Ollscoil na Gaillimhe
University of Galway

Race Equality Framework and Action Plan

2023 – 2027

November 2023

Office of the Vice-President
for Equality, Diversity and Inclusion

University *of* Galway.ie

Contents

1	President Ciarán Ó hÓgartaigh Foreword	3
2	Office of the Vice-President for Equality, Diversity and Inclusion Foreword	4
3	Race Equality Framework and Action Plan 2023 - 2027	5
4	Mission Statement	5
5	Introduction	5
6	Vision and objectives	6
7	Scope	6
8	Monitoring	6
9	Background	7
10	Methodology	7
11	Terminology	8
12	Statutory Context	9
13	Higher Education Authority Anti-Racism Principles	10
14	National Statement on Race Equality in Irish Higher Education	10
15	Anti-Racism Principles for Irish Higher Education Institutions	10
16	Commitments to Advance Race Equality in Irish Higher Education	11
17	Race Equality Action Plan 2023 – 2027	12
18	Leadership, strategy and policy	13
19	Recruitment, progression and supports	17
20	Data, monitoring and reporting	29
21	Community, communications and culture	33
22	Scholarship and curriculum	42
23	Appendix 1: Race Equality Committee Membership 2022/23	46
24	Appendix 2: Terminolgy and Definitions	48

President's Foreward

We are delighted to introduce University of Galway's first Race Equality Framework and Action Plan. Galway is a diverse city and University of Galway stands in solidarity with those of all ethnic backgrounds. This plan actively vindicates their rights and is a hallmark of our values. We wish to make good a university where everybody feels they belong.

This plan is a critical milestone in that evolving commitment to creating an equitable and inclusive higher education community, representative of the ethnic diversity of our society. The plan is also very timely in the context of sectoral and national policy developments in relation to promoting race equality in higher education, and the National Action Plan Against Racism launched earlier this year. In leading out with our institutional Race Equality Framework and Action plan, we are affirming our ambition for enhancing inclusion with particular attention to minority ethnic staff and students. We also recognise that race and ethnicity are not singular characteristics but intersect with multiple aspects of identity such as gender, age, sexuality, disability, to name some. Accordingly, this plan demonstrates that there is not a singular approach to promote race equality, our focus is on a multifaceted comprehensive plan that proactively supports race equality, with a diverse and complementary set of actions embedded across the University.

As President of University of Galway, I recognise that I am President of my alma mater because of the opportunities I had in life from an early age. Not everybody had those opportunities. As a university, we can correct those wrongs of history in our teaching, our research, our openness and our determination to provide new opportunities in new ways in a new century.

As noted in our strategic plan, our vision is guided by our core values of **respect** in our actions, **excellence** in our work, **openness** in our outlook and **sustainability** in our approach, all of which are integral to the promotion of race equality. In addition, as an institution we are committed to the public good, and we are mindful of how polarised society can become when we allow racist discourse, behaviours and inequality to prevail. Furthermore, our vision is distinguished by kindness and a commitment to equality, in building an institutional culture which empowers our people to thrive. Racism impacts negatively, on individuals, on families, our university community and the wider society. The plan therefore is a targeted approach to be lead in this regard.

Sometimes racism is unintended, unconscious, sometimes it is not. We therefore need to look into our hearts and recognise and check our own behaviours, individually and institutionally. This plan is part of – at the heart of – that journey. I commend all my colleagues who make it so.

Professor Ciarán Ó hOgartaigh
University of Galway President

Office of the Vice-President for Equality, Diversity and Inclusion Foreword

While the University has made major strides to embed equality, diversity and inclusion across the institution, it is widely acknowledged that we need to sharpen our focus on race equality. In doing so, we actively welcome and support the richness that our diverse community brings to University of Galway while acknowledging our unique history as an Irish bilingual university in the west of Ireland. With funding from the Higher Education Authority Performance Fund, our University had the capacity to develop a multifaceted Race Equality Framework and Action Plan.

The Race Equality Framework and Action Plan will guide us on our journey towards advancing race equality while cultivating a more equitable and inclusive university. In particular, it articulates our commitment and plans to enable an environment where different outlooks and experiences are visibly and openly valued. In doing so, it further acknowledges that race equality is central to the pursuit of respect, openness, sustainability and excellence which are explicit values of our university. Shaped by insights from our university community and external community partners, while building on the University Strategy 2020-2025 and Equality, Diversity and Inclusion Strategy 2020-2025, this work is committed to advancing race equality and providing a welcoming inclusive environment where everyone has a sense of belonging and can thrive.

Under the auspices of the Office of the Vice-President for Equality, Diversity and Inclusion and through the leadership of the Race Equality Committee[1] and ongoing commitment from the University Management Team, we have established tangible actions to align our efforts, deepen our understanding and take meaningful action to advance race equality at University of Galway. The Race Equality Framework and Action Plan approach is intersectional, intercultural, accountable and grounded in meaningful inclusion, so that the work we do to address race inequalities is informed by those most impacted and recognises we all have a part to play in building an inclusive learning and working environment. In order to effect progress and make real change, the commitment to race equality must be prioritised, ongoing and integrated into everything we do.

At the heart of the Race Equality Framework and Action Plan is the recognition of the different lived experiences of our diverse university community, including challenges faced by minority ethnic individuals, and a renewed strengthen relationship with all members of the University community as we work collaboratively to implement actions to address issues raised. Moving forward, we all need to engage in this work, which may at times be challenging and uncomfortable, but also powerful and rewarding. It is work aimed at creating the University of Galway of the future—it is also work that is fundamental in creating an inclusive higher education institution that is a beacon of hope and opportunity to all as we strive to become a global university.

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

Mr Owen Ward
EDI Programme Manager for Race Equality

1 See appendix 1 for full membership of the Race Equality Committee 2022/23

Race Equality Framework and Action Plan 2023 - 2027

Race equality is defined as equal representation, equal experiences and equal outcomes of staff and students from minority ethnic groups, while race inequality is defined as unequal representation, unequal experiences and unequal outcomes of staff and students from minority ethnic groups[2].

Mission Statement

Our mission is to enable, empower and embed a culture of race equality throughout University of Galway which benefits the entire university community and will support University of Galway to perform to its full potential. While there has been a strong commitment to create a fair and equal society, racism and racial inequalities still exist in our everyday lives within higher education and wider society in Ireland.

We unconditionally reject racism in all forms and embrace the institutional change necessary to dismantle systems that perpetuate injustice and inequity. We recognise the intersectional and intercultural dimensions that exist between racism and all other forms of inequality and oppression. Racism goes beyond conscious or open hostility towards individuals or communities because of their culture, colour, nationality, race or ethnic background. Racism can be subtle and unconscious. To truly tackle racism we need to understand the role we all play.

By embracing and implementing the actions in the Race Equality Action Plan, we are consciously structuring our activities to reflect our values and actions to address systemic barriers to race equality. This requires solidarity, bravery and honesty in recognising that there remains much to do and we must work collectively to listen to experiences and to tackle these inequalities.

Knowing that words are powerful when coupled with action, we will be open, transparent, and accountable in the institution's race equality initiatives. We will listen and learn from each other and work to hear and amplify the voices of those who have been marginalized, and we will use every opportunity to create lasting culture change in alignment with these objectives.

