Ollscoil na Gaillimhe
University of Galway



Equality, Diversity and Inclusion

Strategy 2026–2030



University of Galway.ie



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1. Introduction

At the University of Galway, we are affirming our commitment to cultivating an inclusive, respectful and equitable community in which all staff and students are valued, supported and enabled to reach their full potential.

Our Equality, Diversity and Inclusion (EDI) Strategy 2026-2030 is informed by national and international best practice across Irish higher education and reflects our understanding that embracing the diversity of our people, perspectives and lived experiences is fundamental to distinctive research, exceptional education and transformative student experiences. Anchored in Ireland's legislative framework, including the Employment Equality Acts (1998-2015), the Equal Status Acts (2000-2018), and the Public Sector Equality and Human Rights Duty (2014), the University recognises its responsibility not only to prevent discrimination, but to proactively promote equality, protect human rights and foster meaningful inclusion across all areas of university life. Through this strategy, we commit to identifying and addressing systemic and structural barriers, advancing equality across the protected characteristics, considering additional factors such as socio-economic status, and responding to the intersecting dimensions of inequality and disadvantage that shape individual and collective experiences.

Our EDI Strategy 2026-2030 was developed in collaboration with our university staff and students, placing diversity of experience, empathy and understanding at the heart of the process. We drew on principles of design thinking to support an empathetic approach to co-creating this strategy, reflective of our understanding that our process and practice is integral to achieving sustainable outcomes and meaningful impact. At a moment when the global landscape for human rights is increasingly unstable and contested, the University of Galway recognises equality, diversity and inclusion as foundational to its mission and values. Universities play a vital role as spaces of critical inquiry, ethical leadership and social imagination. A strong EDI strategy signals a commitment not only to safeguarding the rights, dignity and wellbeing of all members of our community, but also to cultivating a culture of belonging where difference is respected and valued. By embedding EDI across our academic, professional and civic activities, the University of Galway affirms its role as a progressive public institution committed to social justice, democratic principles and a more equitable future.

Our EDI goals directly advance the ambitions of the University of Galway Strategy 2025–2030 by placing equality, diversity and inclusion at the centre of institutional transformation and inclusive excellence. With a focus on leadership excellence and embedding inclusion by design across strategy, policy and practice, the University strengthens its capacity to deliver on its commitments to academic excellence, sustainability and innovation. Cultivating meaningful representation and engagement in decision-making and governance aligns with the University's core values and aspiration to be a participatory institution that reflects and responds to the diversity of the communities it serves. Fostering an equitable campus culture where all people feel safe, valued, empowered and able to thrive underpins staff and student wellbeing, enhances performance and supports a sense of belonging that is essential to success. Integrating equality and human rights into research, education and the student experience further reinforces the University of Galway's distinctive mission in generating knowledge, developing graduates and delivering impact in ways that are socially responsible, inclusive and transformative at local, national and global levels.



2. Our People

University of Galway sits at the heart of Ireland's most diverse city in a unique bilingual region. The university community reflects the increasing diversity of our society and our profile as a globally connected and research-intense university.

21%
international students from over
125
countries

14
Athena Swan School Awards

135,000+
alumni worldwide

over
20,000
students &
2,700
staff

Figure 1: University of Galway Profile

3. EDI Programmes of Work

The University of Galway has made sustained and measurable progress in advancing Equality, Diversity and Inclusion, evolving from foundational governance structures to a mature, institution-wide strategic framework, responsive to staff and student diversity.

The second institutional EDI Strategy is premised on a progressive evolution of our strategic ambition and aspiration. The EDI agenda has broadened considerably, moving from a primary focus on gender equality to a more complex and comprehensive strategic and operational infrastructure in line with legislation, policy and best practice. EDI programmes of work are now supported by dedicated leadership, resources, and internal and external accountability mechanisms.

The EDI programmes are underpinned by attention to intersectional considerations and a robust evidence base measured through qualitative and quantitative instruments on a regular basis. Our approach has evolved through sustained commitment, learning, and partnership across the university community. These efforts have strengthened inclusive culture, informed evidence-based decision-making, and positioned EDI as a core driver of institutional excellence, providing a strong foundation for the next phase of strategic development. This progress provides both momentum and responsibility as the University looks ahead, reaffirming EDI as central to our values, academic mission, and vision for an equitable and inclusive future.



Figure 2: EDI Programmes of Work

4. Mission, Vision and Values

4.1 Mission

EDI at University of Galway takes a proactive and preventative approach to tackling inequality, informed by evidence, driven by data, and responsive to our communities' experiences. Through engagement and participation, we work hard to cultivate a dynamic educational community where all members feel valued, empowered and able to thrive.

We recognise that progress invites challenge. We engage competing views with clarity, courage and compassion, steering through complexity to build a more socially just and inclusive university for all.

4.2 Vision

The University stands firm in our collective responsibility to advance equality and human rights, embedding a people-centred approach into every aspect of university life.



4.3 Values

Building on University Values Through EDI Action

The university community has defined a set of core values that support our institution's mission and guide us in how we act as an organisation; **Respect**, **Openness**, **Sustainability and Excellence**, and **Belonging**. Our EDI strategy 2026-2030 articulates concrete institutional goals and actions which demonstrate these values in practice with measurable outcomes.

Excellence

Demonstrated through inclusive excellence in leadership accountability, evidence-based decision-making and integration of diverse perspectives in research and curriculum that enriches academic quality.

Respect

Enacted through the Dignity and Respect Hub, person-centred policies that prevent discrimination and harassment, trauma-informed training, and creating inclusive safe spaces.

Openness

Lived through authentic co-design with diverse stakeholders, transparent annual reporting on EDI progress and challenges, meaningful engagement of staff networks and students in decision-making, and openness to diverse knowledge systems and epistemologies.

Sustainability

Embedded through systemic and cultural change that addresses structural inequalities, building lasting institutional capacity for EDI, and connecting social sustainability to the University's Sustainable Development Goals (SDG) commitments and civic mission.

Belonging

Realised through removing barriers to participation, creating welcoming environments where diverse identities are affirmed and celebrated, ensuring accessibility by design, and fostering a culture where everyone feels safe, valued, empowered and able to thrive.

5. Key Drivers

Our EDI Strategy is strongly informed by national legislative and policy frameworks that set clear expectations for the higher education sector in advancing equality, human rights, and inclusion.

