid South Africa. Building on the success of the inaugural 2023 programme, the events sought to deepen awareness, foster a sense of belonging, and align with Mandela's vision of an equitable and inclusive society. In response to contemporary global challenges and ongoing human rights crises, the week's activities are designed to encourage reflection, dialogue, and collective learning. Through an engaging and participatory programme—including seminars, workshops, training sessions, exhibitions, and cultural events led by both students and staff—the initiatives provide a dynamic platform to explore critical issues surrounding race, ethnicity, anti-racism, human rights, and social justice.

Nelson Mandela Anti-Racism Week continues to grow from strength to strength each year, supported by annual funding from the EDI Project Fund, which provides resources to staff and students for hosting events and initiatives.

Nelson Mandela's legacy, courage, and persistence in combating racism and oppression during apartheid and promoting non-racism, non-sexism, peace, and reconciliation in post-apartheid South Africa, is an inspiration to all who envision an equal society.

Panel members at the discussion on 'Strengthening Relations Between University of Galway and South Africa,' 22 March 2024. (L-R): Dr Pat Morgan, Owen Ward, Duduzile Unathi Ndlovu, Dr Helen Maher, Ambassador Mabet van Rensburg, Einne Curran, and Dr Su-Ming Khoo



Nelson Mandela Anti-Racism Week Projects

Highlighting Refugee Role Models

Project Organisers:

Mary Dempsey, Andrew Flaus, Aidan Harte

A 14-minute documentary, 'Safe Sanctuary: Belonging at University of Galway,' was produced to spotlight the inaugural education pathway for refugees residing outside Ireland, highlight the profound impact it has had and inspire prospective refugee students residing outside Ireland. In August 2023, the College of Science and Engineering welcomed its first two scholars through the EU-Passworld scholarship programme in collaborative efforts with Aerogen, Nasc, Pobal Na Gaillimhe and UNHCR Ireland.

Holi Celebration of Colour

Project Organisers: Sai Gujulla, India Society

A vibrant Holi celebration was organised by the India Society, through which 187 students were brought together in a culturally enriching event. The celebration was particularly lauded for creating a 'home away from home' atmosphere.

Cultural inclusivity was promoted through the event, whereby students from diverse backgrounds were invited to participate in Indian traditions. A strong sense of community was fostered, with anticipation for future celebrations being expressed by many attendees.

Holi Celebration of Colours, 24 March 2024.



Ms Sylvie Mossay and Dr Maura Stewart with students from Merlin College, Co. Galway at the anti-racism workshop 'Belonging to the Francophonie: Plural Francophone Identity.'

Belonging to the 'Francophonie': Plural Francophone Identity

Project Organiser:

Sylvie Mossay

A French anti-racism workshop was delivered to 40 students from three secondary schools, including St Brigid's College Loughrea, Merlin College, and Ardscoil Mhuire Ballinasloe. The initiative was centred around raising awareness of diverse experiences within French-speaking communities. Cultural differences between African and European Francophone countries were explored, through which the importance of respect and cultural embracement was emphasised.

Anti-Bias Anti-Racism (ABAR) Workshop

Project Organisers: Shannon College EDI Committee

A comprehensive anti-bias workshop was facilitated at Shannon College, through which 30 students and staff members were engaged in meaningful dialogue about racism and discrimination. Interactive activities were employed to stimulate critical thinking and empathy, whilst personal experiences were shared in a supportive atmosphere.

Anti-Bias Anti-Racism (ABAR) Workshop, Shannon College.



In Their Voices: Co-creating an Understanding of Inclusion and Belonging

Project Organisers:

CBPPL Diversity Champions

Amanda Hogan, Niamh Burke, Edward Britton

An interactive workshop was conducted, whereby meaningful conversations about belonging were facilitated through panel discussions. Real-life experiences of individuals from diverse backgrounds were shared, including perspectives from direct provision residents and members of the Travelling community. Valuable insights were provided by speakers, through which experiences of discrimination were highlighted and strategies for fostering inclusion were discussed.

'In Their Voices' Workshop.



Implications of South Africa's Genocide Case at the ICJ

Project Organisers:

Madeleine Moffatt, Beatrice Canossi, Rania Muhareb, Palestine Solidarity Committee

A distinguished lecture and panel discussion on South Africa's Genocide Case at the International Court of Justice (ICJ) was delivered on 22 March 2024. The event was headlined by United Nations (UN) Special Rapporteur Francesca Albanese and Palestinian scholar Maha Abdallah, who examined the implications of South Africa's ICJ proceedings against Israel under the Genocide Convention. Links between anti-apartheid movements and Palestinian solidarity were explored.

Organisers of 'Implications of South Africa's Genocide Case at the International Court of Justice' & 'Health Apartheid in Palestine.'
(L-R): Beatrice Canossi, Rania Muhareb, and Madeleine Moffatt



Health Apartheid in Palestine

Project Organisers:

Madeleine Moffatt, Beatrice Canossi, Rania Muhareb, Palestine Solidarity Committee

A distinguished guest lecture was delivered by Prof Dr Mads Gilbert on 19 March 2024, which highlighted the detrimental impacts of Israel's occupation and blockade on Palestinian health, rooted in a deep structural racism described by experts as 'health apartheid.' Approximately 150 attendees were engaged in discussions about health care challenges in Gaza, whilst evidence-based solidarity was emphasised. The systematic targeting of Palestinian healthcare infrastructure was analysed, with particular attention being paid to the consequences of restricted humanitarian aid access.

Tight Spaces: Youth-led Direct Provision Workshop

Project Organisers:
Dr Brenda Gallagher, Kathryn Moore, Natasha Muldoon, Nike Awoyemi

An innovative workshop was developed and delivered by young people with lived experience of seeking safety in Ireland. Fifty attendees were engaged through interactive sessions, whereby personal experiences of the Direct Provision system were shared. The workshop was reimagined with input from Professional Masters of Education students, through which awareness of Ireland's international protection system was raised and solidarity-building strategies were explored.



Belonging & Anti-Racism: Together We Make a Difference

Project Organisers:
Sean Cameron, Brenda Gallagher, Sinead Muldoon

A collaborative initiative was developed by Professional Masters of Education (PME) student teachers from the School of Education and Galway Educate Together secondary school staff. Through a stakeholder During the brainstorming event, key findings on learning outcomes and empowerment were identified and synthesised. These insights were then developed into an engaging presentation for university and community audiences, whereby themes of inclusion, equality, and belonging were explored through shared dialogue.

Front row (L-R): Anthony Cichoki and Guilia Santos, Dr Brenda Gallagher.
Back row (L-R): Sean Cameron and Hannah Bredin, Sarah Molloy and Tara Broderick, Sophie Leach, Debbie Thomas



Where Do You Belong?

Project Organisers:
Dr Cormac Forkan, Anne Loftus, Janna Lindstrom, Theatre for Change Galway and University of Galway's University of Sanctuary Programme

An interactive installation was developed, featuring three maps – of Galway, Ireland, and the world – on which participants were invited to place pins representing their sense of belonging in response to the open-ended question, 'Where do you belong?' TfCG actors, alongside BA students, facilitated deeper discussions on identity and belonging after pins were placed. The pins created a visual representation of the community's diversity, while the facilitated conversations offered a platform for exploring complex issues of identity within shared spaces.

Interactive map installation as part of the 'Where Do You Belong project



'Stepping Up' – A Staged Reading of a Local Play

Project Organisers:
Dr Deirdre Curran, Joan Lally

A creative performance explored contemporary Irish societal issues through the lens of family dynamics. Set in Galway city in 2019, the narrative centres on Aisling, whose romantic relationship with Kamali, a young Zimbabwean residing in Direct Provision, is challenged by local and national attitudes to race and immigration. Through fictionalised accounts based on actual events, the production examined racism, immigration, belonging, and the challenges faced by refugees. The play offers a hopeful outcome if people would allow themselves to Step Up!

'Stepping Up' – A staged reading of a local play.



Race Equality Training

Between 2023 and 2025, the Office of the Vice President for Equality, Diversity and Inclusion (OVPEDI) delivered a comprehensive suite of Equality, Diversity and Inclusion (EDI) training programmes designed to build institutional capacity and promote an inclusive culture where diversity is genuinely valued and respected. The training portfolio was significantly expanded during this period to address key areas of race equality, resulting in strong engagement across the institution — with over 80% of staff attending at least one race equality-related training session. These initiatives formed part of OVPEDI's strategic commitment to embedding equity and inclusion into everyday practice.

A systematic evaluation of the race equality training was conducted using pre-entry and exit surveys to assess its impact and effectiveness. Findings demonstrated that participation in the training substantially improved attendees' self-reported familiarity with race equality concepts, confidence, and ability to apply anti-racist practices. The greatest knowledge gains were seen in participants' understanding of key terms such as the deficit approach (55% increase), intersectionality (48% increase), and microaggressions (34% increase). Participants also reported notable improvements in perceived knowledge and behavioural change (13% increase), as well as in their ability to role model and empower others in anti-racism efforts (11% increase). Building on this success, a Race Equality eLearning programme is currently in development and scheduled for rollout in Quarter 1 of 2026 to strengthen students' engagement with and understanding of race equality principles.