Introduction

In recent decades University of Galway has been transformed, from a third level institution catering primarily for White Irish (non-Irish Traveller) school leavers, to actively widening the participation of students from underrepresented groups and striving to become an international global institution engaged with an increasingly diverse student and staff body. Along with this transformation, both international and domestic ethnic diversity in our student and staff population has become a key strength of our university, which we must respect, protect and continue to build on.

University of Galway is for the public good and is dedicated to nurturing global citizens and addressing key questions facing the world. Underpinning our success is a zero tolerance approach to racism and ongoing commitment to transition from a non-racist university to an anti-racist third level institution. To achieve this objective, we will advance and embed race equality across our university to secure our place as a global leader for our distinctive, transformative and impactful inclusive teaching, research and innovation, our staff and student experience, and our passion for culture and creativity.

The Race Equality Framework and Action Plan for the University of Galway will provide a clear roadmap that fulfils the race equality goals laid out in the University Vision and Strategy 2020 to 2025 and University Equality, Diversity and Inclusion Strategy 2020 to 2025. The Framework and Action Plan are underpinned by the values of Respect, Openness, Sustainability and Excellence, while rooted in a commitment to human rights, democracy, and the rule of law that also recognises University of Galway's obligations to advance race equality, while respecting and protecting human rights. In consultation with the Race Equality committee, five thematic areas have been identified for the Race Equality Framework and Action Plan 2023 - 2027.

2 Definition included in the HEA Race Equality in the Higher Education Sector Report 2021

Race Equality Framework and Action Plan themes

Vision and Objectives

University of Galway is committed to embedding a zero-tolerance approach to racism and advancing race equality throughout our university. The Race Equality Framework and Action Plan aims to drive cultural and organisational change to achieve this objective. The responsibility lies with each of us to robustly challenge racism, and to create and sustain an environment where white settled Irish and minority ethnic, including international, staff and students come together with different views, approaches and insights that leads to a richer, more creative and innovative environment for teaching and research, including our staff and student experience.

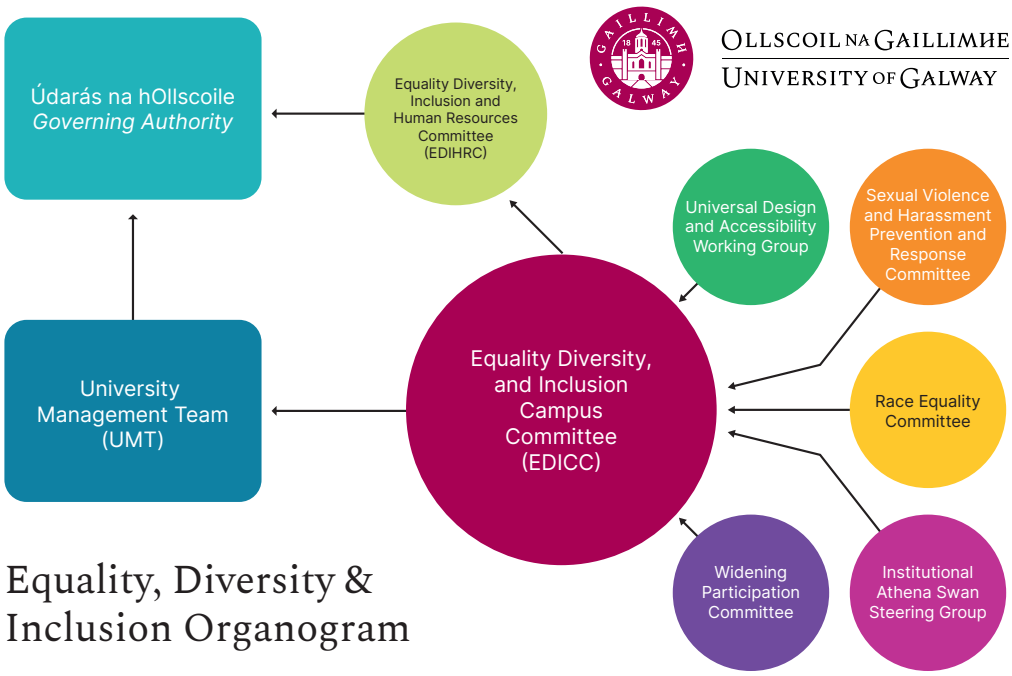
University of Galway can only bring about change through a collective and concerted effort from all members of the community and there is work to do. The Race Equality Framework and Action Plan will tackle race inequalities and embed an inclusive culture. Going forward, cultural change will come about through action and a commitment to respectfully listen, an openness to learning about race equality and racism, a permanent commitment to the sustainability of the advancement of race equality, excellence in inclusive research, teaching, learning, and our staff and student experience.

Scope

The Race Equality Framework and Action Plan is University of Galway's co-ordinated approach to eliminating racism in all its forms in the University. This includes antisemitism, islamophobia, racism that impacts on people of African descent, Asians, Irish Travellers and Roma, as well as migrants, refugees and asylum seekers.

Monitoring

Under the auspices of the Office of the Vice-President for Equality, Diversity and Inclusion, the Race Equality Committee, a subcommittee of the Equality, Diversity and Inclusion Campus Committee, will oversee the implementation and monitoring of the Race Equality Framework and Action Plan.



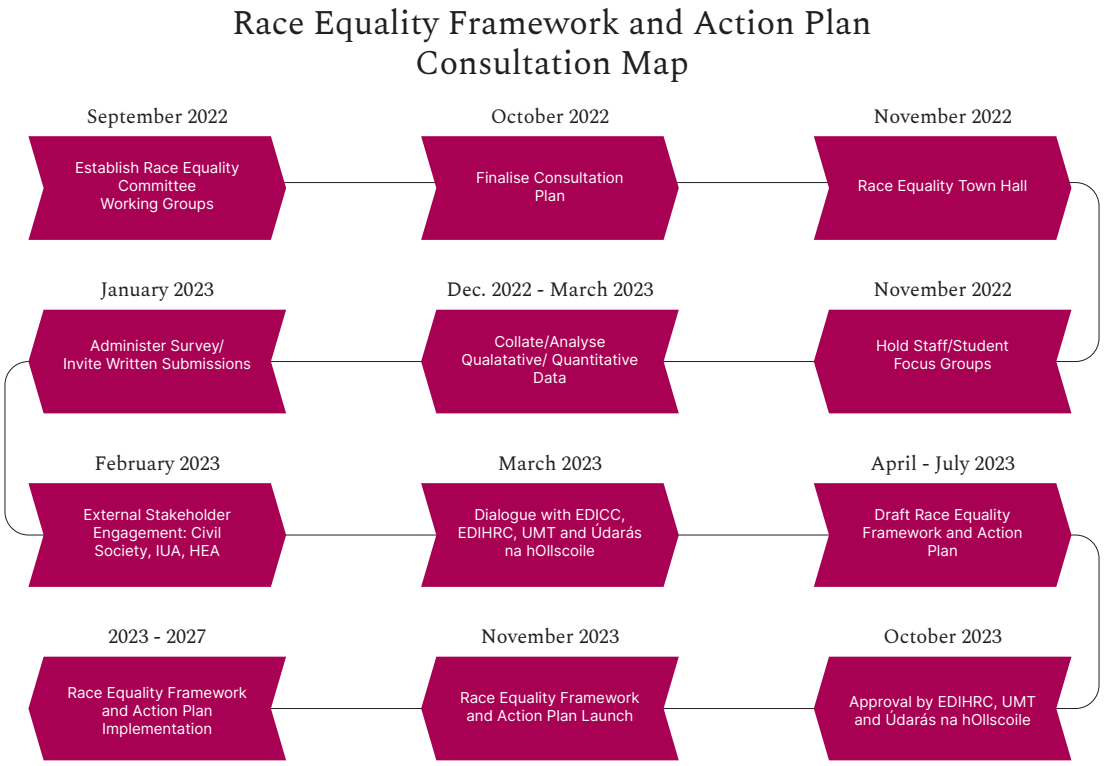
Equality, Diversity and Inclusion Governance at University of Galway