Central to this is the Public Sector Equality and Human Rights Duty (2014), alongside the Equal Status Acts (2000-2018) and the Employment Equality Acts (1998-2015), which require public bodies to proactively promote equality, prevent discrimination, and protect human rights in all aspects of their work. The University of Galway implements the Public Sector Duty through systematically **assessing**, **addressing**, and **reporting** on equality and human rights via our frameworks and action plans.

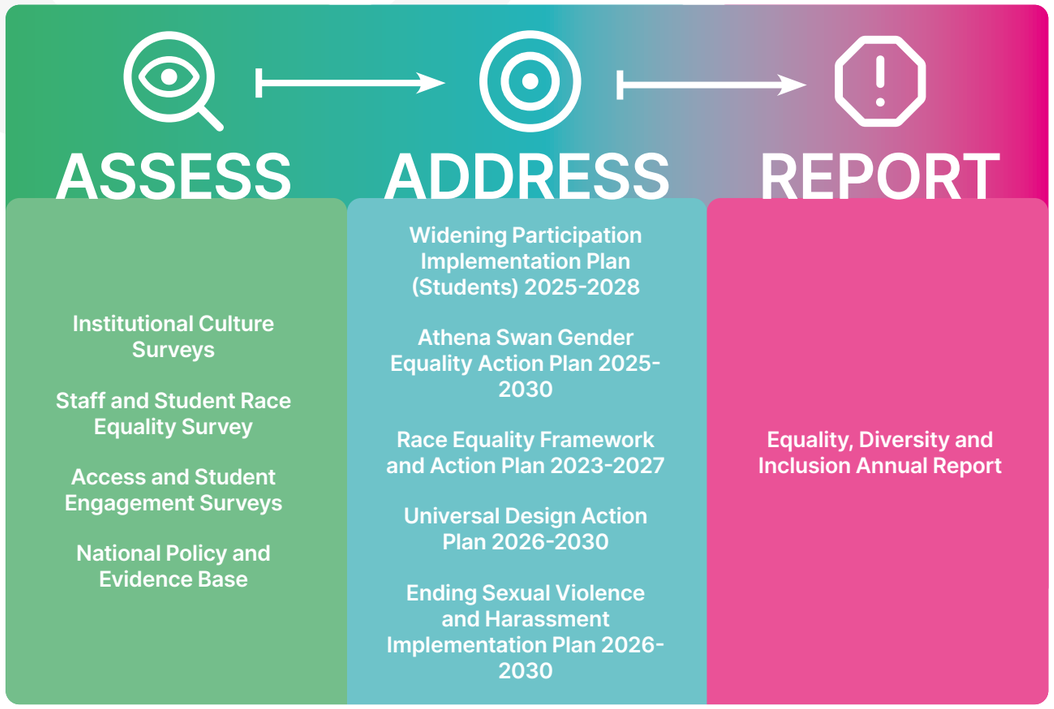

Figure 3: Universal Design and Accessibility Action Plan (2026-2030)



Equality and human rights considerations are integrated into strategic planning, policy development, and decision-making, informed by data and engagement with the university community. Identified issues are addressed through targeted actions, with progress monitored and reported through established governance and public reporting mechanisms to support transparency and continuous improvement.

Our Strategy is further shaped by the Higher Education Authority's policies and frameworks on gender equality, race equality, equality, diversity and inclusion, and the prevention of sexual violence and harassment, which emphasise accountability, cultural change, and evidence-based action. In responding to these drivers, the University of Galway commits to embedding statutory obligations and sectoral priorities into its governance, policies, education, research, and campus culture, ensuring that compliance is matched by meaningful action, continuous improvement and the progressive realisation of equality.

6. Strategic Goals, Aims and Implementation Actions

Figure 4: Strategic Goals



6.1 Goal 1: Drive Institutional Transformation Through Accountable Leadership and Inclusive Excellence

This goal aims to create sustained cultural change by ensuring leaders actively champion EDI principles and embed accountability throughout the institution—moving beyond compliance to excellence.

What This Means: We aspire to become a trusted leader in EDI where our commitments are public, measurable, and consistently upheld. Leaders will be informed, accountable, transparent and demonstrate their commitment through actions, while EDI becomes integrated into all systems, processes, and work practices.

Implementation Actions:

1.1. Leadership Accountability Through Performance Management

- Develop specific EDI KPIs for leaders and managers at all levels in relation to the implementation of the EDI Frameworks and Action Plans [Athena Swan/Gender Equality Action Plans, Race Equality, Ending Sexual Violence and Harassment and Universal Design Action Plans and Sanctuary Scholarship programme].
- Embed EDI objectives and robust accountability mechanisms in existing frameworks and people processes such as Performance for Growth and workload planning.

1.2. Transparent Reporting on Policies and Complaints

- Publish regular data on discrimination, bullying, sexual violence and sexual harassment and harassment complaints.
- Report on complaint resolution processes and outcomes.
- Demonstrate consistent application of policies across the institution.
- Build trust through clear and honest communication about challenges and progress.

1.3. Comprehensive EDI Metrics Monitoring

- Track and report on workforce diversity indicators: recruitment, headcount, promotions, and staff demographics.
- Benchmark performance against best practice sector standards and institutional targets.
- Identify systemic barriers and measure progress over time.
- Use data to drive evidence-based decision-making and continuous improvement.

1.4. Strategic Capacity Building

- Enhance institutional capability to support the EDI Strategy 2026-2030 through investing in resources, training, and infrastructure.
- Enable whole-of-institution engagement through clear, consistent communication.

1.5. Recognise and reward outstanding contribution to EDI

- Appropriately recognise and reward contribution to EDI in promotion and career progression.
- Implement President's award for EDI.

6.2 Goal 2: Embed Inclusion by Design in Strategy, Policy, Plans and Practice

This goal aims to embed diversity and inclusion in all our systems, processes and work, moving from reactive to proactive integration where inclusive practice becomes the foundation of everything we do.

What This Means: We recognise that legacies of exclusion and disadvantage are embedded in our structures, systems and practices over time. Rather than adding inclusion as an afterthought, we will **systematically** redesign our policies, processes, and environments to be inherently inclusive from inception.

Implementation Actions:

2.1. Systematic Equality Impact Assessments

- Integrate Equality Impact Assessments (EIAs) into policy development, review cycles, approval, and evaluation processes on a systematic basis.
- Create clear accountability for conducting and acting on EIA findings.