**80% Staff
Training
Attendance**



Active Bystander

Active Bystander training provides the skills to challenge unacceptable behaviours e.g. racism, bullying, sexual harassment, and other inappropriate behaviours, including those which may become normalised over time.

Target Audience: All staff.

Unconscious Bias

This training provides staff with a greater awareness of unconscious bias, the research and understanding of the impact of unconscious bias in decision making, recruitment and selection decisions daily interactions, and targeted actions to counteract the impact of unconscious bias.

Target Audience: Unconscious Bias training is a requirement for all staff who participate on recruitment panels, promotion assessment panels and members of key decision-making committees.

Race Equality Training

This training aims to promote awareness, increase staff knowledge and build capacity in relation to racism and anti-racism in both theory and practice in University of Galway. The programme will lead participants into action-focused practice, while focusing on lived experiences within a higher education environment and providing participants with the time to reflect on their role in promoting an inclusive university community.

Target Audience: All staff, student-facing staff.

Let's Talk About Race in the Higher Education Sector

This 30-minute Race Equality Awareness online module is an early step in raising awareness of racism in the higher education sector. The training helps staff to collectively understand and address the institutional policies, processes and practices, which embed and reproduce inequalities between staff and students of different backgrounds.

Target Audience: All staff.

Unconscious Bias Training

This online, on-demand module is intended to provide an introduction to the basics of unconscious bias, types of bias, and the different ways to approach or address bias.

Target Audience: All staff.

Student Race Equality Training

A Race Equality eLearning programme is currently in development and scheduled for rollout in Quarter 1, 2026, to enhance students' understanding and engagement with issues of race equality.

Target Audience: All students.



EDI Awareness Campaign

A Space
for —
Everyone

The OVPEDI launched its 'Space For Everyone' EDI campaign on 1 March 2024. Building on feedback from numerous consultations and in keeping with the theme of 'Belonging,' the campaign is a reflection of the diversity and supports that exists within our institution.



The key objectives of the campaign are:

1. Promote the diversity that exists within our staff and student body.
2. Educate the university community about equality, diversity and inclusion.
3. Highlight the university's commitment to a zero-tolerance approach to racism.
4. Promote the supports available to staff and students.

As staff and students scrolled on university social media platforms, or as they walked across campus, they noticed various elements of the campaign, including 'Space for Everyone' banners and signage promoting our diverse community and signposting to information and supports that are available to staff and students.

What can staff do to support the EDI Campaign?

- Sign up for Race Equality Training.
- Download the SafeZone App.

SafeZone is our mobile app designed to help keep you safe and give you extra peace of mind across our campuses. The SafeZone app is free to download and easy to use. Learn more [here](#).



Wear Red Day Campaign

University of Galway's Wear Red Day is a key moment in its annual Nelson Mandela Anti-Racism Week, inviting students, staff, and the wider community to wear red in a united stand against racism and discrimination. Taking place on Friday, 21 March 2025, the initiative transforms the campus into a vibrant symbol of solidarity and inclusion. Wearing red serves as a powerful visual reminder of the university's ongoing commitment to race equality and social justice—values embedded in its policies, teaching, and community outreach. The campaign encourages reflection on how individuals and institutions can actively promote a culture of respect, empathy, and belonging for all. The campaign was successful, with participation from the University Management Team, staff, and students across all four Colleges.

This initiative aligns with the National Wear Red Day campaign led by the [Immigrant Council of Ireland](#), which calls on people across Ireland to show their support for diversity and anti-racism efforts. By joining this nationwide movement, University of Galway strengthens its role in advancing equality both on campus and beyond. The partnership underscores that tackling racism is a shared responsibility—one that depends on visible acts of solidarity, meaningful dialogue, and continued action toward a more inclusive society.



Leabharlann Shéamais J. Argadáin





Scholarship and Curriculum

Scholarship and curriculum

University of Galway's Decolonising Curriculum Project is a multi-phase initiative aimed at embedding decolonial principles across teaching, research, and community engagement. Launched in 2024, the project has completed its first phase and is entering Phase 2. It is guided by a dedicated postdoctoral researcher in collaboration with senior EDI leadership. The project combines staff and student consultations and structured collaborations through networks like ENLIGHT to advance inclusive curriculum reform. Our international research and student partnerships—particularly with institutions in the Global South continue to strengthen. Complementary efforts span library resource development, community-led education, sustainability-focused curriculum integration, and language support for refugees and asylum seekers, reflecting a holistic commitment to equity, diversity, and global engagement.

**15 Actions:
86% Complete
or On Track**

Decolonising Curriculum Initiative

A comprehensive, multi-faceted project plan was developed in May 2024 to support a phased approach to achieving objectives related to decolonising, with a particular focus on the curriculum. The plan outlined key targets and responsibilities across all project phases. Phase 1 was successfully completed by September 2025, and funding has now been secured for Phase 2. A postdoctoral researcher, appointed in 2024 to lead the initiative, works closely with the Vice President of EDI and the EDI Programme Manager for Race Equality. To date, one-to-one consultations with 60 staff members and a group consultation with 80 students have been conducted. The lead researcher has analysed the consultation data and is currently finalising the decolonising curriculum principles and compass. The EDI Project Fund allocated a specific funding stream to support initiatives around decolonising curriculum in 2024-2025 and

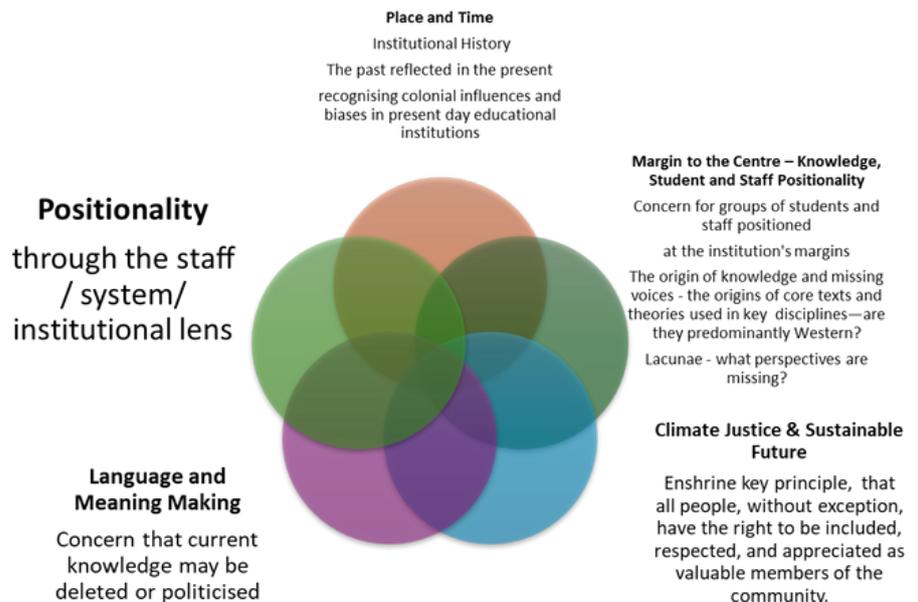


Figure 1: Decolonising Curriculum Compass developed to guide the conversation on transforming the curriculum at University of Galway

Sustainability in the Curriculum

Strong collaboration between sustainability lecturers (CELT) and the EDI Unit has led to recognition of the need to embed a decolonial perspective on sustainability in the curriculum. As part of this, several lectures for academic staff have been designed and delivered in cooperation with CELT, such as decolonising curriculum for sustainable future (delivered as part of the module CEL6109 Embedding Sustainability in the Curriculum). To engage students in the process, CELT and EDI organised a podcast conversation with PhD researchers focusing on their work in the area of sustainability and decoloniality. As part of sustainability week, two scholars discussing sustainability through a decolonial lens have been invited: Prof Leon Tikly (September 2024) and Dr Sharon Stein (September 2025).

English Language Classes

The number of students taking in-session English language support classes has grown dramatically, from 60 in 2021 to 485 in 2024. The English Language Centre provides free English classes to refugees throughout the academic year and contributes to the University Education Transition Programme, run and funded by the University of Sanctuary, which supports asylum seekers and refugees. Over the past three years, participation in this programme has risen from 13 to 102 students, reflecting the growing impact of these initiatives.

ENLIGHT

A partnership between the University of Galway and five other Enlight partners – the University of Ghent, the University of Groningen, the University of the Basque Country – Euskal Herriko Unibertsitatea (UPV/EHU), the University of Bordeaux and the University of Goettingen – was established in 2024/2025 to explore institutional approaches to decolonising curriculum. The Decolonising Curriculum (DecCur) project has been developed along two strands: a) online webinars delivered by each institution and b) a two-day workshop focused on sharing good examples and developing an international community of practice organised by University of Galway in October 2025. This partnership aims to develop a long-term cooperation in this area of work.

Community Led Education

Through initiatives such as the Schools of Sanctuary programme, the University actively engages with local communities and schools to promote anti-racism, challenge discrimination, and build greater awareness of race equality across society. The Irish Centre for Human Rights, ENLIGHT, and the Office of the Vice-President for Equality, Diversity and Inclusion are advancing awareness of ethnic diversity, racism, anti-racism, and race equality across higher education and wider society. This is also reflected in the strong uptake of race equality training among university staff.