Background

University of Galway Race Equality Framework and Action Plan is informed by the United Nation's call for global action to eliminate racism, A Union of Equality: EU Anti-Racism Action Plan 2020-2025, Ireland's National Action Plan Against Racism, Public Sector Equality and Human Rights Duty, Higher Education Authority Act 2022 and Irish Council for International Students Speak Out Against Racism Report. Also, it is further informed by the Higher Education Authority Race Equality in the Higher Education Sector Report, Race Equality Implementation Plan 2022 -2024 and Anti-Racism Principles for Irish Higher Education Institutions.

Methodology

The Office of the Vice-President for Equality, Diversity and Inclusion commenced a multifaceted consultation process with university staff and students, external partners including civil society organisations during the academic year 2022/23. It included 9 focus groups, 10 written submissions were received, consultations with the Irish Universities Association (IUA), Higher Education Authority (HEA) and Irish Council for International Students (ICOS), in addition to 360 staff and 618 students completing the Race Equality survey. This strong evidence base of the overall experiences of minority ethnic staff and students in the University has informed the development of the Race Equality Framework and Action Plan that is strengthened by International, European, and Irish policy and legislation.



Race Equality Framework and Action Plan Consultation Map

Terminology

During the development of the Race Equality Framework and Action Plan, the Race Equality Committee agreed that the definition of "racism" adopted by the University should be in accordance with that outlined by the Department of Children, Equality, Disability, Integration and Youth's Anti-Racism Committee in their Interim Report to the Minister for Children, Equality, Disability, Integration and Youth on 30th November 2020[3]. This document adopts that definition as follows:

> *"We understand racism to mean the power dynamics present in those structural and institutional arrangements, practices, policies and cultural norms, which have the effect of excluding or discriminating against individuals or groups, based on their identity, as outlined in Article 1 of the International Convention for the Elimination of Racial Discrimination (ICERD), which provides: '...the term "racial discrimination" shall mean any distinction, exclusion, restriction or preference based on race, colour, descent, or national or ethnic origin which has the purpose or effect of nullifying or impairing the recognition, enjoyment or exercise, on an equal footing, of human rights and fundamental freedoms in the political, economic, social, cultural or any other field of public life."*

It is important to acknowledge the intersectional and intercultural dimensions that exist between racism and all other forms of inequality and oppression, including the oppressions experienced by people based on gender, sexuality, gender identity, disability, age and socio-economic circumstances. Additionally, it must be acknowledged that different genders, ages and ethnicities may experience racism differently.

Definitions of terminology used throughout this document are included in the Equality, Diversity and Inclusion (EDI) Literary Glossary developed by Advance HE in collaboration with an expert group of academics, EDI practitioners and higher education staff.

3 Definition subsequently included in National Action Plan Against Racism 2023-2027 and see appendix 2 for definitions of terminology

Statutory Context

University of Galway has a statutory responsibility to advance equality of opportunity and support diversity and inclusion, including race equality, in our higher education institution. In addition, the prohibition of racial discrimination is a fundamental obligation in accordance with statutory equality and human rights duties including:

- The Equal Status Acts 2000-2018 prohibit discrimination in the provision of goods and services, accommodation and education on the nine grounds of gender, marital status, family status, age, disability, sexual orientation, race, religion, and membership of the Traveller community.
- The Employment Equality Acts 1998-2015 prohibit discrimination in employment on the same grounds.
- The Prohibition of Incitement to Hatred Act 1989 (now under review as part of the Criminal Justice (Incitement to Violence or Hatred and Hate Offences) Bill 2022) has provisions against racist hate speech.
- Under the Public Sector Equality and Human Rights Duty, all public bodies in Ireland have responsibility to promote equality, prevent discrimination and protect the human rights of their employees, customers, service users and everyone affected by their policies and plans.
- Article 40.1 of the Constitution provides that 'all citizens shall, as human persons, be held equal before the law.'
- Ireland is bound by the obligations of the International Convention for the Elimination of all forms of Racial Discrimination (ICERD). This legally binding international human rights treaty requires all parties to it to pursue active policies to eliminate all forms of racial discrimination. CERD General Recommendation 30, made in 2004, underlines that the protections of the Convention apply to non-citizens.
- The Good Friday Agreement has concrete non-discrimination and human rights provisions North and South, including in the areas of policing and justice.

European Union law, which applies in Ireland, also protects people from racism. The Charter of Fundamental Rights of the European Union enshrines in primary EU law a wide spectrum of fundamental rights enjoyed by EU citizens and residents, in particular Article 20: Equality before the law and Article 21: Non-discrimination. Relevant EU instruments include:

- The EU Racial Equality Directive (2000), which outlaws discrimination on the basis of a person's racial or ethnic origin in the areas of employment, education, social security, health care and access to goods and services. The Directive establishes a framework for combating discrimination and gives effect to the principle of equal treatment in EU Member States. It operates alongside the Employment Equality Directive, which prohibits discrimination in employment on a number of grounds, including religion or belief. Both are given effect in Irish law by the Equality Acts outlined above.
- The Victims' Rights Directive, which provides for a number of supports to victims, and is given effect in Ireland through the Criminal Justice (Victims of Crime) Act 2017.
- Council Framework Decision of 28 November 2008 on combating certain forms and expressions of racism and xenophobia by means of criminal law, which requires Member States to criminalise public incitement to violence or hatred, on grounds of race, colour, religion, descent or national or ethnic origin (including online).

The Irish government is developing and revising legislation to strengthen protections from hate crime and hate speech, including The Online Safety and Media Regulation Bill and The Criminal Justice (Incitement to Violence or Hatred and Hate Offences) Bill 2022. In addition, the government is undertaking a review of existing equality legislation to consider if it is effective in protecting people against discrimination in employment, accommodation and access to goods and services[4].

4 Statutory context as outlined in the National Action Plan Against Racism 2023-2027

Higher Education Authority Anti-Racism Principles

The HEA conducted a national online survey on race equality in Irish higher education institutions during December 2020 and January 2021. The HEA, Race Equality in the Higher Education Sector Report, which was authored by independent experts, Dr Marta Kempny and Dr Lucy Michael, contained 32 recommendations across 8 thematic areas. In response to these recommendations the HEA published the HEA Race Equality Implementation Plan 2022-2024 in September 2022. A key action in this implementation plan was the development of a statement/charter on race equality for Irish higher education institutions.

In line with the terminology used in broader government policy in relation to tackling racism and race inequality, a decision has been made to frame this document as a set of "Anti-Racism Principles for Irish HEIs", rather than as a Charter/Statement on Race Equality. These Principles will address the recommendations in the Race Equality Report, which call on higher education institution leadership to actively embed a culture of race equality within higher education institutions by[5]: Also, the Principles include a National Statement on Race Equality in Irish Higher Education, Anti-Racism Principles for Irish Higher Education Institutions and Commitments to Advance Race Equality in Irish Higher Education including University of Galway.