2.2. Co-Design Model for Authentic Engagement

- Establish participatory approaches that centre lived experience in policy development and planning.
- Cultivate shared responsibility to increase diversity and strengthen inclusion through critical reflection on our systems, structures, attitudes and behaviours.

2.3. Intersectional Measurement and Evaluation Framework

- Define metrics and evaluation tools that capture outputs, impacts, and outcomes across multiple dimensions.
- Develop robust data-driven frameworks to track progress and impact against defined outcome measures.
- Account for intersectionality in data collection and analysis to understand compounded experiences.
- Monitor for unintended consequences and differential impacts across diverse groups.
- Use evidence to inform continuous improvement and adaptation of strategies.

2.4. Universal Design and Accessibility

- Build on progress made in providing a universally accessible campus and community by redeveloping the Universal Design and Accessibility Action Plan (2026-2030) and Steering Group in line with the ALTITUDE Charter for Universal Design in Tertiary Education.
- Embed the principles of universal design across the 4 key pillars of Universal Design in Education, defined by the ALTITUDE Charter as: Learning, Teaching and Assessment; Supports, Services and Social Engagement; Physical Environment; Digital Environment.

2.5. Comprehensive Staff Capacity Building

- Equip staff at all levels with skills to implement strategy, policy, and plans through an equity lens.
- Develop specialised training for those with policy development, procurement, or service design responsibilities.
- Create communities of practice to share learning and embed inclusive approaches in daily work.

6.3 Goal 3: Enable Empowerment and Support Engagement in Decision-Making and Governance

This goal aims to ensure that our diverse communities are authentically represented in decisions that shape institutional direction, building a culture of engaged, meaningful and empowered participation.

What This Means: We will support capacity building and structural changes within our committee and decision-making processes to be inclusive of diverse representation and perspectives, ensuring those affected by decisions have genuine voice in shaping them. This requires intentional attention to who sits at decision-making tables, how discussions are facilitated, and whether diverse lived experiences genuinely inform outcomes.

Implementation Actions:

3.1. Culture Transformation in Committee and Decision-Making Structures

- Establish principles of respectful and meaningful engagement as foundational to all governance bodies.
- Support committees and decision-making structures to actively include diverse perspectives, moving from representation as presence to representation as influence in decision outcomes.

3.2. Mandatory Committee Effectiveness Training

- Deliver specialised training for committee chairs on inclusive facilitation and leadership, equipping all committee members with competencies to engage respectfully and constructively.
- Build skills in recognising and addressing power dynamics, unconscious bias, and groupthink.
- Develop capacity to create psychologically safe spaces where all voices can contribute.

3.3. Regular Evaluation of Committee Effectiveness

- Develop the data infrastructure to audit and report on the diversity of committee composition across multiple characteristics.
- Track representation gaps and progress over time.
- Institute routine assessment of central committee functioning through an equity lens.
- Use evaluation findings to improve committee practices and composition.

3.4. Staff Network Capacity Building and Resourcing

- Provide training to staff networks on effective engagement in governance structures.
- Create formal pathways for network input into decision-making, policy development and strategic planning.
- Recognise and value the expertise and workload involved in network representation.

3.5. Student Engagement in EDI Infrastructure

- Actively monitor student participation in EDI governance and decision-making bodies.
- Remove barriers to meaningful student engagement through flexible scheduling, training, mentoring, incentives and recognition.
- Expand the student Champion/ Ambassador model to enhance student empowerment, support peer learning and co-create EDI in practice.
- Ensure student perspectives inform evaluation and evolution of EDI efforts.

3.6. Community Partner Integration

- Actively engage external community partners within EDI governance infrastructure.
- Cultivate partnerships with relevant external community organisations to enable learning and collaboration in the wider community.

6.4 Goal 4: Foster an Equitable Campus Culture Free from Discrimination Where All Members of Our University Community Feel Safe, Valued, Empowered, and Able to Thrive

This goal aims to cultivate an environment where everyone is welcome, safe and can belong, embedding respect and dignity as foundational to our institutional culture.

What This Means: We will build a campus culture grounded in respect, safety, and belonging where harmful behaviours are prevented, inappropriate conduct is addressed effectively, and all members of our university community can participate fully regardless of background, identity, or ability.

Implementation Actions:

4.1. Person-Centred Policy Framework and Support Infrastructure

- Review and revise equality, anti-discrimination, anti-bullying and harassment policies with focus on prevention, accountability and responsiveness to lived experience.
- Establish a Dignity and Respect Hub as a central resource for support, guidance, and management of complaints.
- Ensure policies and procedures are consistently and transparently applied across the institution.
- Develop specialist training for those handling disclosures, reports, complaints and supporting affected individuals.

4.2. Positive Culture

- Run sustained awareness campaigns that reinforce institutional values and expected behaviours.
- Mainstream implementation of the Respect Charter by scaling successful initiatives across the institution through the Dignity and Respect Hub.
- Engage the community in ongoing dialogue about respect, inclusion, anti-racism and shared responsibility.
- Build understanding of how individual actions contribute to collective culture.

4.3. Evidence-Based, Trauma-Informed Training

- Deliver comprehensive university-wide training on preventing and addressing racism, discrimination, bullying, harassment, sexual violence, and sexual harassment.
- Equip all staff and students with practical competencies to recognise inappropriate behaviours and respond appropriately.
- Ensure training is informed by best practice, research evidence, and survivor perspectives.
- Build a community of active bystanders to positively challenge inappropriate behaviours and support prevention.

4.4. Universal Design and Accessibility

- Remove barriers to participation faced by people with disabilities.
- Embed accessibility into physical infrastructure, digital platforms, services, and educational design from the outset.
- Support implementation of the ALTITUDE Charter to make environments inherently accessible and inclusive and reduce reliance on individual reasonable accommodations.

4.5. Enhanced Cultural Inclusivity

- Increase visibility of diverse communities through representation in physical spaces, communications, and institutional events.
- Increase the representation of staff from ethnic minority backgrounds in our support services staff to reflect the diversity of our university community.
- Develop intercultural competence across the institution to strengthen cross-cultural communication and understanding.
- Create spaces and opportunities where cultural diversity is affirmed and celebrated.