Partnerships with the Global South

University of Galway has established and continues to strengthen significant partnerships with institutions across the Global South through research, teaching, and mobility initiatives. These collaborations reflect the University's commitment to fostering inclusive global engagement and supporting the wider agenda of decolonising research and the curriculum.

The Office of the Vice-President for Research and Innovation plays a central role in shaping and implementing the University's research strategy, including the advancement of international research partnerships. At its current stage of development, the Current Research Information System/Research Information Management System (CRIS/RIMS) captures data on informal research collaborations, specifically through shared research outputs (e.g., publications) by country and territory. This information can be reported via RIMS. In a subsequent development phase, CRIS will incorporate functionality to record and report project-level collaborations, thereby strengthening institutional oversight of international research engagement. Further details on the University's global research collaborations are available at: [University of Galway Research Collaborations](#).

Notably, staff have cultivated enduring academic relationships with South African universities. For example, Dr. Su-ming Khoo currently serves as a Visiting Professor in Critical Studies in Higher Education Transformation (CriSHET) at Nelson Mandela University (2022–2027). University staff across disciplines also supervise doctoral students from a range of Global South countries, reinforcing these global linkages. Furthermore, formal partnership agreements are in place with institutions in Brazil, China, India, Indonesia, Japan, Korea, and Morocco (source: Global Mobility Partners). Through initiatives such as the ENLIGHT-funded Decolonising the Curriculum (DecCur) project, the University has also initiated structured conversations with European partners to advance curriculum transformation and broaden connections with the Global South at a pan-European level.

In parallel, Global Galway manages the University's education-related partnerships. These activities include student exchange, study abroad, articulation and progression agreements, as well as dual and joint degree programmes. Current collaborations in the Global South include higher education institutions in Brazil, Chile, China, India, Indonesia, Mexico and Vietnam.



Library

Library staff are working with the University Decolonising the Curriculum Working Group to establish a new baseline of equitable, global and democratic curricula and supporting resources for teaching, learning and research.

Additional resources have been added to library collections to support race equality research, gender and diversity in STEM, critical race theory, LGBTQ, and other EDI areas, including disability, migration, immigration, and similar. Visibility and awareness of relevant library resources have been enhanced through promotion, creation of curated reading lists and enhancement of metadata to improve discoverability in the library catalogue.

Work is ongoing to grow and further develop the Mincéirs Archive, and over 200 schoolchildren have been welcomed on campus to view and learn more about the archive, as well as a group from the Education Transition Programme. Work is underway to develop blog posts and presentations for use with school groups about the archive. The archive is in active use for research by PG Researchers in History, Sociology and Politics.

The library is supporting two further EDI related projects: Field research to record Oral Histories with members of the Irish Traveller community and the co creation of a Black Archives in partnership with the School of History and Philosophy and funded by the Office of the Vice-President for Equality, Diversity and Inclusion.

Black Archives

The Office of the Vice-President for Equality, Diversity and Inclusion, in partnership with the Department of History and the University of Galway Archives & Special Collections, is developing a Black Archive to advance race equality and celebrate Black heritage within the University and beyond. Originating from a key 2023 recommendation by the African Caribbean Society and Cumann Staire (History Society) under the University's Race Equality Framework and Action Plan 2023–2027, this initiative is guided by the lived experiences of staff and students. The co-creation of the Black Archive aims to serve as a dynamic, living resource that amplifies Black voices, preserves and honours Black experiences, and enriches collective understanding of shared histories. Ongoing collaboration with staff, students, and community partners will ensure the Archive continues to evolve as an inclusive and authentic reflection of diversity and cultural heritage.

Mincéirs Archives

Mincéirs Archives is an archive of a growing collection of all types, complemented by historical documents and scholarly texts. This collection focuses on Irish Travellers from the 1960s when Ireland transformed socially, economically and culturally; its impacts on the nomadic indigenous community and the dawn of the Traveller rights movement in Ireland and Europe. The collection contains items related to Traveller human rights, education, employment, housing, music, folklore and photographs of the community. In addition, it also includes material from current resources located within existing catalogues and collections, including the Ritchie-Pickow and Joe Burke Collections. The project began in November 2021 as part of the celebrations following the 175th anniversary of the University's founding in 1845. Led by Mr Owen Ward, EDI Programme Manager for Race Equality and Mr Kieran Hoare, Archivist, the research and digitalisation of the Mincéirs Archives was one of six projects sponsored by the Office of the University President through a special fund to record and share our institutional history. The archive was launched by President Prof Ciarán Ó hÓgartaigh and Dr Mary Warde Moriarty on August 28, 2024, in the Archives & Special Collections Reading Room in the Hardiman Library.



At the Mincéirs Archives launch event on 28 August 2024. (L-R): Owen Ward, EDI Programme Manager for Race Equality; Catriona Cannon, Head of Heritage Collections and Digitisation at the Library; Dr Mary Warde Moriarty, Traveller, Human Rights Activist, and Author; and Prof Ciarán Ó hÓgartaigh, University of Galway President.

1 - Leadership, strategy and policy

Recognising that leadership, strategy and policies are critical factors in addressing racial inequality and proactively advancing race equality, there are a series of co-dependent and interrelated actions under this thematic focus. The concept of leadership and meaningful representation at every level underpins this approach, in addition to embedding a strategic commitment to race equality within the University. The consultation process also identified some of the challenges and limitations of the policy environment within the University, for both students and staff regarding visibility, accessibility, impact assessment tools and the report and support mechanisms. The actions aim to progressively address these areas as part of the wider EDI developmental agenda, thereby adopting an intersectional approach.

The Action Plan will:

- Develop a robust, sustainable structure to drive the delivery of our Race Equality action plan overseen by the EDI Programme Manager for Race Equality and the Race Equality Committee.
- Support the integration of race equality within institutional strategies by design.
- Enhance the EDI Policy infrastructure that will support the advancement of race equality across the University.
- Increase compliance with Equality Impact Assessment policy to identify the potential impact and to promote equality and human rights in the context of the legally protected grounds.
- Support minority ethnic staff and students to engage and be represented within our governance structures, specifically Údarás na hOllscoile and the Academic Council.
- Ensure that all staff in leadership take responsibility for integrating race equality in all processes and decision-making.
- Enhance our procurement policy and process through the promotion of procurement activities in an environmental social, ethically economically responsible manner linked to the relevant Sustainable Development Goals.
- Proactively promote and embed race equality within the Athena Swan and Sustainable Development Goals programme of work across the University.

The actions outlined under this thematic area are linked to the following:

Anti-Racism Principles for Irish Higher Education Institutions

1. We will embed a commitment to race equality as part of our institutional culture and strategic priorities.
5. We will adopt an intersectional and intercultural approach when developing anti-racism actions and policies.
6. We will address questions of race equality within the strategic plans of our institutions

Sustainable Development Goals



1 - Leadership, strategy and policy

Ref	Objective and Rationale	Action	Timeframe Nb. Actions are inclusive year 2023 - 2027	Lead /Responsible	Action Status
1.1	A robust, sustainable structure to drive the delivery of our Race Equality action plan.	a) EDI Programme Manager for Race Equality to lead the delivery, monitoring and reporting of the Race Equality Action Plan.	Q3 2023 and ongoing	Vice-President for Equality, Diversity and Inclusion	Complete
		b) Race Equality Committee (Subcommittee of EDICC) established to oversee implementation and monitoring of the Race Equality Action Plan.	Duration of Action Plan	EDI Programme Manager for Race Equality	Complete
1.2	Integration of race equality within institutional strategies by design.	a) Develop a mechanism to support the process of embedding race equality in intersecting strategies to be a consideration in institutional planning processes.	Q4 2025	Director of Strategic Planning/ Vice-President for Equality, Diversity and Inclusion / EDI Programme Manager for Race Equality / UMT Strategy leads	Complete
		b) Prioritise race equality in the next University of Galway Strategic Plan and College Strategic Plans.	Q1 2026	Director of Strategic Planning / Executive Deans of Colleges / EDI Programme Manager for Race Equality	In Progress - On Track
1.3	A strong EDI Policy infrastructure that will support the advancement of race equality across the University.	a) Review existing Equal Opportunities Policy to ensure that there is a clearly articulated policy mechanism to provide a supportive basis for making complaints based on racism and related discrimination. Training to enhance capacity of new members of investigation and complaint panels.	Q3 2024	Vice-President for Equality, Diversity and Inclusion / Head of Equality, Diversity and Inclusion	In Progress - On Track