National Statement on Race Equality in Irish Higher Education

As a higher education sector:

- we acknowledge that race inequality exists in Irish higher education institutions;
- we reject racial discrimination in all its forms;
- we take responsibility, accountability and ownership of race equality issues in Irish higher education;
- we acknowledge that the progressive achievement of equality for staff from minority ethnic groups including Travellers can only be realised through action;
- we acknowledge the need for greater ethnic diversity among students and staff to ensure that HEIs are more representative of the ethnic diversity in Irish society; and
- we acknowledge that higher education institutions have a significant role to play in promoting anti-racist policies and actions across broader Irish society.

Anti-Racism Principles for Irish Higher Education Institutions

1. Race inequality is an issue in Irish higher education. Racism, although context specific, is a problem in Ireland and racial inequalities are present on a daily basis in our higher education institutions.
2. Higher education institutions which allow race inequality to exist cannot perform to their full potential.
3. Anti-racism policies and initiatives must focus on long-term culture change and on fixing the system, not fixing the individual.
4. Racism is not always overt and can manifest itself in everyday interactions, processes, behaviours, etc. (e.g. microaggressions).
5. Race inequalities are experienced differently by people from similar and different ethnic backgrounds.
6. The complex nature of the intersection of race inequality with other characteristics protected under Irish equality legislation must be taken into account when developing anti-racism actions and policies.

5 Outlined in the HEA Anti-Racism Principles for Irish Higher Education Institutions 2023

Commitments to Advance Race Equality in Irish Higher Education

From left, Dr Nata Duvvury, Senior Lecturer and Director, Centre for Global Women's Studies; Dr Helen Maher, Vice President for Equality, Diversity and Inclusion; Sai Gujulla, Students' Union President; Professor Ciarán Ó hÓgartaigh, University of Galway President; Laura Austin and Jennie Rothwell from the Higher Education Authority; and Owen Ward, EDI Programme Manager for Race Equality.

On the 27th June 2023, President of University of Galway Professor Ciarán Ó hÓgartaigh signed the Higher Education Authority Principles of Anti-Racism for Higher Education Institutes. Dr Jennie Rothwell, Laura Austin, Centre of Excellence for Equality, Diversity and Inclusion HEA, Dr Helen Maher, Vice-President for Equality Diversity and Inclusion, Owen Ward, EDI Programme Manager for Race Equality, staff and students witnessed the formal signing of the document. The Anti-Racism Principles for Irish Higher Education Institutions will guide the development, implementation and monitoring of the Race Equality Framework and Action Plan 2023 – 2027.

By signing up to the Anti-Racism Principles for Irish Higher Education Institutions, University of Galway committed to the following:

1. We will embed a commitment to race equality as part of our institutional culture and strategic priorities.
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.
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.
7. We will record student and staff data disaggregated by ethnicity to inform our anti-racismpolicies and actions, and to monitor retention and career outcomes for students and staff from minority ethnic groups, including Travellers.
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.

Race Equality Action Plan 2023-2027

Themes

The Race Equality Action Plan is structured in accordance with the five thematic areas above on the basis of the outcomes of the extensive consultation process and the wider policy and legal context. It further informed by the Sustainable Development Goals and the HEA Anti-Racism Principles for Irish Higher Education Institutions.

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 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 student to engage and be represented within our governance structures, specifically Údarás na hOllscoile and 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.
- Proactivity 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	Sustainable Development Goals
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.	

1 - Leadership, strategy and policy

Ref	Objective and Rationale	Action	Timeframe Nb. Actions are inclusive year 2023 - 2027	Success measure	Lead /Responsible
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	EDI Programme Manager for Race Equality role mainstreamed as permanent position as evidence of the University's long-term commitment to progressing race equality.	Vice-President for Equality, Diversity and Inclusion
		b) Race Equality Committee (Subcommittee of EDICC) established to oversee implementation and monitoring of the Race Equality Action Plan.	Duration of Action Plan	Regular and rigorous monitoring of progress regarding the implementation of Race Equality Action Plan in accordance with specified timeline.	EDI Programme Manager for Race Equality
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.	Q2 2024	Race Equality objectives and actions are embedded in relevant institutional strategies through strategic planning and development processes.	Director of Strategic Planning/ Vice-President for Equality, Diversity and Inclusion / EDI Programme Manager for Race Equality / UMT Strategy leads
		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
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	Accessible Equality policy with clearly articulated information and defined procedures for reporting complaints. Supportive environment for complainants.	Vice-President for Equality, Diversity and Inclusion / Head of Equality, Diversity and Inclusion

Ref	Objective and Rationale	Action	Timeframe Nb. Actions are inclusive year 2023 - 2027	Success measure	Lead /Responsible
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	Prohibition of Incitement to Hatred legislation reflected in multiple related policies within the University.	Vice-President for Equality, Diversity and Inclusion / Head of Equality, Diversity and Inclusion
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.	Q3 2024	Annual review of list of new and revised policies demonstrates completion of EIAs, inclusive of specific consideration of race and ethnicity.	Vice-President for Equality, Diversity and Inclusion / Head of Equality, Diversity and Inclusion / Deputy President and Registrar / Quality Assurance Office
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	Increased participation and engagement of minority ethnic staff and students in decision making within the governance structures in the University, being more representative of the student body.	Secretary for Governance & Academic Affairs / EDI Programme Manager for Race Equality / Student Union
		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	Established evidence base of minority ethnic presentation in the governance structures and key decision-making committees of the University.	Secretary for Governance & Academic Affairs / EDI Programme Manager for Race Equality
		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		

Ref	Objective and Rationale	Action	Timeframe Nb. Actions are inclusive year 2023 - 2027	Success measure	Lead /Responsible
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	Mainstreaming consideration of race equality in all recruitment processes and decision-making in the University.	UMT
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 environmental social, 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	Promotion of equality and human rights through supply change management and engagement.	Chief Operating Officer / Head of Procurement and Contracts
		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		
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	Race equality is embedded within the Athena Swan and SDGs programme of work across the University. Annual increase of SDG's in The World IMPACT Rankings particularly SDG 3, 4, 5, 8, 9, 10, 16 & 17. Monitoring and reporting of progress of actions in the Gender Equality Action Plan Progress to Date Reports, enhancing the capacity for implementation of race equality actions.	Deputy President and Registrar/ Sustainability Officer/ Director of Sustainability / EDI Programme Manager for Race Equality / EDI Programme Manager for Gender Equality
		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		

2 - Recruitment, progression and supports

In recent decades the University has transformed from a third-level institution catering primarily for to 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	Success measure	Lead /Responsible
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	Increase number of domestic minority ethnic students to reflect the overall progression rates of the general population to third level education nationally. (CSO data 2022)	Secretary for Governance & Academic Affairs / Director of Student Recruitment / Director of Registry / Dean of Students / Head of Access Centre
		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		
		c) Ensure that race equality is embedded within the International Strategy and Student Recruitment Strategy and Action Plan.	Ongoing	Race equality is prioritised in the International Strategy and Student Recruitment Strategy and Action Plan. Establish a baseline in UG and PG enrolments and deliver on annual growth targets for UG and PG.	Vice-President International / Secretary for Governance & Academic Affairs / Director of Student Recruitment
		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	Increased number of Irish Traveller and Roma students that is reflective of the recruitment and retention targets set out in the National Access Plan 2022-2028.	Dean of Students / Head of Access Centre / Widening Participation Officer/ Traveller Education Officer / Director, Centre for Adult Learning and Professional Development