6.5 Goal 5: Integrate Equality and Human Rights in the Delivery of Our Distinctive Research, Exceptional Education, and Transformative Student Experiences

This goal recognises that diversity and inclusion are integral to the University's approach to exceptional education, research, and transformative student experiences, ensuring that principles of equity, justice, and inclusivity are woven through our core academic mission rather than existing separately from it.

What This Means: This goal focuses on education, research and experience, acknowledging the diversity of our university community and the necessity of inclusive approaches in the domains of teaching, learning, diversity in assessment, research and the University environment.

Implementation Actions:

5.1. Decolonising Curriculum

- Integrate equality, human rights, sustainability, and social and epistemic justice as intersecting core themes across curricula.
- Incorporate diverse knowledge systems, perspectives and epistemologies in curriculum.
- Diversify pedagogical approaches to reflect varied learning traditions.
- Explore equitable approaches to assessment to recognise and value diverse forms of knowledge demonstration.

5.2. Inclusive Learning Environments and Support

- Provide accessible student support services that respond to diverse needs and contexts.
- Embed inclusive teaching practices in classroom and online teaching contexts, including utilising appropriate tools for monitoring digital accessibility of learning materials.
- Support access and participation in higher education for people from underrepresented socio-economic groups, and minority status groups through the widening participation pathways.
- Establish a sustainable model to mainstream the University of Sanctuary Programme and ensure that adequate supports are in place for Sanctuary scholars including financial supports, access to academic mentoring and practical support from the Sanctuary Officer.

5.3. Inclusive Research Environments

- Enhance working conditions, equality and inclusion for researchers through continued implementation of the HR Excellence in Research Charter and Code.
- Advance international best practice by reforming research assessment in line with CoARA and open research principles.
- Build researcher and educator capacity to apply 'inclusion by design' from research design through to dissemination.

5.4. Ethical and Responsible AI Use

- Support the establishment of institutional frameworks and guidelines for ethical and responsible AI use in research, teaching, learning, and assessment.
- Build critical awareness of how AI can perpetuate or challenge existing bias and inequalities.

7. Success Measures

Goal 1.

Leadership accountability for EDI is demonstrated through integrated KPIs in performance management systems and annual transparent reporting on workforce diversity and complaints data. Progress includes year-on-year improvements in diversity representation benchmarked against sector standards, enhanced institutional capacity through increased resources and infrastructure, and formal recognition of EDI contributions through awards and promotion criteria.

Goal 2.

Inclusion by design is evidenced through completed Equality Impact Assessments for all new policies and strategies, and authentic co-design processes with diverse stakeholders. Progress includes an operational intersectional data framework, implementation of the Universal Design and Accessibility Action Plan across all four ALTITUDE pillars, comprehensive staff capacity building, and measurable reduction in accessibility barriers.

Goal 3.

Meaningful representation is demonstrated through annual diversity audits showing progressive improvement in committee composition and 100% completion of mandatory training for chairs and members. Progress includes evidence that diverse perspectives influence decision outcomes, enhanced staff network capacity with formal consultation mechanisms, increased student participation with expanded peer-led initiatives, and established partnerships with community organisations.

Goal 4.

A safer, inclusive campus is evidenced through the operational Dignity and Respect Hub, year-on-year reduction in discrimination and harassment incidents, and increased confidence in reporting mechanisms. Progress includes transparent annual reporting on complaints, comprehensive trauma-informed training completion, active bystander culture development, improved sense of belonging across diverse groups in survey data, demonstrable accessibility improvements, enhanced cultural inclusivity, and mainstream Respect Charter implementation.

Goal 5.

Equity integration in academic activities is demonstrated through curriculum audits showing diverse perspectives and knowledge systems, equitable assessment practices, and disaggregated student satisfaction data showing equitable experiences. Progress includes verified VLE accessibility compliance, successful University of Sanctuary Scholarship programme outcomes, implementation of HR Excellence in Research Charter and CoARA principles, researcher and educator capacity building on inclusion by design, and established frameworks for ethical and responsible AI use with critical awareness development.

8. Alignment with University Strategies

EDI is foundational to the vision, mission and strategic objectives of the University of Galway. Our university strategy commits to enabling and supporting all students and staff to reach their full potential in an engaging, accessible and inclusive learning environment by mainstreaming equality, diversity and inclusion by design, and engendering commitment and collective responsibility.

EDI Goal	University of Galway Strategy 2025–2030
1. Drive Institutional Transformation Through Accountable Leadership and Inclusive Excellence	Underpins the University's commitment to building an Effective and Sustainable Organisation that Empowers our People, strengthening governance, leadership and institutional performance across teaching, research and operations. • Business transformation programme to drive high-performance • Develop and support leadership across the organisation
2. Embed Inclusion by Design in Strategy, Policy, Plans and Practice	EDI principles are integrated into core strategic planning and business processes, supporting excellence across the University's priorities and enabling an effective and sustainable organisation that empowers our people. • Build a culture of co-creation, leveraging our community's insights, experiences and collegiality to solve problems together
3. Enable Empowerment and support Engagement in Decision-Making and Governance	Advances the emphasis on collaborative planning and participatory culture, enhancing the way decisions reflect the diversity of our community and partners. Inherent in an effective and sustainable organisation that empowers our people.
4. Foster an Equitable Campus Culture Free from Discrimination Where All Members of Our University Community Feel Safe, Valued, Empowered, and Able to Thrive	Underpins key values of Belonging, Respect and Openness, promoting wellbeing, inclusion and a sense of community with an ambition to be a university of choice for students. • Remove barriers to and through higher education, embedding universal design, supporting students through key transition points, and making targeted interventions that support progression for all students
5. Integrate Equality and Human Rights in the Delivery of Our Distinctive Research, Exceptional Education, and Transformative Student Experiences	Strengthens the focus on Distinctive Research Impact and Education for the Future, ensuring that academic excellence and transformative student experiences are delivered with social responsibility and global relevance. • Attract, develop and support the next generation of excellent researchers within a sustainable research ecosystem. • Innovate curriculum design and delivery, and simplify pathways, engaging with external partners to support learners at all stages of their education, careers and lives

EDI is integral to our Thematic Strategies: **Research and Innovation**, **Education**, **Global**, **Student Success**, **Sustainability**, and **Widening Participation**, underpinning the University Strategic Plan. Implementation actions under our strategic goals will enhance the capacity to co-deliver on these strategic priorities:

Research and Innovation Strategy

Recognising that people are the driving force of our research ambition, this strategy sets out a commitment to empower our research community to thrive. It specifically commits to strengthen an inclusive and vibrant research culture where everyone feels they belong, and where contributions are valued.