Ref	Objective and Rationale	Action	Timeframe Nb. Actions are inclusive year 2023 - 2027	Lead /Responsible	Action Status
1.3		b) Integrate the legislative provision on prohibition of the Incitement to Hatred in policies such as the Staff and Student Codes of Conduct, Communications, and in other related policies, in accordance with the forthcoming Act.	Q2 2024	Vice-President for Equality, Diversity and Inclusion / Head of Equality, Diversity and Inclusion	In Progress - On Track
1.4	Increase compliance with Equality Impact Assessment policy to identify the potential impact and to promote equality and human rights in the context of the legally protected grounds.	a) Strengthen engagement with Equality Impact Assessments. Develop a mechanism to check if new and revised policies have completed Equality Impact Assessments.	Q4 2027	Head of EDI / Director of Human Resources / Head of People and Culture	In Progress - On Track
1.5	Proactively engage in supporting minority ethnic staff and student engagement and representation within our governance structures, specifically Údarás na hOllscoile and Academic Council.	a) Target and support minority ethnic staff and students to seek nominations or run in Academic Council and Údarás na hOllscoile elections.	Q1 2024 and ongoing	Secretary for Governance & Academic Affairs / EDI Programme Manager for Race Equality / Student Union	In Progress - On Track
		b) Increase external representation of civil society organisations working closely with minority ethnic groups in the subcommittees of Údarás na hOllscoile.	Q3 2023 and ongoing	Secretary for Governance & Academic Affairs / EDI Programme Manager for Race Equality	In Progress - On Track
		c) Perform an annual anonymous diversity audit to measure minority ethnic participation in the governance structures and key decision-making committees of the university.	Ongoing		Complete

Ref	Objective and Rationale	Action	Timeframe Nb. Actions are inclusive year 2023 - 2027	Lead /Responsible	Action Status
1.6	All staff in leadership take responsibility for integrating race equality in all processes and decision-making.	a) Review and revise KPIs for senior managers in order to measure performance on integrating EDI, including race equality, in processes, for example implementing specific actions: 1.4 a, 2.5 b, 2.5 e, 2.6 b, 3.3 a, 4.1 b, 4.2 b, 4.8 a & 5.6 a.	Q1 2025	Vice President EDI / Head of EDI / EDI Data Manager / EDI Programme Managers	In Progress - On Track
1.7	Enhance our procurement policy and process to include a Supply Chain Code of Conduct and explore the introduction of a Supplier Diversity Programme. Promote procurement activities in an environmentally, socially, and ethically economically responsible manner linked to the relevant SDGs.	a) Develop a Supply Chain Code of Conduct outlining criteria to inform an EDI standard of practice to be integrated into our public procurement policies and procedures in line with the Public Sector Duty, applicable SDGs and the Office of Government Procurement guidelines.	Q3 2024	Chief Operating Officer / Head of Procurement and Contracts	In Progress - On Track
		b) Explore the development of a Supplier Diversity Programme aimed at developing a more inclusive base of suppliers when procuring goods and services.	Q4 2024		Delayed
1.8	Proactivity promote and embed race equality within the Athena Swan and SDG's programme of work across the University.	a) Engage with Director of Sustainability to promote and embed race equality actions, specifically convergence with the next Sustainability Strategy.	Q1 2024 and ongoing	Deputy President and Registrar/ Sustainability Officer/ Director of Sustainability / EDI Programme Manager for Race Equality / EDI Programme Manager for Gender Equality	Complete
		b) Embed race equality within the Athena Swan Charter Framework and Gender Equality Action Plan to recognise the intersections between race and gender.	Q1 2024 and ongoing		In Progress - On Track

2 - Recruitment, progression and supports

In recent decades, the University has transformed from a third-level institution catering primarily for White Irish (non-Irish Traveller) school leavers, to actively recruiting international students from across the globe and widening the participation of students from underrepresented groups, including Irish Travellers and Roma. It is evident that the University has an increasingly diverse student population, but this diversity is not reflective amongst the staff body and an inclusive approach to staff recruitment, progression and retention will increase diversity. Actions under this theme will focus on establishing and embedding inclusive, transparent and ethical practices across all stages of the staff and student life cycle, including personal, financial, and academic supports as well as career development, mentoring, and training.

The Action Plan will:

- Increase the number of domestic minority ethnic students, including Irish Travellers and Roma, and students from international protection, refugee and vulnerable immigrant backgrounds participating in undergraduate and postgraduate programmes across the University.
- Increase academic, financial and personal supports for international and domestic minority ethnic students, including Irish Travellers and Roma.
- Enhance placement and career progression opportunities for international and domestic minority ethnic students including Irish Travellers and Roma.
- Within an international, national, sectoral and university context, actively lobby to support international staff and students with visa and immigration matters.
- Increase the number of minority ethnic staff across all categories to reflect the diverse student population.
- Monitor recruitment campaigns and identify barriers and enablers to increase representation of people from minority ethnic groups within management positions.
- Enhance the pre-arrival and onboarding experience for international staff.
- Proactively strengthen the approach to supporting the University research community including international PhD researchers.
- Introduce special measures for groups experiencing racism who are most at risk of homelessness or are unable to access appropriate housing or accommodation.

The actions outlined under this thematic area are linked to the following:

Anti-Racism Principles for Irish Higher Education Institutions

8. We will continue to ensure a fair and transparent recruitment process for all staff, regardless of ethnicity.

9. We will address race equality issues in relation to progression and retention of students and staff from minority ethnic groups, including Travellers

Sustainable Development Goals



2 - Theme 2: Recruitment, progression and supports

Ref	Objective and Rationale	Action	Timeframe Nb. Actions are inclusive year 2023 - 2027	Lead /Responsible	Action Status
2.1	Increase the number of domestic minority ethnic students, including Irish Travellers and Roma, and students from international protection, refugee and vulnerable immigrant backgrounds participating in undergraduate and postgraduate programmes across the University.	a) Establish a baseline of the representation of domestic minority ethnic students in undergraduate and postgraduate students once the Student Digital Pathways record system is implemented.	TBC and ongoing	Secretary for Governance & Academic Affairs / Director for Student Recruitment / Director of Registry / Dean of Students / Head of Access Centre	In Progress - Delayed
		b) Target domestic minority ethnic students, including Irish Travellers and Roma, in all undergraduate and postgraduate student recruitment and outreach activities including promotional material, open days, student recruitment events and school visits.	Q1 2024 and ongoing annually		In Progress - On Track
		c) Ensure that race equality is embedded within the International Strategy and Student Recruitment Strategy and Action Plan.	Ongoing	Vice-President International / Secretary for Governance & Academic Affairs / Director of Student Recruitment	In Progress - On Track
		d) Review the engagement, recruitment and supports for Irish Travellers and Roma to ensure that recruitment and retention targets set out in the National Access Plan 2022-2028 are achieved.	Q1 2024 and ongoing annually	Dean of Students / Head of Access Centre / Widening Participation Officer/ Traveller Education Officer / Director, Centre for Adult Learning and Professional Development	In Progress - On Track

Ref	Objective and Rationale	Action	Timeframe Nb. Actions are inclusive year 2023 - 2027	Lead /Responsible	Action Status
2.1		e) Strengthen relationships with Irish Traveller community organisations, post primary schools and Youthreach Centres to increase Irish Traveller and Roma participation with the HEAR/DARE scheme, Grinds4Mincéirs, Adult learning programmes, Educational Transition and Access Programmes.	Q1 2024 and ongoing annually	Dean of Students / Head of Access Centre / Widening Participation Officer/ Traveller Education Officer / Director, Centre for Adult Learning and Professional Development	In Progress - On Track
		f) Increase participation of minority ethnic students in the Youth Academy by identifying and implementing measures to improve engagement, application and completion rates.	Q1 2024 and ongoing annually	Secretary for Governance & Academic Affairs / Director of Student Recruitment / Outreach Development Officer / Head of Access Centre	In Progress - On Track
		g) Review and evaluate the University of Sanctuary initiative to maintain high level of supports for international protection applicants, refugees, vulnerable immigrant groups and Irish Travellers. Ensure that the designation of University of Sanctuary is retained.	Q1 2024 and ongoing annually	Vice-President for EDI / University of Sanctuary Officer	In Progress - On Track
		h) Review the promotion, recruitment and selection process for University of Sanctuary scholarships to ensure that all available scholarship opportunities are filled.	Q1 2024 and ongoing annually		In Progress - On Track

Ref	Objective and Rationale	Action	Timeframe Nb. Actions are inclusive year 2023 - 2027	Lead /Responsible	Action Status
2.1		i) Actively promote Sport scholarships to diverse communities and increase the uptake from prospective students from international and minority ethnic backgrounds.	Q1 2024 and ongoing annually	Dean of Students / Director of Sport and Physical Activities	In Progress - Delayed
		j) Develop (or ring fence) one Elite Athlete Scholarship for domestic minority ethnic students and actively promote amongst diverse communities to ensure strong engagement and uptake of scholarship.	Q1 2024 and ongoing annually		Complete

International Students

2.2	Increase academic, financial and personal supports for international and minority ethnic students including Irish Travellers and Roma.	a) Establish four International Student Support Officer posts (one per College) to offer one to one support to international students and signpost to personal, academic and financial supports including training, mentoring, report and support mechanisms.	Q1 2026	Vice-President International / Dean of Students / Executive Deans of Colleges	Complete
		b) Embed International student supports within all student support services.	Q3 2027		In Progress - On Track