Ref	Objective and Rationale	Action	Timeframe Nb. Actions are inclusive year 2023 - 2027	Success measure	Lead /Responsible
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	Increased number of Irish Traveller and Roma students that is reflective of the recruitment and retention targets set out in the National Access Plan 2022-2028.	Dean of Students / Head of Access Centre / Widening Participation Officer/ Traveller Education Officer / Director, Centre for Adult Learning and Professional Development
		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	Establish a baseline of Youth Academy enrolments and identify and deliver on annual growth targets.	Secretary for Governance & Academic Affairs / Director of Student Recruitment / Outreach Development Officer / Head of Access Centre
		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	International protection applicants, refugees, vulnerable immigrant groups and Irish Travellers report positive feedback. University of Sanctuary designation is retained. Full uptake of University of Sanctuary scholarships annually and successful degree attainment of participating students.	Vice-President for Engagement / University of Sanctuary Officer
		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		

Ref	Objective and Rationale	Action	Timeframe Nb. Actions are inclusive year 2023 - 2027	Success measure	Lead /Responsible
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	Baseline established and annual increase of uptake of Sport Scholarships from international and domestic minority ethnic students.	Dean of Students / Director of Sport and Physical Activities
		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		
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 Welfare 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	Enhanced student supports and experience for international students evidenced by the annual student satisfaction surveys once the Student Welfare Officers are in situ	Vice-President International / Dean of Students / Executive Deans of Colleges
		b) Embed International student supports within all student support services.	Q3 2027		

Ref	Objective and Rationale	Action	Timeframe Nb. Actions are inclusive year 2023 - 2027	Success measure	Lead /Responsible
Domestic Minority Ethnic Students					
2.2		c) Build the capacity (via training) within the existing roles of Student Advisors 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	Enhanced student supports and experience for domestic minority ethnic students evidenced by the annual student satisfaction surveys.	Dean of Students / Student Support Manager
		d) Promote visibility of, and proactively increase awareness of the Student Advisor roles and supports amongst minority ethnic students.	Q2 2024 and ongoing		Dean of Students / Student Support Manager
		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		Dean of Students / Student Support Manager / Head of Access Centre
		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		Dean of Students / Head of Access Centre

Ref	Objective and Rationale	Action	Timeframe Nb. Actions are inclusive year 2023 - 2027	Success measure	Lead /Responsible
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	Baseline established and increase of engagement from international and minority ethnic students.	Dean of Students
		h) Encourage and increase engagement of international and domestic minority ethnic students in the leadership roles within the Céim programme.	Q3 2024 and ongoing	International and minority ethnic students in leadership roles within the Céim programme.	Vice-President International / Dean of Students / Student Union
		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	Support model established for students whose religious or belief practices, such as Ramadan, may coincide with the timing of examinations or assessments.	Vice-President International / Dean of Students / Student Support Manager
		j) Raise awareness of EDI and race equality in all student undergraduate and postgraduate orientation programmes.	Q3 2024	EDI and race equality embedded within orientation programmes and increased awareness amongst all students.	Vice –President International / Dean of Students / Dean of Graduate Studies / EDI Programme Manager for Race Equality
		k) Develop and implement a postgraduate orientation programme for Post graduate taught students.	Q3 2024	Postgraduate orientation programme for Post graduate taught students established.	Dean of Students / Dean of Graduate Studies / Executive Deans of Colleges

Ref	Objective and Rationale	Action	Timeframe Nb. Actions are inclusive year 2023 - 2027	Success measure	Lead /Responsible
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	Satisfaction with mental health and well-being services for students reported by international and minority ethnic students.	Dean of Students / Head of Counselling
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	New posts in place and evidence of increased success in securing placement and employment for international and domestic minority ethnic students.	Vice-President International / Dean of Students / Director of Career Development
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	New posts in place and evidence of increased success in securing placement and employment for international and domestic minority ethnic students.	Dean of Students / Director of Career Development

Ref	Objective and Rationale	Action	Timeframe Nb. Actions are inclusive year 2023 - 2027	Success measure	Lead /Responsible
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	Documentation in place to clarify visa restrictions, evidence of increased awareness among international staff and students.	Vice-President International / Director of Human Resources /Vice-Deans International
		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	Changes to the visa restrictions to enable student travel in accordance with study and research requirements for the duration of their studies.	Vice-President International
		c) Identify single point of contact/staff member in HR to provide dedicated support to international staff with immigration issues and work visas.	Q3 2024	Human Resources and International Office support structure in place for international staff and students with demonstrated evidence of ongoing access and support.	Director of Human Resources
		d) Review and further develop immigration status supports for international students.	Q3 2024		Vice-President International

Ref	Objective and Rationale	Action	Timeframe Nb. Actions are inclusive year 2023 - 2027	Success measure	Lead /Responsible
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 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	Established baseline illustrates increase in number of minority ethnic staff.	Director of Human Resources / Human Resources Business Partners / EDI Programme Manager for Race Equality
		b) Adapt and mainstream the Inclusive Recruitment Toolkit to ensure that it is appropriately inclusive of, and responsive to, ethnic diversity.	Q4 2023	Inclusive recruitment tools are embedded within all recruitment processes throughout the University.	Deputy President and Registrar /College Deans/ Director of Human Resources
		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	Bias observers in place for academic recruitment and promotion processes.	Director of Human Resources
		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	10% of administrative and support services staff are from minority ethnic backgrounds.	Director of Human Resources

Ref	Objective and Rationale	Action	Timeframe Nb. Actions are inclusive year 2023 - 2027	Success measure	Lead /Responsible
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	Coaching and mentoring services illustrate increased engagement from minority ethnic staff. Participants will be tracked in terms of career progression in the context of the University's people strategy and leadership development programme.	UMT / College Deans / Dean of Students / Director of Human Resources
		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
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	HR Liaison Officer in place providing support services for international staff relocation, onboarding and integration.	Director of Human Resources/ Vice-President for Research and Innovation
		b) Increase awareness of immigration requirements which impact non-EU staff, particularly among PIs and line managers.	Q3 2024 and ongoing	Uptake of training for PIs and line managers to create awareness in relation to specific issues experienced by international research and academic staff.	UMT / Director of Human Resources / Learning and Development Manager

Ref	Objective and Rationale	Action	Timeframe Nb. Actions are inclusive year 2023 - 2027	Success measure	Lead /Responsible
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	Fund in place alleviating pressures of relocation and supporting onboarding.	Director of Human Resources / Vice-President for Equality, Diversity and Inclusion
		d) International Staff Network (ISN) provides input to staff Induction event and welcome information and onboarding material for new international staff.	Ongoing	Feedback from International Staff Network demonstrates increased satisfaction amongst international staff community in relation to relocation to Galway.	International Staff Network / Learning and Development Manager
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	Minority ethnic staff being promoted is reflective of their profile in the academic population in the university.	Deputy President and Registrar / Head of Equality, Diversity and Inclusion
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 university research community to implement recommendations outlined in the National Review of State Supports for PhD Researchers, First Report 2023.	Q4 2023 and ongoing	Enhanced supports for research staff and Research Staff Network established.	Vice-President for Research and Innovation /Dean of Graduate Studies/Vice Deans for Researcher / Head of Researcher Development Centre