Educational Excellence Strategy

Deliver educational excellence to be inclusive, flexible and responsive to diverse learner needs.

Global Strategy

This strategy recognises that the global diversity and inclusivity of our campus and community lies at the heart of our identity as a university, our offer to students and staff, and the value we provide for our city and region. In this context, it prioritises the provision of excellent supports for our international students and staff at all stages of their student and career journeys.

Student Success Strategy

Recognising the need to feel part of an accessible and inclusive community where there is space for everyone as a precondition to student success, this strategy builds on our university's record of leading inclusion, supporting the wellbeing and equitable treatment of our students.

Widening Participation Strategy

This strategy outlines how we continue to ensure our university student body is reflective of the diversity we find more generally in society with equality of educational opportunity central to the pursuit of the University's core values. It commits to provide the background conditions for students from underrepresented socio-economic and minority status groups to succeed in higher education.

Sustainability Strategy

As Ireland's SDG Ambassador University, University of Galway champions the Sustainable Development Goals (SDGs) and embeds them across our mission, culture and practice. The approach to embedding SDGs in education is evident in broadening what we teach and how we teach it to include diverse voices and perspectives, and to recognise how history and power have shaped knowledge. Embedding equality and human rights considerations within sustainable public procurement alongside advocacy and inclusion through human rights and EDI campaigns are strategic actions in the delivery of meaningful engagement and empowered leadership.



Alignment with Sustainable Development Goals

Goal 1.

Drive Institutional Transformation Through Accountable Leadership and Inclusive Excellence



Goal 2.

Embed Inclusion by Design in Strategy, Policy, Plans and Practice



Goal 3.

Enable Empowerment and Support Engagement in Decision-Making and Governance



Goal 4.

Foster an Equitable Campus Culture Free from Discrimination Where All Members of Our University Community Feel Safe, Valued, Empowered, and Able to Thrive



Goal 5.

Integrate Equality and Human Rights in the Delivery of Our Distinctive Research, Exceptional Education, and Transformative Student Experiences





9. Implementation Plan

The actions outlined under each goal will form the basis of the implementation plan in addition to the series of action plans under the EDI programmes of work. A SMART plan will be developed to support the implementation, monitoring and evaluation of this strategy.

Ollscoil na Gaillimhe
University of Galway

Equality, Diversity and Inclusion

Strategy 2026–2030

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Ollscoil na Gaillimhe
University of Galway



Straitéis

Chomhionannais, Éagsúlachta agus Chuimsithe

2026–2030



Ollscoil*na* Gaillimhe.ie



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6.3 Sprioc 3: Cumhachtú a Chumasú agus tacú le Rannpháirtíocht i gCinnteoireacht agus i Rialachas 13

6.4 Sprioc 4: Cultúr Campais atá Cothrom agus Saor ó Idirdhealú a chothú ina mbraitheann gach ball de phobal na hollscoile Sábháilte, go bhfuil Luach orthu, go bhfuil Cumhacht acu, agus go bhfuil an Cumas acu a bheith Rathúil 14

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1. Réamhrá

In Ollscoil na Gaillimhe, táimid ag dearbhú ár dtiomantais do phobal cuimsitheach, measúil agus cothrom a chothú ina bhfuil meas á léiriú ar gach comhalta foirne agus mac léinn, ina bhfuil tacaíocht ar fáil dóibh agus ina bhfuil siad in ann barr a gcumais a bhaint amach.

Tá Straitéis Chomhionannais, Éagsúlachta agus Chuimsithe (EDI) 2026-2030 bunaithe ar an dea-chleachtas náisiúnta agus idirnáisiúnta ar fud earnáil ardoideachais na hÉireann agus léiríonn sí ár dtuiscint gur cuid bhunúsach de thaighde sainiúil, d'oideachas eisceachtúil agus d'eispéiris chlaochlaitheacha na mac léinn glacadh leis an éagsúlacht inár bpobal, inár ndearcthaí agus sa taithí saoil a bhíonn againn. Fréamhaithe i gcreat reachtaíochta na hÉireann, lena n-áirítear na hAchtanna um Chomhionannas Fostaíochta (1998-2015), na hAchtanna um Stádas Comhionann (2000-2018), agus Dualgas na hEarnála Poiblí um Chomhionannas agus Cearta an Duine (2014), aithnítear san Ollscoil an fhreagracht atá orainn ní hamháin chun idirdhealú a chosc, ach chun comhionannas a chur chun cinn go réamhghníomhach, cearta an duine a chosaint agus cuimsiú suntasach a chothú i ngach réimse de shaol na hollscoile. Leis an straitéis seo, geallaimid go ndéanfar bacainní córasacha agus struchtúracha a aithint agus go dtabharfar aghaidh orthu, go gcuirfear comhionannas chun cinn sna forais chosanta, agus aird ar fhachtóirí breise amhail stádas socheacnamaíoch, agus go ndéileálfar leis na gnéithe trasnacha den neamhionannas agus den mhíbhuntáiste a mhúnlaíonn eispéiris aonair agus chomhchoiteanna.

Forbraíodh an Straitéis EDI 2026-2030 i gcomhar le foireann agus mic léinn na hollscoile, agus éagsúlacht taithí, comhbhá agus tuisceana á gcur i gcroílár an phróisis. Bhaineamar úsáid as prionsabail na smaointeoireachta dearaidh chun tacú le cur chuige báúil i leith chomhchruthú na straitéise seo, rud a léiríonn ár dtuiscint go bhfuil ár bpróiseas agus ár gcleachtas ríthábhachtach chun torthaí inbhuanaithe agus tionchar leanúnach a bhaint amach. Ag am ina bhfuil cearta an duine ar fud an domhain thar a bheith neamhsheasmhach agus conspóideach, aithnítear in Ollscoil na Gaillimhe an comhionannas, an éagsúlacht agus an cuimsiú mar bhunús dár misean agus dár luachanna. Tá ról ríthábhachtach ag ollscoileanna mar spásanna fiosrúcháin chriticiúil, ceannaireachta eiticiúla agus samhlaíochta sóisialta. Léiríonn straitéis láidir EDI tiomantas ní hamháin do chearta, dínit agus folláine gach ball dár bpobal a chosaint, ach freisin do chultúr muintearais a chothú ina bhfuil meas agus luach ar an difríocht. Trí EDI a leabú inár ngníomhaíochtaí acadúla, gairmiúla agus sibhialta, dearbhaítear in Ollscoil na Gaillimhe an ról atá againn mar institiúid phoiblí fhorásach atá tiomanta don cheartas sóisialta, do phrionsabail dhaonlathacha agus do thodhchaí níos cothroime.