Ref	Objective and Rationale	Action	Timeframe Nb. Actions are inclusive year 2023 - 2027	Lead /Responsible	Action Status
Domestic Minority Ethnic Students					
2.2		c) Build the capacity (via training) within the existing roles of Student Support Officers in each college to provide one-to-one support to minority ethnic students while signposting student supports; personal, academic and financial supports including training, mentoring, report and support mechanisms	Q2 2024	Dean of Students / Student Support Manager / Head of Access Centre	In Progress - On Track
		d) Promote visibility of, and proactively increase awareness of the Student Advisor roles and supports amongst minority ethnic students.	Q2 2024 and ongoing		Complete
		e) Enhance capacity to provide targeted student supports, including disability supports, and widening participation activities for minority ethnic students commensurate with increasing student numbers.	Ongoing		In Progress - On Track
		f) Actively promote financial supports such as 1916 Bursary in outreach activities to encourage and increase opportunities for part-time minority ethnic women with caring responsibilities and prospective student with disabilities to progress to higher education.	Q1 2024 and ongoing		In Progress - On Track

Ref	Objective and Rationale	Action	Timeframe Nb. Actions are inclusive year 2023 - 2027	Lead /Responsible	Action Status
2.2		g) Monitor the participation of international and minority ethnic students in mentoring opportunities (e.g. ATS, PGR etc) and peer learning activities. Establish a baseline of participating international and minority ethnic students from AY 2024/25	Q4 2024 and ongoing	Dean of Students	Delayed
		h) Encourage and increase engagement of international and domestic minority ethnic students in the leadership roles within the Céim programme.	Q3 2024 and ongoing	Vice-President International / Dean of Students / Student Union	In Progress - On Track
		i) Scope and develop an appropriate support model for students whose religious or belief practices, such as Ramadan, may coincide with the timing of examinations or assessments.	Q2 2024	Vice-President International / Dean of Students / Student Support Manager	In Progress - Delayed
		j) Raise awareness of EDI and race equality in all student undergraduate and postgraduate orientation programmes.	Q3 2024	Vice –President International / Dean of Students / Dean of Graduate Studies / EDI Programme Manager for Race Equality	Complete
		k) Develop and implement a postgraduate orientation programme for Post graduate taught students.	Q3 2024	Dean of Students / Dean of Graduate Studies / Executive Deans of Colleges	In Progress - On Track

Ref	Objective and Rationale	Action	Timeframe Nb. Actions are inclusive year 2023 - 2027	Lead /Responsible	Action Status
2.2		l) Develop and implement a cultural competency toolkit to build the capacity of student counsellors and those working in the student mental Health and Wellbeing Supports.	Q3 2024	Dean of Students / Head of Counselling	Delayed

International Students

2.3	Enhance placement and career progression opportunities for international and minority ethnic students including Irish Travellers and Roma.	a) A Global Employability team (Expected to be in place in September/ early Oct) will provide additional support to International students during the placement process	Q3 2023	Vice-President International / Dean of Students / Director of Career Development	Complete
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Domestic Minority Ethnic Students

2.3		b) Establish a new post to provide dedicated support to domestic minority ethnic students including Irish Travellers/Roma for placement and career progression.	Q4 2024	Dean of Students / Director of Career Development	Delayed
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Ref	Objective and Rationale	Action	Timeframe Nb. Actions are inclusive year 2023 - 2027	Lead /Responsible	Action Status
2.4	Within an international, national, sectoral and university context, actively lobby to support international staff and students with visa and immigration matters.	a) Clearly articulate Ireland's position in Common Travel area in pre-arrival material to clarify that Ireland is not in the Schengen and therefore staff from outside of the EU and students will have to apply for visas to travel to other EU countries.	Q2 2024	Vice-President International / Director of Human Resources /Vice-Deans International	Complete
		b) Continue to proactively engage with National authorities to lobby for changes to the recognition of qualifications earned outside Ireland and national immigration policies to mitigate the negative impact of restrictive travel within the EU on staff and students.	Ongoing	Vice-President International	In Progress - Delayed
		c) Identify a single point of contact/staff member in HR to provide dedicated support to international staff with immigration issues and work visas	Q3 2024	Director of Human Resources / Vice-President International	In Progress - Delayed
		d) Review and further develop immigration status supports for international students.	Q3 2024		In Progress - Delayed

Ref	Objective and Rationale	Action	Timeframe Nb. Actions are inclusive year 2023 - 2027	Lead /Responsible	Action Status
2.5	Increase the number of minority ethnic staff across all categories to reflect the diverse student population. Monitor recruitment campaigns and identify barriers and enablers to increase the representation of people from minority ethnic groups within management positions	a) Revise recruitment information packs to include affirmative statements and information on work-life and culture to attract applicants from diverse ethnicities.	Q1 2024	Director of Human Resources / Human Resources Business Partners / EDI Programme Manager for Race Equality	In Progress - On Track
		b) Adapt and mainstream the Inclusive Recruitment Toolkit to ensure that it is appropriately inclusive of, and responsive to, ethnic diversity.	Q4 2023	Director of Human Resources	In Progress - On Track
		c) Explore the possibility of introducing bias observers as part of the Inclusive Recruitment Toolkit for academic staff to monitor selection, promotion, and recruitment processes.	Q3 2024	Director of Human Resources	In Progress - On Track
		d) Plan an inclusive recruitment campaign to recruit an administrative and support services panel with a target of 10% minority ethnic staff – Establish a panel for future recruitment needs in the context of workplace planning to create a more diverse cohort of staff whereby front-line staff are reflective of the demographic of the student population.	Q1 2025 and ongoing	Director of Human Resources	In Progress - On Track

Ref	Objective and Rationale	Action	Timeframe Nb. Actions are inclusive year 2023 - 2027	Lead /Responsible	Action Status
2.5		e) Proactively create opportunities for minority ethnic staff to hold leadership/management positions including non – EDI related positions.	Q1 2025 and over the lifespan of the action plan	UMT / College Deans / Dean of Students / Director of Human Resources	In Progress - On Track
		f) Provide coaching and/ or mentoring to minority ethnic staff to build leadership and managerial capacity.	Q1 2025 and over the lifespan of the action plan	Director of Human Resources / Head of Coaching/ Learning and Development Manager/ EDI Programme Manager for Race Equality	Complete
2.6	Enhance the pre-arrival and onboarding experience for international staff and, where applicable, accompanying families.	a) A new International Liaison Officer in HR to provide dedicated support to international staff pre- and post-arrival in Galway and with HR matters differentially affecting international staff members.	Q4 2023	Director of Human Resources/ Vice-President for Research and Innovation	Delayed
		b) Increase awareness of immigration requirements which impact non-EU staff, particularly among PIs and line managers.	Q3 2024 and ongoing	UMT / Director of Human Resources / Learning and Development Manager	Complete

Ref	Objective and Rationale	Action	Timeframe Nb. Actions are inclusive year 2023 - 2027	Lead /Responsible	Action Status
2.6		c) Create financial aid fund to support the high cost of relocating to Galway in terms of finding accommodation, costs of work permit/visas. Consider relocation fund to cover first 3 months of accommodation for International staff.	Q3 2024 and ongoing	Director of Human Resources / Vice-President for Equality, Diversity and Inclusion	Complete
		d) International Staff Network (ISN) provides input to staff Induction event and welcome information and onboarding material for new international staff.	Ongoing	International Staff Network / Learning and Development Manager	Complete
2.7	Mitigate barriers to promotion and career progression for international staff who experience visa and visa-related travel restrictions	a) Develop an appropriate method to formally qualify and discount disadvantaged related to work permits, visa restrictions on travel for international staff.	Ongoing	Director of Human Resources	In Progress - On Track
2.8	Proactively strengthen the approach to supporting the University research community including international PhD researchers.	a) Continue dialogue with the DFHERIS and the Departments of Justice and of Enterprise, Trade and Employment and the university research community to implement recommendations outlined in the National Review of State Supports for PhD Researchers, First Report 2023.	Q4 2023 and ongoing	Vice-President for Research and Innovation /Dean of Graduate Studies/Vice Deans for Researcher / Head of Researcher Development Centre	Complete

Ref	Objective and Rationale	Action	Timeframe Nb. Actions are inclusive year 2023 - 2027	Lead /Responsible	Action Status
2.8		b) Support the establishment of a Research Staff Network.	Q3 2024	Vice-President for Research and Innovation / Vice-President for Equality, Diversity and Inclusion	Complete
		c) Review and evaluate the supports available to the Research staff community.	Q4 2024	Vice-President for Research and Innovation / Head of Researcher Development Centre	Complete
2.9	Introduce special measures for groups experiencing racism who are most at risk of homelessness or are unable to access appropriate housing or accommodation.	a) Ring fence on-campus accommodation for international staff.	Q3 2024	Chief Operating Officer / UMT	Delayed
		b) Ring fence on-campus accommodation for international and domestic minority ethnic students.		Dean of Students / Chief Operating Officer / Vice-President International	In Progress - On Track
		c) Lobby for an end to Direct Provision and for more suitable accommodation for refugees and asylum seekers, and the provision of culturally appropriate accommodation for Irish Travellers.		Places of Sanctuary Ireland / University of Sanctuary / University of Sanctuary Officer	In Progress - On Track

3 – Data, monitoring and reporting

As the implementation period for the action plan commences, it is imperative to strengthen the data, reporting and monitoring mechanisms to enable better measurement and understanding of racial inequality and race equality within the University. The consultation process identified significant shortcomings in our ethnic equality monitoring, ethnicity data collection and use, and reporting of race inequalities in our university. Also, staff and students highlighted the need to review and strengthen the report and support mechanisms of racial incidents as a priority action. The actions outlined under this thematic focus will enable the University to actively tackle, measure and embed a zero-tolerance approach to racism while advancing race equality across all aspects of the University.