Ref	Objective and Rationale	Action	Timeframe Nb. Actions are inclusive year 2023 - 2027	Success measure	Lead /Responsible
2.8		b) Support the establishment of a Research Staff Network.	Q3 2024	Enhanced supports for research staff and Research Staff Network established.	Vice-Present for Research and Innovation / Vice-President for Equality, Diversity and Inclusion
		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
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	A selection of campus accommodation allocated to international and minority ethnic staff and students annually.	Chief Operating Officer / UMT
		b) Ring fence on-campus accommodation for international and domestic minority ethnic students.			Dean of Students / Chief Operating Officer / Vice-President International
		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

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	Success measure	Lead /Responsible
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	Data Manager role mainstreamed as permanent position as evidence of the University's long-term commitment to the collection and reporting of EDI and ethnicity data.	Vice-President foe Equality, Diversity and Inclusion
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 Core ESS portal.	Annually	Enhanced data set of staff and students recording their ethnicity characteristics.	Head of Equality, Diversity and Inclusion/EDI Programme Manager for Race Equality / EDI Data Manager / Director of Human Resources
		b) Collect research staff diversity data, including ethnicity data, on Core ESS portal.	Q4 2024 and ongoing		Director of Human Resources/ Vice-President for Research and Innovation
		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
		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

Ref	Objective and Rationale	Action	Timeframe Nb. Actions are inclusive year 2023 - 2027	Success measure	Lead /Responsible
3.2		e) Include mandatory field for ethnicity data for students registering in the new student record system (SDP).	TBC and ongoing	Enhanced data set of staff and students recording their ethnicity characteristics.	Deputy President and Registrar / Dean of Students
		f) Review approach to data collection in line with new National Equality Data Strategy.	Q4 2024		Chief Operating Officer
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	Audit completed annually and proactive measures introduced to address the diversity of representation in the context of the actions pertaining to inclusive recruitment.	Head of Equality, Diversity and Inclusion / EDI Data Manager / Director of Human Resources
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.	Attainment of actions in accordance with specified timelines. Review and evaluation demonstrates progressive cultural change.	Vice-President for Equality, Diversity and Inclusion / EDI Programme Manager for Race Equality
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	Process for logging incidents of racism and reporting of outcomes established. Outputs demonstrate both staff and student engagement as part of developing a baseline for measurement of all such incidents.	Vice-President for Equality, Diversity and Inclusion/EDI Programme Manager for Race Equality / EDI Data Manager

Ref	Objective and Rationale	Action	Timeframe Nb. Actions are inclusive year 2023 - 2027	Success measure	Lead /Responsible
3.5		b) Maintain an annual register of formal complaints and outcomes.	Q4 2024	Process for logging incidents of racism and reporting of outcomes established. Outputs demonstrate both staff and student engagement as part of developing a baseline for measurement of all such incidents.	Vice-President for Equality, Diversity and Inclusion/EDI Programme Manager for Race Equality / EDI Data Manager
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	The development of an Intersectional Discrimination Index will provide a more holistic and inclusive method of intersectional analysis in the long-term.	Vice-President for Equality, Diversity and Inclusion / Director of Centre for Global Women's Studies

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, interfaith 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	Success measure	Lead /Responsible
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	30% of staff and students completed anti-racism training with evaluations illustrating increased knowledge and awareness. Future consultations on race equality demonstrate improved outcomes and positive cultural change from the initial established baseline in the 2023 survey and focus groups.	Vice-President for Equality, Diversity and Inclusion/ Head of Equality, Diversity and Inclusion / EDI Programme Manager for Race Equality / Learning and Development Manager / UMT
		b) Explore ways to embed training in staff annual review processes and support managers to set targets to drive uptake.	Q1 2024 and ongoing	Annual performance reviews include promotion of engagement with anti-racism training and documentation on uptake.	Head of Equality, Diversity and Inclusion / EDI Programme Manager for Race Equality / Learning and Development Manager
		c) Promote IHREC Public Sector Duty Training.	Q3 2024 and ongoing	20% of staff completed. Surveys establish baseline of completed training and illustrate increased awareness of Equality and Human Rights Public Sector Duty.	
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	Formalised approach to embedding intercultural communications as a key pillar of university communications. Communications are culturally competent.	Vice-President for Equality, Diversity and Inclusion/ Vice-President for Engagement / Director of Marketing and Communications /College Communication Officers

Ref	Objective and Rationale	Action	Timeframe Nb. Actions are inclusive year 2023 - 2027	Success measure	Lead /Responsible
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	Implementation of guidelines for event planning and committee representation are adopted and mainstreamed throughout the University.	EDI Programme Manager for Race Equality / Vice-President International
		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.			
		d) Establish a Race Equality Staff Network that actively encourages open dialogue with race equality matters.	Q3 2024	Strong participation from staff and students with representation on the Race Equality Committee (Subcommittee of EDICC) to ensure clear communication channels and good engagement to advance race equality across the University.	Vice-President International/ Dean of Students/ Vice Deans EDI/ Vice Deans International / Student Union
		e) Establish a Race Equality Student Forum (a subcommittee of Race Equality Committee) that actively encourages open dialogue with race equality matters.			
		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

Ref	Objective and Rationale	Action	Timeframe Nb. Actions are inclusive year 2023 - 2027	Success measure	Lead /Responsible
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	Collaborative anti-racism campaign implemented within the University and across the higher education sector.	Vice-President for Equality, Diversity and Inclusion/ EDI Programme Manager for Race Equality / Director of Marketing and Communications
		b) Develop and roll out an accredited Race Equality Ally programme (including Active Bystander training) to increase awareness of race equality, signalling visible support for minority ethnic staff and students.	Q2 2024 and ongoing	Race Equality Ally programme developed and accredited. Delivered to a minimum of 50 staff on an annual basis, leading to the formation of a network of visible allies.	EDI Programme Manager for Race Equality / Learning and Development Manager
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	International and domestic minority ethnic students report positive integration and student experience in student surveys and feedback.	Dean of Students / Student Success Manager / Vice-President International
		b) Develop and roll out of a pre-arrival eLearning module that focuses on integration into Ireland for International students.			
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 2024	International and minority ethnic students and staff report high levels of awareness and easy to navigate to supports.	Vice-President for Equality, Diversity and Inclusion / Vice-President for Engagement

Ref	Objective and Rationale	Action	Timeframe Nb. Actions are inclusive year 2023 - 2027	Success measure	Lead /Responsible
4.5		b) Link to OVPEDI webpage in prime, easy to find, location on the main university webpage.	Q1 2024	International and minority ethnic students and staff report high levels of awareness and easy to navigate to supports.	Vice-President for Equality, Diversity and Inclusion / Vice-President for Engagement
		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 2024		
		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		
		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
		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

Ref	Objective and Rationale	Action	Timeframe Nb. Actions are inclusive year 2023 - 2027	Success measure	Lead /Responsible
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	Mechanism established and ongoing monitoring of university communications including social media and online. Ongoing reporting of incidents of hateful/ inflammatory language in accordance with the Prohibition of Incitement to Hatred legislation and Online Safety and Media Regulation Bill 2022.	Vice-President for Engagement / Director of Communications and Marketing
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	Annual reporting illustrates the breadth and range of collaborations learning from best practice in challenging racism and promoting race equality.	Irish Centre for Human Rights/ Community Knowledge/ University of Sanctuary / Public Participation Network
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	Increase representation of diverse communities throughout the built environment and physical spaces across the University, incorporating visual and multi-lingual imagery. Enhanced feeling of belonging and inclusion reported by international and minority ethnic staff and students.	Chief Operating Officer / Executive Deans of Colleges
		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