Cuireann ár spriocanna maidir le EDI uaillmhianta Straitéis Ollscoil na Gaillimhe 2025–2030 chun cinn go díreach trí áit lárnach a thabhairt don chomhionannas, éagsúlacht agus cuimsiú i gclaochlú na hinstitiúide agus sa sármhaitheas chuimsitheach. Agus béim ar shármhaitheas cheannaireachta agus ar chuimsiú comhfhiosach a leabú i straitéis, i bpolasaí agus i gcleachtas, neartaíonn an Ollscoil a cumas chun a gealltanais maidir le sármhaitheas acadúil, inbhuanaitheacht agus nuálaíocht a chomhlíonadh. Tá saothrú ionadaíochta agus rannpháirtíochta fiúntaí i gcinnteoireacht agus i rialachas ag teacht le croíluachanna na hOllscoile agus an mian atá againn a bheith ina institiúid rannpháirteach a léiríonn agus a fhreagraíonn d'éagsúlacht na bpobal a bhfreastalaímid orthu. Trí chultúr campais a chothú atá cothrom, áit a mbraitheann gach duine sábháilte, go bhfuil luach orthu, go bhfuil cumhacht acu agus go bhfuil an cumas acu a bheith rathúil, cuirtear bunús faoi fholláine na foirne agus na mac léinn, tugann daoine faoina róil ar bhealach níos fearr agus tacaítear le braistint mhuintearais atá riachtanach go n-éireoidh le daoine. Trí chomhionannas agus cearta an duine a chomhtháthú sa taighde, san oideachas agus in eispéireas na mac léinn, neartaítear misean sainiúil Ollscoil na Gaillimhe maidir le heolas a ghiniúint, céimithe a fhorbairt agus tionchar a imirt ar bhealaí atá freagrach ar bhonn sóisialta, cuimsitheach agus claochlaitheach ar leibhéil áitiúla, náisiúnta agus idirnáisiúnta.



2. Pobal seo againne

Tá Ollscoil na Gaillimhe suite i gcroílár na cathrach is éagsúla in Éirinn i réigiún dátheangach uathúil. Léirítear i bpobal na hollscoile an éagsúlacht mhór inár sochaí agus inár bpróifíl mar ollscoil a bhfuil naisc idirnáisiúnta againn agus atá dírithe go mór ar thaighde.

21%
de mhic léinn idirnáisiúnta as
125
tír

14
Ghradam Scoile Athena Swan

135,000+
alumnus ar fud an domhain

Os cionn
20,000
mac léinn agus
2,700
comhalta foirne

Figiúr 1: Próifíl Ollscoil na Gaillimhe

3. Cláir Oibre an EDI

Tá dul chun cinn leanúnach agus intomhaiste déanta ag Ollscoil na Gaillimhe maidir le Comhionannas, Éagsúlacht agus Cuimsiú a chur chun cinn, agus forbairt déanta ó struchtúir rialachais bhunúsacha go creat straitéiseach aibí, uile-institiúideach, atá freagrach d'éagsúlacht foirne agus mac léinn.

Tá an dara Straitéis EDI institiúideach bunaithe ar éabhlóid fhorásach ar ár n-uaillmhian agus ár n-aisling straitéiseach. Tá an clár oibre EDI leathnaithe go mór, níltear ag díriú go príomha a thuilleadh ar chomhionannas inscne ach táthar ag druidim i dtreo infreastruchtúr straitéiseach agus oibríochtúil níos casta agus níos cuimsithí i gcomhréir le reachtaíocht, polasaí agus dea-chleachtas. Tá tacaíocht ar fáil anois do chláir oibre an EDI ó cheannaireacht thiomnaithe, acmhainní, agus meicníochtaí cuntasachta inmheánacha agus seachtracha.

Tá na cláir EDI bunaithe ar bhreithnithe trasnacha agus ar bhonn fianaise daingean a ndéantar a mheas go rialta le cabhair uirlisí cáilíochtúla agus cainníochtúla. Tá an cur chuige atá againn tagtha chun cinn de bharr tiomantas leanúnach, foghlaim agus comhpháirtíocht ar fud phobal na hOllscoile. De bharr na n-iarrachtaí seo tá an cultúr cuimsitheach neartaithe, tugtar faoi chinnteoireacht atá bunaithe ar fhianaise, agus tá EDI curtha i bhfeidhm mar phríomhthiománaí barr feabhais san institiúid, rud a chuireann bunchloch láidir ar fáil don chéad chéim eile den fhorbairt straitéiseach. Agus an Ollscoil ag féachaint chun cinn, tugann an dul chun cinn seo spreagadh dúinn mar aon le freagracht a leagan orainn, ag athdhearbhú go bhfuil EDI lárnach dár luachanna, dár misean acadúil, agus don fhís atá againn do thodhchaí chothrom agus chuimsitheach.



Figiúr 2: Cláir Oibre an EDI

4. Misean, Fís agus Luachanna

4.1 Misean

I gcás an EDI in Ollscoil na Gaillimhe glactar cur chuige réamhghníomhach agus coisctheach chun dul i ngleic leis an neamhionannas, ar cur chuige é atá bunaithe ar fhianaise, ar shonraí, agus atá ag freagairt d'eispéiris ár bpobal. Trí rannpháirtíocht agus comhoibriú, oibrímid go dian chun pobal dinimiciúil oideachais a chothú ina mbraitheann gach ball go bhfuil luach orthu, go bhfuil cumhacht acu agus go bhfuil an cumas acu a bheith rathúil.

Tuigimid go mbíonn sé dúshlánach dul chun cinn a dhéanamh. Glacaimid le tuairimí éagsúla le soiléireacht, le misneach agus le comhbhá, ag stiúradh an bhealaigh trí chastachtaí an tsaoil chun ollscoil a fhorbairt atá níos cothroime ó thaobh na sochaí de agus atá níos cuimsithí do chách.