The Action Plan will:

- Develop a robust, sustainable structure to drive the collection and reporting of EDI and ethnicity data. Record student and staff data, including research staff, disaggregated by ethnicity to inform our strategic priorities and policies, and to monitor retention and career outcomes for students and staff from minority ethnic groups including Irish Travellers.
- Establish a baseline of the ethnicity profile of senior management roles within the University.
- Monitor, evaluate and report on action plan implementation.
- Create a robust process to support informal reporting of incidents of racial discrimination. This will be linked to the procedures under the revised Equality Opportunities Policy.
- Develop a more comprehensive understanding of the complexity and cumulative impact of intersectional discrimination.

The actions outlined under this thematic area are linked to the following:

Anti-Racism Principles for Irish Higher Education Institutions

7. We will record student and staff data disaggregated by ethnicity to inform our anti-racism policies and actions, and to monitor retention and career outcomes for students and staff from minority ethnic groups, including Travellers.

Sustainable Development Goals



3 - Data, monitoring and reporting

Ref	Objective and Rationale	Action	Timeframe Nb. Actions are inclusive year 2023 - 2027	Lead /Responsible	Action Status
3.1	A robust, sustainable structure to drive the collection and reporting of EDI and ethnicity data.	a) Data Manager to assist with the collection, processing, monitoring and reporting of the EDI and ethnicity data across the University.	Q3 2023 and ongoing	Vice-President for Equality, Diversity and Inclusion	Complete
3.2	Record student and staff data, including research staff, disaggregated by ethnicity to inform our strategic priorities and policies, and to monitor retention and career outcomes for students and staff from minority ethnic groups including Irish Travellers.	a) Drive a campaign to build trust and increase disclosure of diversity data on the Core ESS portal.	Annually	Head of Equality, Diversity and Inclusion/EDI Programme Manager for Race Equality / EDI Data Manager / Director of Human Resources	In Progress - Delayed
		b) Collect research staff diversity data, including ethnicity data, on the Core ESS portal.	Q4 2024 and ongoing	Director of Human Resources/ Vice-President for Research and Innovation	Complete
		c) Collect staff Gender, Ethnicity and Disability data on commencement of employment in the University, under the mandate of the HEA Act 2022. Support HR to collect same data for existing employees.	Q4 2024 and ongoing	Director of Human Resources	In Progress - On Track
		d) Establish baseline for measuring academic and career progression for minority ethnic staff and students.	Q4 2024 and ongoing	Deputy President and Registrar / Director of Human Resources / EDI Data Manager	Complete

Ref	Objective and Rationale	Action	Timeframe Nb. Actions are inclusive year 2023 - 2027	Lead /Responsible	Action Status
3.2		e) Include mandatory field for ethnicity data for students registering in the new student record system (SDP).	TBC and ongoing	Deputy President and Registrar / Dean of Students	Complete
		f) Review approach to data collection in line with new National Equality Data Strategy.	Q4 2024	Chief Operating Officer	In Progress - Delayed
3.3	Establish a baseline of the ethnicity profile of senior management roles within the University.	a) Conduct diversity audit of senior management roles (UMT, Directors/ Heads of Schools, Heads of Unit) in the University.	Q3 2024 and annually	Head of Equality, Diversity and Inclusion / EDI Data Manager / Director of Human Resources	In Progress - On Track
3.4	Monitor, evaluate and report on action plan implementation.	a) EDI Programme Manager for Race Equality and Race Equality Committee to oversee the monitoring of Action Plan with annual reporting to EDICC, UMT, EDIHRC and Údarás na hOllscoile.	Annually with formal mid-cycle review – Q1 2026.	Vice-President for Equality, Diversity and Inclusion / EDI Programme Manager for Race Equality	Complete
3.5	Create a robust process to support informal reporting of incidents of racial discrimination and outcomes. This will be linked to the procedures under the revised equality policy (Linked to action 1.3 a).	a) Development of a mechanism to log incidents of racism in addition to providing supports to victims of racism, where a person doesn't wish to make a formal complaint.	Q4 2024	Vice-President for Equality, Diversity and Inclusion/EDI Programme Manager for Race Equality / EDI Data Manager	Complete

Ref	Objective and Rationale	Action	Timeframe Nb. Actions are inclusive year 2023 - 2027	Lead /Responsible	Action Status
3.5		b) Maintain an annual register of formal complaints and outcomes.	Q4 2024	Vice-President for Equality, Diversity and Inclusion/EDI Programme Manager for Race Equality / EDI Data Manager	In Progress - On Track
3.6	Develop a more comprehensive understanding of the complexity and cumulative impact of intersectional discrimination.	a) Develop an Intersectionality Discrimination index to evaluate the prevalence and impacts of discrimination experienced by students across multiple social identities and diverse characteristics.	Q2 2026	Vice-President for Equality, Diversity and Inclusion / Director of Centre for Global Women's Studies	In Progress - On Track

4 – Community, communications and culture

The culture of an institution is founded on shared values and behaviours of the community and their demonstrable evidence – visual and measurable. As an educational and intellectual community, the University is committed to developing and sustaining an inclusive anti-racist culture where staff and students can fully engage with conversations of racial inequality and race equality. The consultation process outlined that effective intercultural communication and meaningful engagement across the University is crucial to tackling racist rhetoric, advancing race equality and transforming the culture of the University. The actions underpinning this theme focus on staff and students having the opportunity to develop a sense of belonging, the importance of intercultural communications, inter faith and intercultural diverse events, visual culture and inclusive spaces on campus to build the stronger, more equitable global future that we envision.

The Action Plan will:

- Build awareness and understanding of race equality, racism, anti-racism, unconscious bias, equality and human rights in the public service.
- Increase intercultural awareness and actively encourage open dialogue and communication that is respectful of cultural and ethnic diversity.
- Proactively develop and create an environment that maximises the engagement and participation of ethnically diverse staff and students, supporting integration, interculturalism and respect for diversity.
- Build awareness among staff and students of structural, institutional and interpersonal racism. Support all members of the University community to identify and respond to racism.
- Ensure that race equality and the successful integration of students will underpin student success.
- Increase visibility of EDI and race equality within the primary pages of the University website, app and social media platforms.
- Proactively log and report incidents of hateful/ inflammatory language that occur in any university communications including social media and online.
- Strengthen the relationship with civil society organisations and take a leadership role to support actions to advance race equality in wider society.
- Support safety on campus and the inclusion of staff and students through enhancing inclusivity on campus.
- Enhance the recognition of cultural, historical and legal basis for supporting Irish Language strategy in addition to supporting Irish language.
- Support the provision of a wide range of food choices on campus to respond to specific cultural needs.
- Embrace and embed a more collaborative and inclusive culture for international and minority ethnic students, including Irish Travellers and Roma, across extracurricular activities including clubs and societies in the University.

The actions outlined under this thematic area are linked to the following:

Anti-Racism Principles for Irish Higher Education Institutions

2. We will highlight the structural, institutional, and historical dimensions of racism which have informed past and current practice in HEIs and the societies in which they are situated.
3. 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.
4. We will encourage an open dialogue on advancing Race Equality.

Sustainable Development Goals



4 - Community, communications and culture

Ref	Objective and Rationale	Action	Timeframe Nb. Actions are inclusive year 2023 - 2027	Lead /Responsible	Action Status
4.1	Build awareness and understanding of race equality, racism, anti-racism, unconscious bias, equality and human rights in the public service.	a) Develop a multi-faceted education and training plan to promote awareness and build capacity in relation to racism and anti-racism, in theory and practice.	Q1 2024 and ongoing	Vice-President for Equality, Diversity and Inclusion/ Head of Equality, Diversity and Inclusion / EDI Programme Manager for Race Equality / Learning and Development Manager / UMT	In Progress - On Track
		b) Explore ways to embed training in staff annual review processes and support managers to set targets to drive uptake.	Q1 2024 and ongoing	Head of Equality, Diversity and Inclusion / EDI Programme Manager for Race Equality / Learning and Development Manager	In Progress - On Track
		c) Promote IHREC Public Sector Duty Training.	Q3 2024 and ongoing		In Progress - On Track
4.2	Increase intercultural awareness and actively encourage open dialogue and communication that is respectful of cultural and ethnic diversity. Proactively develop and create an environment that maximises the engagement and participation of ethnically diverse staff and students, supporting integration, interculturalism and respect for diversity.	a) Co-design and embed an agreed protocol on intercultural communications within existing visual, oral and written university communications that strengthen the University EDI narrative, including racial literacy, in partnership with the OVPEDI team and staff and students with lived experience.	Q3 2024	Vice-President for Equality, Diversity and Inclusion/ Vice-President for Engagement / Director of Marketing and Communications /College Communication Officers	In Progress - On Track