Ref	Objective and Rationale	Action	Timeframe Nb. Actions are inclusive year 2023 - 2027	Success measure	Lead /Responsible
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	Art collection is more inclusive of art work from minority ethnic artists and is exhibited across the colleges.	Vice-President for Engagement / Executive Deans of Colleges
		d) Provision of new multi-faith room on campus located Corrib Village, South Campus.	Q3 2023	Multifaith room meets needs of students and staff of different faiths.	Chief Operating Officer / Director of Buildings and Estates / Vice – President International / Dean of Students
		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
		f) Recognise the contributions to progressing race equality under the annual EDI awards.	Q3 2024	EDI awards established and rolled out across the University.	Office of the Vice-President for Equality, Diversity and Inclusion
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	SafeZone App introduced. Evidence of student engagement with the app and awareness of security measures.	Chief 0perating 0fficer
		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		

Ref	Objective and Rationale	Action	Timeframe Nb. Actions are inclusive year 2023 - 2027	Success measure	Lead /Responsible
4.10	Recognition of cultural, historical and legal basis for supporting Irish Language strategy in addition to supporting 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	Increase of international and minority ethnic staff and students participating in Irish language classes and translation supports.	Deputy President and Registrar
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	International and minority ethnic students and staff report positive experience of availing of culturally appropriate food choices on campus in feedback and university surveys.	Chief Operating Officer
		b) Identify services and vendors that can support catering for weekend on-campus activities and promote with the University community.	Q2 2024 and ongoing		
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	International and Irish minority ethnic students report an inclusive environment across clubs in the University through annual engagement with the Clubs Office.	Dean of Students / Head of Sport and Physical Activities
		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		

Ref	Objective and Rationale	Action	Timeframe Nb. Actions are inclusive year 2023 - 2027	Success measure	Lead /Responsible
4.12		c) Establish information-sharing and peer-networking channels for young international and minority ethnic athletes.	Ongoing		
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	Strengthen engagement from International and domestic minority ethnic students with extracurricular activities and volunteering opportunities.	Dean of Students / Student Volunteer Coordinator
Student Societies					
		e) Continue to support student societies aimed at international and domestic minority ethnic students to ensure a strong student experience.	Q2 2024	International and domestic minority ethnic students report an inclusive environment across societies in the university through annual engagement with the Societies Office.	Dean of Students / Societies Officer
		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		

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 multi-faceted 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 anti-racist 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 supports.
- 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	Success measure	Lead /Responsible
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	Completed project plan with commencement of phase 1 and agreement on targets, timelines and related responsibilities for all project phases.	Deputy President and Registrar / Vice-President International / Vice-President for Equality, Diversity and Inclusion / Dean of Students / EDI Programme Manager for Race Equality
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	Completed mapping of module content and identification of good practice and gap analysis. Completion and mainstreaming of Toolkit.	Deputy President and Registrar / Vice-President International / Vice-President for Equality, Diversity and Inclusion / Director of Celt
		b) Develop a toolkit to support academic staff to include diverse perspectives and approaches within modules.	Q4 2024		
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	Evidence base of existing relationships and collaborative research projects.	Vice-President for Research and Innovation
		b) Develop formalised partnerships with identified institutions as part of a wider initiative on decoloniality.	Q4 2025	Partnership agreement emphasising research in place with a minimum increase of 10% in Global South. University increases its place for International Research Network in the QS World University Rankings.	

Ref	Objective and Rationale	Action	Timeframe Nb. Actions are inclusive year 2023 - 2027	Success measure	Lead /Responsible
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	Visible archive of existing research. Hosting of a Symposium to share knowledge and research findings. Establishment of a research project to undertake a comparative analysis of the experiences of minority ethnic communities within the partner countries.	Vice- President International / Head of ENLIGHT
		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	Hosting of a Symposium or workshops to share knowledge with the University community.	Vice-President for Engagement / University of Sanctuary Officer
5.5	Embed EDI values within 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	Increased awareness of EDI values and inclusive research among the research community.	Research Ethics Committee
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	Measurement of awareness of racial literacy and inclusive practices incorporated into evaluation of training.	Deputy President and Registrar / Director of Celt / Vice-President for Equality, Diversity and Inclusion / Dean of Students
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	EDI and race equality is embedded within the library collections and is inclusive of perspectives from the Global South, Nomadism, Indigenous and Black Studies.	Deputy President and Registrar / University Librarian / Vice-President for Equality, Diversity and Inclusion

Ref	Objective and Rationale	Action	Timeframe Nb. Actions are inclusive year 2023 - 2027	Success measure	Lead /Responsible
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	SDGs and race equality is embedded within the curriculum across the University and is inclusive of perspectives from the Global South, Nomadism, Indigenous and Black Studies.	Deputy President and Registrar / Vice-President for Equality, Diversity and Inclusion / Director of Sustainability
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	Student feedback demonstrates progress in terms of English as a second language supports while undertaking their academic programmes and extracurricular activities.	Vice-President International / English Language Centre Manager
		b) Maintain support for International Second Language Acquisition (ISLA) Community Society to empower students academically and within the University community.	Q3 2023 and ongoing		Vice-President International/ English Language Centre Manager / Societies Officer
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	Student feedback demonstrates progress in terms of supportive and inclusive approaches to assessment.	Deputy President and Registrar / Director of Celt / Vice-President for Equality, Diversity and Inclusion
		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

Appendix 1

Race Equality Committee Membership 2022/23

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
Dr Srinivasan Raghavendran	School of Business & Economics
Dr Magdalena Ohaja	School of Nursing & Midwifery
Dr Dinali Wijeratne	Research Support Services Coordinator
Dr Nata Duvvury	Centre for Global Women's Studies
Dr John Walsh	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	Vice President International
Dr Paul Dodd	Vice President Engagement
Dr Fazia Alssaedi	Maths Tutor
Mr Sai Gujulla	Student Union President 2022/23
Ms Ann Marie Ward	Student Union Ethnic Minorities Officer 2022/23
Ms Helen Cashell	HR Recruitment and Contracts
Ms Riona Hughes	Societies Officer
Dr Tina-Karen Pusse	International Staff Network
Professor Chaosheng Zhang	Professor of Geography
Mr Gad Muzinga	Undergraduate Representative
Ms Mirella Ejiugwo	Postgraduate Representative
Mr Xtremea Ewean	Student Representative
Professor Siobhán Mullally	Director of Irish Centre for Human Rights

Professor Abhay Pandit	CÚRAM
Dr Chris Noone	School of Psychology
Professor Afshin Samali	Biological and Chemical Sciences
Mr Mike Heskin	Director of Sports and Physical Activities
Professor Pat Dolan	Director of UNESCO Child & Family Research Centre
Dr Sarah-Anne Buckley	Head of History Department
Ms Jane Ennis	Office of the Dean of Students
Mr Paraic Fearon	Galway Anti-Racism Network
Ms Ciara Coy	Galway City Partnership
Mr Aidan Harte	University of Sanctuary Initiative
Dr Shivaun Quinlivan	School of Law
Dr Daniel Savery	Access Centre
Ms Katie Flannery	International Office
Dr Elaine Keane	School of Education
Dr Brenda Gallagher	School of Education
Ms Caroline Keegan	School of Nursing & Midwifery
Dr Cornelia Connolly	School of Education
Ms Celine Ryan	Shannon College Hotel Management

Appendix 2

Definitions of terminology used throughout this document are included in the Equality, Diversity and Inclusion (EDI) Literary Glossary developed by Advance HE in collaboration with an expert group of academics, EDI practitioners and higher education staff.