4.2 Fís

Seasaimid san Ollscoil go daingean lenár gcomhfhreagracht chun comhionannas agus cearta an duine a chur chun cinn, cur chuige dírithe ar an duine a leabú i ngach gné de shaol na hollscoile.



4.3 Luachanna

Ag Tógáil ar Luachanna na hOllscoile trí Ghníomh EDI

Tá sraith croíluachanna sainithe ag pobal na hollscoile a thacaíonn le misean na hinstitiúide agus a threoraíonn sinn maidir le conas a ghníomhaímid mar eagraíocht; **Meas**, **Oscailteacht**, **Inbhuanaitheacht agus Sármhaitheas**, agus **Muintearas**. Leagtar amach i straitéis EDI 2026-2030 na spriocanna agus na gníomhartha institiúideacha nithiúla a léiríonn na luachanna seo go praiticiúil le torthaí intomhaiste.

Sármhaitheas

Léirítear é seo trí shármhaitheas chuimsitheach i gcuntasacht cheannaireachta, cinnteoireacht atá bunaithe ar fhianaise agus comhtháthú peirspictíochtaí éagsúla sa taighde agus sa churaclam chun an cháilíocht acadúil a shaibhriú.

Meas

Cuirtear é seo i bhfeidhm tríd an Mol Dínite agus Ómóis, trí pholasaithe atá dírithe ar an duine a chuireann cosc ar idirdhealú agus ar chiapadh, trí oiliúint atá bunaithe ar thionchar an tráma, agus trí spásanna sábháilte cuimsitheacha a chruthú.

Oscailteacht

Cuirtear é seo i bhfeidhm trí chomhdhearadh barántúil le páirtithe leasmhara éagsúla, trí thuairisciú bliantúil trédhearcach ar dhul chun cinn agus ar dhúshláin EDI, trí rannpháirtíocht fhiúntach ó líonraí foirne agus mac léinn sa chinnteoireacht, agus trí oscailteacht do chórais eolais agus d'eipistéimeolaíochtaí éagsúla.

Inbhuanaitheacht

Tá an ghné seo leabaithe trí athrú córasach agus cultúrtha a thugann aghaidh ar neamhionannais struchtúracha, ag forbairt acmhainn institiúideach bhuan don EDI, agus ag nascadh inbhuanaitheacht shóisialta le gealltanais agus le misean sibhialta na hOllscoile maidir le Spriocanna Forbartha Inbhuanaithe (SDG).

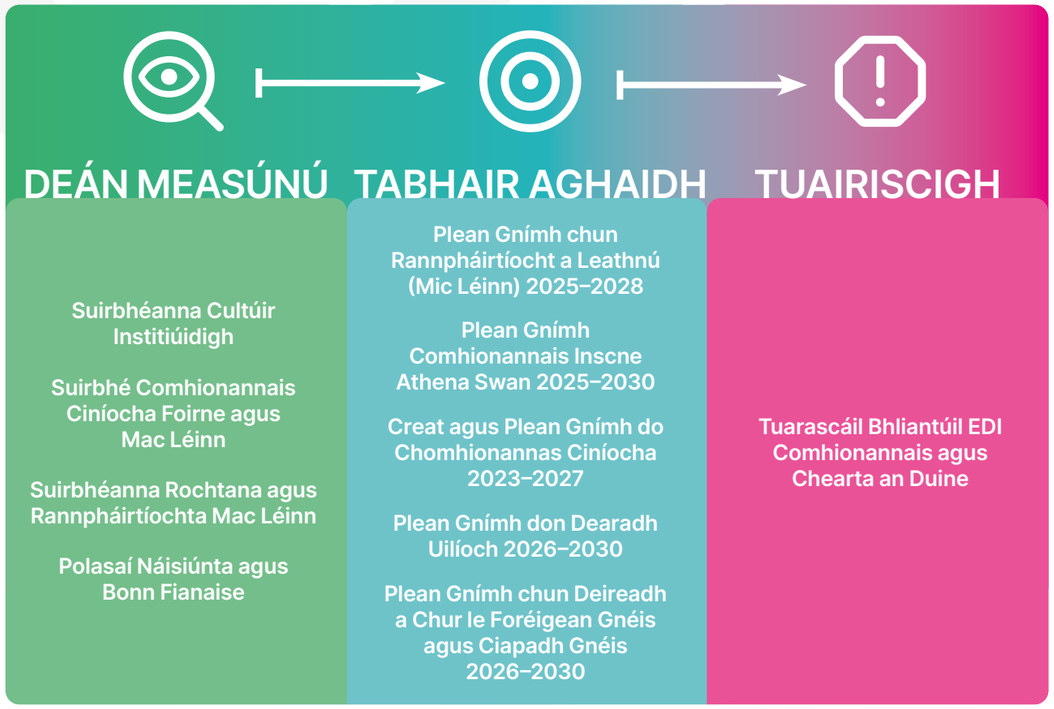
Muintearas

Baintear amach é seo trí bhacainní ar rannpháirtíocht a bhaint, trí thimpeallachtaí fáilteacha a chruthú ina nglactar le féiniúlachtaí éagsúla agus ina ndéantar iad a cheiliúradh, trí inrochtaineacht chomhfhiosach a chinntiú, agus trí chultúr a chothú ina mbraitheann gach duine sábháilte, go bhfuil luach orthu, go bhfuil cumhacht acu agus go bhfuil an cumas acu a bheith rathúil.

5. Na Príomhnithe a chuireann EDI chun cinn

Tá an Straitéis EDI bunaithe go mór ar chreataí reachtaíochta agus polasaí náisiúnta a leagann síos ionchais shoiléire don earnáil ardoideachais maidir le comhionannas, cearta an duine agus cuimsiú a chur chun cinn.

Lárnach dó seo tá Dualgas na hEarnála Poiblí i leith Comhionannais agus Chearta an Duine (2014), mar aon leis na hAchtanna um Stádas Comhionann (2000-2018) agus na hAchtanna um Chomhionannas Fostaíochta (1998-2015), a cheanglaíonn ar chomhlachtaí poiblí comhionannas a chur chun cinn go réamhghníomhach, idirdhealú a chosc, agus cearta an duine a chosaint i ngach gné dá gcuid oibre. Cuirtear i bhfeidhm in Ollscoil na Gaillimhe Dualgas na hEarnála Poiblí trí chomhionannas agus cearta an duine **a mheas**, **aghaidh a thabhairt orthu** agus **iad a thuairisciú** ar bhonn córasach trínár gcreataí agus pleananna gnímh.