Ref	Objective and Rationale	Action	Timeframe Nb. Actions are inclusive year 2023 - 2027	Lead /Responsible	Action Status
4.2		b) Develop and mainstream a set of guidelines for event planning to support cultural diversity and promote participation, engagement and integration.	Q3 2024	EDI Programme Manager for Race Equality / Vice-President International	In Progress - On Track
		c) Develop and mainstream a set of competency matrix guidelines for EDI Committees and subcommittees that support stronger engagement and representation of minority ethnic staff and students.			In Progress - On Track
		d) Establish a Race Equality Staff Network that actively encourages open dialogue with race equality matters.	Q3 2024	Vice-President International/ Dean of Students/ Vice Deans EDI/ Vice Deans International / Student Union	Complete
		e) Establish a Race Equality Student Forum (a subcommittee of Race Equality Committee) that actively encourages open dialogue with race equality matters.			Complete
		f) Continue to host events that celebrate cultural diversity and EDI including Black History Month, Irish Traveller Ethnicity Day, World Refugee Day, Galway Pride, International Women's Week, Disability events and Nelson Mandela Anti-Racism Week. Look to include additional events to encompass the diverse communities within the university.	Ongoing	Office of the Vice-President for Equality, Diversity and Inclusion / Access Centre / University of Sanctuary / International Office / Societies Office / Staff Networks	Complete

Ref	Objective and Rationale	Action	Timeframe Nb. Actions are inclusive year 2023 - 2027	Lead /Responsible	Action Status
4.3	Build awareness among staff and students of structural, institutional and interpersonal racism. Support all members of the University community to identify and respond to racism.	a) Develop a multi-faceted anti-racism campaign to challenge racist behaviours, practices and assumptions.	Q4 2023 and ongoing	Vice-President for Equality, Diversity and Inclusion/ EDI Programme Manager for Race Equality / Director of Marketing and Communications	In Progress - On Track
		b) Develop and roll out an accredited Race Equality Ally programme (including Active Bystander training) to increase awareness of race equality, signaling visible support for minority ethnic staff and students.	Q2 2024 and ongoing	EDI Programme Manager for Race Equality / Learning and Development Manager	Complete
4.4	Race equality and the successful integration of students will underpin student success.	a) Race equality and the integration between international, minority ethnic and white settled Irish students, in all aspects of university life, is prioritised in the Student Success Strategy and Action Plan.	Q2 2024	Dean of Students / Student Success Manager / Vice-President International	In Progress - On Track
		b) Develop and roll out of a pre-arrival eLearning module that focuses on integration into Ireland for International students.			In Progress - Delayed
4.5	Increase visibility of EDI and race equality within the primary pages of the University website, app and social media platforms.	a) Embed EDI icon with hyperlink to OVPEDI webpage alongside current icons which are tagged at the bottom of all University webpages.	Q1 2026	Vice-President for Equality, Diversity and Inclusion / Vice-President for Engagement	In Progress - On Track

Ref	Objective and Rationale	Action	Timeframe Nb. Actions are inclusive year 2023 - 2027	Lead /Responsible	Action Status
4.5		b) Link to OVPEDI webpage in prime, easy to find, location on the main university webpage.	Q1 2026	Vice-President for Equality, Diversity and Inclusion / Vice-President for Engagement	In Progress - On Track
		c) Link to OVPEDI webpage in prime easy to find location on the main college webpages, student support services webpages and Student Union webpage.	Q1 2026		In Progress - On Track
		d) Ensure that OVPEDI social media platforms are tagged in all university social media posts related to EDI including diversity calendar, events and related press releases.	Ongoing		In Progress - On Track
		e) Develop a single webpage that clearly signposts all supports for international and minority ethnic students (ref. action 2.2) linked to prominent sites and actively promoted visibility via all communication channels.	Q3 2024 and maintain thereafter	Vice-President International / Dean of Students	Complete
		f) Develop a single webpage that clearly signposts all supports for international and minority staff (ref. action 2.2) linked to prominent sites and actively promoted visibility via all communication channels		Director Human Resources	In Progress - On Track

Ref	Objective and Rationale	Action	Timeframe Nb. Actions are inclusive year 2023 - 2027	Lead /Responsible	Action Status
4.6	Proactively log and report incidents of hateful/ inflammatory language that occur in any university communications including social media and online.	a) Development of a mechanism for all university communications, including social media and online, to log and report any hateful/ inflammatory language that is likely to incite violence or hatred against a person or persons because they are associated with a protected characteristic including race and ethnicity.	Q4 2024 and ongoing	Deputy President and Registrar / Director of Communications and Marketing	In Progress - On Track
4.7	Strengthen the relationship with civil society organisations and take a leadership role to support actions to advance race equality in wider society.	a) Engage with local, national and international civil society organisations, higher education bodies and institutions to promote race equality regionally and nationally.	Q2 2024 and ongoing	Irish Centre for Human Rights/ Community Knowledge/ University of Sanctuary / Public Participation Network	In Progress - On Track
4.8	Support the inclusion of staff and students through enhancing inclusivity on campus.	a) Colleges to review representation and imagery throughout the built environment to enhance diversity and support belonging and inclusion.	Q4 2024 and ongoing	Chief Operating Officer / Executive Deans of Colleges	In Progress - On Track
		b) Update the naming policy to ensure an increase in the diversity of representation in the naming of buildings, rooms/lecture halls and other physical spaces.	Q 3 2024 and ongoing	Deputy President and Registrar	Not Started

Ref	Objective and Rationale	Action	Timeframe Nb. Actions are inclusive year 2023 - 2027	Lead /Responsible	Action Status
4.8		c) Review the art collection of the University and expand to be more inclusive of paintings, drawings, watercolours, prints, etchings, sculptures, tapestries and installations from minority ethnic artists. Ensure that the art collection is visible across the colleges.	Q2 2024 and ongoing	Vice-President for Engagement / Executive Deans of Colleges	In Progress - On Track
		d) Provision of new multi-faith room on campus located Corrib Village, South Campus.	Q3 2023	Chief Operating Officer / Director of Buildings and Estates / Vice – President International / Dean of Students	Complete
		e) Formally adopt multi-faith model for the Chaplaincy. The space will be conducive to the provision of one-to-one support, individual meditation and communal worship.	Q4 2023	Chief Operating Officer / Director of Buildings and Estates / Vice – President International / Dean of Students	In Progress - Delayed
		f) Recognise the contributions to progressing race equality under the annual EDI awards.	Q3 2024	Office of the Vice-President for Equality, Diversity and Inclusion	Complete
4.9	Support safety on campus.	a) Adopt additional measures to enhance campus safety, including the Safe Campus app and increased security presence.	Q2 2024	Chief Operating Officer	Complete
		b) Development of a Critical Incident Policy, that is inclusive of the legislative provision on prohibition of the Incitement to Hatred, with clearly established lines of response in relation to personal safety of both staff and students.	Q4 2024		In Progress - On Track

Ref	Objective and Rationale	Action	Timeframe Nb. Actions are inclusive year 2023 - 2027	Lead /Responsible	Action Status
4.10	Recognition of cultural, historical and legal basis for supporting Irish Language strategy in addition to supporting the Irish language.	a) Work with the University communities to enhance our bilingual campus through communicating the key tenets of the Irish Language strategy in the context of the EDI agenda, providing translation supports and language classes to cultivate competence and proficiency amongst staff and students.	Ongoing	Deputy President and Registrar	In Progress - On Track
4.11	Provision of a wide range of food choices on campus to respond to specific cultural needs.	a) Ensure the range of culturally appropriate food choices on campus and increase visibility of the options available.	Q1 2024 and ongoing	Chief Operating Officer	Complete
		b) Identify services and vendors that can support catering for weekend on-campus activities and promote with the University community.	Q2 2024 and ongoing		Complete

Student Clubs

4.12	Embrace and embed a more collaborative and inclusive culture for international and minority ethnic students, including Irish Travellers and Roma, across clubs and societies in the University.	a) Take steps to increase the participation of international and minority ethnic students in sporting activities while supporting integration with white settled Irish students.	Q3 2024 and ongoing	Dean of Students / Head of Sport and Physical Activities	In Progress - On Track
		b) Build and sustain relationships with community organisations that work closely with international and minority ethnic students and collaborate on sporting events and initiatives.	Q3 2024 and ongoing		In Progress - On Track

Ref	Objective and Rationale	Action	Timeframe Nb. Actions are inclusive year 2023 - 2027	Lead /Responsible	Action Status
4.12		c) Establish information-sharing and peer-networking channels for young international and minority ethnic athletes.	Ongoing		In Progress - Delayed

Student Extracurricular Activities

		d) Continue to actively promote extracurricular activities and volunteering opportunities amongst international and minority ethnic students to ensure strong engagement and an enhanced student experience.	Ongoing	Dean of Students / Student Volunteer Coordinator	In Progress - On Track
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Student Societies

		e) Continue to support student societies aimed at international and domestic minority ethnic students to ensure a strong student experience.	Q2 2024	Dean of Students / Societies Officer	Complete
		f) Develop a plan to increase integration between international, domestic minority ethnic and white settled Irish students in all activities related to societies.	Q4 2023		Complete

5 – Scholarship and curriculum

The University strives to become a global leader in inclusive research, teaching, and learning, to successfully achieve this objective, the prioritisation of embedding inclusive research and education across the University is of paramount importance. The research identified the need to diversify scholarship to include non-extractive research practices, decolonising methodologies, anti-racist pedagogies, liberation pedagogies and other pedagogies for social justice. Also, staff and students identified the need to strengthen the focus on race equality within the roll out of the sustainable development goals and embed perspectives of the global south, nomadism, indigenous and black studies into the curriculum. The actions aim to progressively address issues related to curriculum development, linguistic diversity, student assessment, researcher development and research practice.