Term	Definition
Anti-racism	Anti-racism is defined as the work of actively opposing racism by advocating for changes in political, economic, and social life. Anti-racism includes individually opposing overtly racist behaviours and collectively opposing institutional racism. *See: Racial Equity Tools, 'Glossary'. (Taken from EDI Literary Glossary)*
Ethnicity	Ethnicity is a social construct that differentiates people into smaller social groups based on characteristics such as shared sense of group membership, values, behavioural patterns, language, political and economic interests, history, and ancestral geographical base. People can share the same nationality but be of different ethnic groups and people who share an ethnic identity can be of different nationalities. Examples of different ethnic groups, as used by the Central Statistics Office, are: Asian or Asian Irish: Chinese, Asian or Asian Irish: Indian/Pakistani/Bangladeshi, Asian or Asian Irish: Any other Asian background, Black or Black Irish: African, Black or Black Irish: Any other Black background, Other including mixed group/background: Arabic, Other including mixed group/background: Mixed Background, Other including mixed group/background: Other, White: Irish, White: Irish Traveller, White: Roma, White: Any other White background See: Racial Equity Tools, 'Glossary'; M Adams, LA Bell and P Griffin; Teaching for Diversity and Social Justice: A Sourcebook. (2001); M Mamdani, Neither Settler nor Native: The Making and Unmaking of Permanent Minorities, (2020). (Taken from EDI Literary Glossary) *See: Report on the public consultation on content of Census 2021 and the Census Pilot Survey 2018*
Ethnic Minority or Minority Ethnic Group	An ethnic, religious or linguistic minority is any group of persons which constitutes less than half of the population in the entire territory of a State whose members share common characteristics of culture, religion or language, or a combination of any of these. A person can freely belong to an ethnic, religious or linguistic minority without any requirement of citizenship, residence, official recognition or any other status. Following mainly the Human Rights Committee jurisprudence, additional elements as to who is a member of a minority can be summarized as follows: Indigenous peoples may constitute linguistic, religious or ethnic minorities in the States in which they find themselves. Both are not mutually exclusive, nor undermine any applicable rights as a minority or indigenous people. The "territory" to consider in determining whether or not a group is a linguistic, religious or ethnic minority is the entire territory of a State, and not one of its political or territorial subunits; One of the main objective criteria for determining whether a group is a minority in a State is a numerical one. A minority in the territory of a State means it is not the majority. Objectively, that means that an ethnic, religious or linguistic group makes up less than half the population of a country. *See: Concept of a minority: mandate definition - Special Rapporteur on minority issues by the United Nations Human Rights Office of the High Commissioner*

White privilege	Refers to the unquestioned and unearned set of advantages, entitlements, benefits and choices bestowed on people solely because they are white. Generally white people who experience such privilege do so without being conscious of it.
Intersectionality	Intersectionality is the understanding that social inequalities are not just summative, they are mutually constituting. The term was coined by Professor Kimberlé Crenshaw in 1989 to describe how individual characteristics (e.g. race, class, gender) characteristics "intersect" with one another and overlap. The term was originally used by Crenshaw to describe the experience of Black women. That is, that the disadvantage experienced by a Black woman is compounded by the inequalities she faces as a woman and as a Black person, and is distinct from the experiences of a Black man or a white woman. Since then, the term has been used in different ways, and distorted. Crenshaw referred to the term's changing use and meaning in an interview with TIME magazine in 2020 and, when asked to define what intersectionality means today said: 'Intersectionality is not identity politics...it is a lens, a prism, for seeing the way in which various forms of inequality often operate together and exacerbate each other. We tend to talk about race inequality as separate from inequality based on gender, class, sexuality or immigrant status. What's often missing is how some people are subject to all of these, and the experience is not just the sum of its parts'. *See: TIME Magazine, 'Kimberlé Crenshaw and Intersectionality'; Global Society Theory, 'Intersectionality'. (Taken from EDI Literary Glossary)*
Institutional Racism	Institutional Racism refers to forms of racism expressed in the practice of social and political institutions; to the way, institutions discriminate against certain groups, whether intentionally or not, and to their failure to have in place policies that prevent discrimination or discriminatory behaviour. It can be found in processes, attitudes and behaviours which lead to discrimination through unintentional prejudice, ignorance, thoughtlessness, unconscious bias and racist stereotyping which disadvantages ethnic minority people. Institutional racism relates to the entire institution, including people. Structural and institutional racism create the conditions that make forms of individual racism seem normal and acceptable, making discrimination and violence more likely. *See: Dimensions of Racism, Irish Network Against Racism*
Microaggression	The everyday verbal, nonverbal, and environmental slights, snubs, or insults, whether intentional or unintentional, which communicate hostile, derogatory, or negative messages to target persons based solely upon their marginalised group membership. Example: "Where are you really from?" *See: Racial Equity Tools, 'Glossary'; D W Sue, 'Microaggressions: More than Just Race,' Psychology Today, (2010). (Taken from EDI Literary Glossary)*
Race	The term race has its roots in racial categorisation schemes that were promoted by scientists to support worldviews that understood some groups of people as superior and some as inferior. As such, race is a made-up social construct, and not an actual biological fact. While race is a social construct, it is identified as one of the nine equality grounds in The Equal Status Acts (2000-2018). The term is also commonly used in equality work (e.g. race equity/race equality). These uses do not imply the acceptance of theories that attempt to determine the existence of separate human races. Rather, in this context, race is used to call attention to the racialisation of particular groups, the prevalence and forms of racism in society, and the need for anti-racist measures. See: PBS, 'Race: The Power of an Illusion' (2003); INAR, 'Race as a Social Construct'; 'Office of the United Nations High Commissioner for Human Rights'; Racial Equity Tools, 'Glossary'. (Taken from EDI Literary Glossary)

Race Equality	Race equality is defined as equal representation, equal experiences and equal outcomes of staff and students from minority ethnic groups.
Race Inequality	Race inequality is defined as unequal representation, unequal experiences and unequal outcomes of staff and students from minority ethnic groups.
Racism	"We understand racism to mean the power dynamics present in those structural and institutional arrangements, practices, policies and cultural norms, which have the effect of excluding or discriminating against individuals or groups, based on their identity, as outlined in Article 1 of the International Convention for the Elimination of Racial Discrimination (ICERD), which provides: '...the term "racial discrimination" shall mean any distinction, exclusion, restriction or preference based on race, colour, descent, or national or ethnic origin which has the purpose or effect of nullifying or impairing the recognition, enjoyment or exercise, on an equal footing, of human rights and fundamental freedoms in the political, economic, social, cultural or any other field of public life." See: Interim Report of Department of Children, Equality, Disability, Integration and Youth's Anti-Racism Committee to the Minister for Children, Equality, Disability, Integration and Youth on 30th November 2020.

Ollscoil na Gaillimhe

University of Galway