The Action Plan will:

- Develop a comprehensive and multifaceted decolonisation project through mapping and transforming curricula, showcasing research and developing institutional partnerships and research collaborations.
- Undertake an extensive review of curricula including course content and design through equality reviews of modules.
- Explore the potential for developing partnerships and research collaborations with higher education institutions in the Global South. Increase knowledge and evidence base pertaining to ethnic diversity, racism, anti-racism and race equality, as specified in the National Action Plan Against Racism.
- Embed EDI values within research and support antiracist and inclusive research practices and support researchers in inclusive research design.
- Increase racial literacy and confidence among staff to embed inclusive practices in the delivery of teaching.
- Embed EDI into the Library collections and curriculum of the University that includes perspectives from the Global South, Nomadism, Indigenous and Black Studies.
- Increase awareness of the SDGs within the curriculum and across the broader university campus and community.
- Support students with English as a second language to undertake their academic programmes and university engagement in an inclusive manner through the provision of appropriate language support.
- Academic assessments to be more inclusive of the cultural and linguistic diversity of the student body, drawing of the principles of UDL in teaching, learning and assessment.

The actions outlined under this thematic area are linked to the following:

Anti-Racism Principles for Irish Higher Education Institutions

2. We will highlight the structural, institutional, and historical dimensions of racism which have informed past and current practice in HEIs and the societies in which they are situated.

3. 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.

Sustainable Development Goals



5 - Scholarship and Curriculum

Ref	Objective and Rationale	Action	Timeframe Nb. Actions are inclusive year 2023 - 2027	Lead /Responsible	Action Status
5.1	Develop a comprehensive and multi-faceted decolonisation project through mapping and transforming curricula, showcasing research and developing institutional partnerships and research collaborations.	a) Develop a project plan for a phased approach to achieve the range of objectives relevant to decolonisation including curriculum, research and collaborative partnerships.	Q3 2024	Deputy President and Registrar / Vice-President International / Vice-President for Equality, Diversity and Inclusion / Dean of Students / EDI Programme Manager for Race Equality	In Progress - On Track
5.2	Undertake an extensive review of curricula including course content and design through equality reviews of modules.	a) Map module content for evidence of good practice in addition to a gap analysis with reference to equality, ethnic diversity, indigeneity and addressing racial inequality in higher education curricula and pedagogy.	Q4 2024	Deputy President and Registrar / Vice-President International / Vice-President for Equality, Diversity and Inclusion / Director of Celt	In Progress - On Track
		b) Develop a toolkit to support academic staff to include diverse perspectives and approaches within modules.	Q4 2024		In Progress - On Track
5.3	Explore the potential for developing partnerships and research collaborations with higher education institutions in the Global South.	a) Map existing relationships and research projects engaged in partnership approaches with institutions in the Global South.	Q4 2024	Vice-President for Research and Innovation / Vice-President International	In Progress - On Track
		Develop formalised partnerships with identified institutions as part of a wider initiative on decoloniality.	Q4 2025	Vice-President for Research and Innovation	In Progress - On Track

Ref	Objective and Rationale	Action	Timeframe Nb. Actions are inclusive year 2023 - 2027	Lead /Responsible	Action Status
5.4	Increased knowledge and evidence base pertaining to ethnic diversity, racism, anti-racism and race equality, as specified in the National Action Plan Against Racism.	a) Engage with institutions in the ENLIGHT partnership to showcase existing research in this field in addition to building capacity for the development of research collaborations.	Q4 2024	Vice- President International / Head of ENLIGHT	Complete
		b) Engage with community groups and various stakeholders in the University of Sanctuary initiative to increase knowledge of ethnic diversity, racism, anti-racism and race equality in higher education and wider society.	Q4 2024	Vice-President for EDI / University of Sanctuary Officer	In Progress - On Track
5.5	Embed EDI values with-in research and support anti-racist and inclusive research practices and support researchers in inclusive research design.	a) Review and strengthen the adoption of EDI values and inclusive research practices within the Research Ethics policy (QA512).	Q3 2024	Research Ethics Committee	In Progress - On Track
5.6	Increase racial literacy and confidence among staff to embed inclusive practices in the delivery of teaching.	a) Ongoing training provided to staff on inclusive pedagogy, including awareness of ethnic and cultural diversity.	Commencing in Q1 2025 – ongoing	Deputy President and Registrar / Director of Celt / Vice-President for Equality, Diversity and Inclusion / Dean of Students	Delayed
5.7	Embed EDI into the Library collections and curriculum of the University that includes perspectives from the Global South, Nomadism, Indigenous and Black Studies.	a) Raise awareness of existing library resources, including the archives, which include EDI and perspectives from the Global South, Nomadism, Indigenous and Black Studies including the Mincéirs collection. Expand these resources where applicable.	Q3 2024 and ongoing	Deputy President and Registrar / University Librarian / Vice-President for Equality, Diversity and Inclusion	In Progress - On Track

Ref	Objective and Rationale	Action	Timeframe Nb. Actions are inclusive year 2023 - 2027	Lead /Responsible	Action Status
5.8	Increase awareness of the SDGs within the curriculum and across the broader university campus and community.	a) Embed SDGs within the curriculum, while proactively promoting a diversity of module content inclusive of perspectives from the Global South, Nomadism, Indigenous and Black Studies.	Commencing Q3 2024	Deputy President and Registrar / Vice-President for Equality, Diversity and Inclusion / Director of Sustainability	In Progress - On Track
5.9	Support students with English as a second language to undertake their academic programmes and university engagement in an inclusive manner through the provision of appropriate language supports.	a) Provision of English language classes and workshops to support students to increase their language competency in an academic environment.	Q3 2023 and ongoing	Vice-President International / English Language Centre	In Progress - On Track
		b) Maintain support for International Second Language Acquisition (ISL A) Community Society to empower students academically and within the University community.	Q3 2023 and ongoing	Vice-President International/ English Language Centre Manager / Societies Officer	Complete
5.10	Academic assessments to be more inclusive of the cultural and linguistic diversity of the student body, drawing of the principles of UDL in teaching, learning and assessment.	a) Ongoing training provided to staff on inclusive approaches to assessment with specific emphasis on linguistic and cultural diversity.	Commencing Q1 2025 and ongoing	Deputy President and Registrar / Director of Celt / Vice-President for Equality, Diversity and Inclusion	Not Started
		b) English Language Centre provision of general and bespoke English language and academic workshops, in addition to one-to-one academic writing sessions with students.	Q3 2023 and ongoing	Vice-President International/ English Language Centre Manager	In Progress - On Track

Appendix 1

Race Equality Committee Membership 2024/25

Name	Role/School/Unit/College
Mr Owen Ward	EDI Programme Manager for Race Equality
Dr Helen Maher	Vice President for Equality, Diversity and Inclusion
Ms Aoife Cooke	Head of Equality, Diversity and Inclusion
Dr Su-Ming Khoo	School of Political Science & Sociology
Ms Lorna Cuckow	Director of Internationalisation
Professor Ciara Meehan	Dean of Students
Dr Dinali Wijeratne	Research Support Services Coordinator
Dr Nata Duvvury	Centre for Global Women's Studies
Dr Sarah-Anne Buckley	College of Arts, Social Sciences and Celtic Studies
Dr Deirdre Curran	College of Business, Public Policy & Law
Dr Mary Dempsey	College of Science & Engineering
Dr Kasia Whysall	College of Medicine, Nursing and Health Sciences
Professor Becky Whay	interim Deputy President and Registrar
Mr John Gill	Chief Operating Officer
Ms Caroline Loughnane	Secretary for Governance and Academic Affairs
Ms Lorna Farren	Director of Marketing and Communications
Mr Aidan Harte	University of Sanctuary Officer
Mr Raisul Sourav	Student Union Ethnic Minority Officer
Dr Tanja Kovačič	EDI Race Equality Advisor
Ms Prisca Chipao	EDI Race Equality Advisor
Dr Tina-Karen Pusse	International Staff Network
Professor Chaosheng Zhang	Professor of Geography
Professor Siobhán Mullally	Director of Irish Centre for Human Rights
Professor Afshin Samali	Professor of Cancer Biology
Professor Abhay Pandit	Director of CÚRAM
Ms Anne Marie Stokes	EDI Race Equality Advisor



OLLSCOIL NA GAILLIMHÉ
UNIVERSITY OF GALWAY

Race Equality Framework and Action Plan Mid-Term Review 2023–25

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