Figiúr 3: Dualgas na hEarnála Poiblí i leith Comhionannais agus Chearta an Duine



Déantar breithnithe comhionannais agus chearta an duine a chomhtháthú i bpleanáil straitéiseach, i bhforbairt polasaithe agus i gcinnteoireacht, agus sonraí agus rannpháirtíocht le pobal na hOllscoile mar bhonn eolais dóibh. Tugtar aghaidh ar shaincheisteanna a sainaithníodh trí ghníomhartha spriocdhírithe, agus déantar monatóireacht agus tuairisciú ar dhul chun cinn trí mheicníochtaí rialachais agus tuairiscithe poiblí seanbhunaithe chun tacú le trédhearcacht agus feabhsú leanúnach.

Tá ár Straitéis múnlaithe tuilleadh ag polasaithe agus creatlacha an Údaráis um Ard-Oideachas maidir le comhionannas inscne, comhionannas ciníocha, comhionannas, éagsúlacht agus cuimsiú, agus cosc a chur ar fhoréigean gnéis agus ar chiapadh gnéis, a leagann béim ar chuntasacht, ar athrú cultúir, agus ar ghníomh atá bunaithe ar fhianaise. Agus muid ag freagairt do na nithe seo, geallaimid in Ollscoil na Gaillimhe oibleagáidí reachtúla agus tosaíochtaí earnála a leabú inár rialachas, polasaí, oideachas, taighde agus i gcultúr an champais, ar mhaithe le cinntiú go dtugtar faoi ghníomh fiúntach, feabhas leanúnach agus dul chun cinn an chomhionannais mar chuid den chomhlíonadh.

6. Spriocanna Straitéiseacha, Aidhmeanna agus Gníomhartha Feidhmithe

Figiúr 4: Spriocanna Straitéiseacha



6.1 Sprioc 1: Claochlú Institiúideach a Thiomáint trí Cheannaireacht Chuntasach agus Sármhaitheas Chuimsitheach

Tá sé mar aidhm ag an sprioc seo athrú cultúrtha inbhuanaithe a chruthú trína chinntiú go gcuireann ceannairí prionsabail EDI chun cinn go gníomhach agus go neadaíonn siad cuntasacht ar fud na hinstitiúide – ag bogadh chun cinn ó chomhlíonadh go dtí sármhaitheas.

A bhfuil i gceist leis sin: Is mian linn a bheith inár gceannaire iontaofa sa réimse EDI áit a bhfuil ár ngealltanais poiblí, intomhaiste agus á gcomhlíonadh go seasta. Beidh na ceannairí eolach, cuntasach, trédhearcach agus léireoidh siad a dtiomantas trí ghníomhartha, de réir mar a dhéantar EDI a chomhtháthú i ngach córas, próiseas agus cleachtas oibre.

Gníomhartha Feidhmithe:

1.1. Cuntasacht Cheannaireachta trí Bhainistíocht Feidhmíochta

- Príomhtháscairí Feidhmíochta sonracha EDI a fhorbairt do cheannairí agus do bhainisteoirí ag gach leibhéal i ndáil le cur i bhfeidhm na gCreataí agus na bPleananna Gnímh EDI [Pleananna Gnímh Athena Swan/Comhionannais Inscne, Comhionannas Ciníocha, Deireadh a Chur le Foréigean Gnéis agus Ciapadh Gnéis agus Pleananna Gnímh Dearaidh Uilíoch agus clár Scoláireachta na hOllscoile Tearmainn].
- Cuspóirí EDI agus meicníochtaí cuntasachta láidre a leabú i gcreataí agus i bpróisis foirne reatha, mar shampla Feidhmíocht Fhorásach agus pleanáil ualaigh oibre.

1.2. Tuairisciú Trédhearcach ar Pholasaithe agus ar Ghearáin

- Sonraí rialta a fhoilsiú maidir le hidirdhealú, bulaíocht, foréigean gnéis agus ciapadh gnéis agus gearáin faoi chiapadh.
- Próisis agus torthaí réitigh gearán a thuairisciú.
- Feidhmiú polasaithe a léiriú ar bhonn rialta ar fud na hinstitiúide.
- Muinín a chothú trí chumarsáid shoiléir agus mhacánta faoi dhúshláin agus dul chun cinn.

1.3. Monatóireacht Chuimsitheach ar Mhéadracht EDI

- Táscairí éagsúlachta an lucht saothair a rianú agus a thuairisciú: earcaíocht, líon foirne, arduithe céime, agus déimeagrafaic foirne.
- Feidhmíocht a thagarmharcáil i gcoinne caighdeáin dea-chleachtais earnála agus spriocanna institiúideacha.
- Bacainní córasacha a aithint agus dul chun cinn a thomhas le himeacht ama.
- Sonraí a úsáid chun cinnteoireacht atá bunaithe ar fhianaise agus feabhas leanúnach a spreagadh.

1.4. Acmhainn Straitéiseach a Fhorbairt

- Cumas institiúideach a fheabhsú chun tacú leis an Straitéis EDI 2030 trí infheistíocht a dhéanamh in acmhainní, in oiliúint agus in infreastruchtúr.
- Rannpháirtíocht ar fud na hinstitiúide a chumasú trí chumarsáid shoiléir, chomhsheasmhach.

1.5. Aitheantas a thabhairt dóibh siúd a bhfuil obair éachtach déanta acu ar mhaithe le EDI

- Aitheantas agus luach saothair cuí a thabhairt dóibh siúd a bhfuil obair éachtach déanta acu ar mhaithe le EDI maidir le harduithe céime agus dul chun cinn gairme.
- Gradam an Uachtaráin do EDI a chur ar bun.

6.2 Sprioc 2: Cuimsiú Comhfhiosach a Leabú i Straitéis, i bPolasaí, i bPleananna agus i gCleachtas

Tá sé mar aidhm ag an sprioc seo éagsúlacht agus cuimsiú a leabú inár gcórais, inár bpróisis agus inár gcuid oibre go léir. Fágfaidh sé seo go n-aistreofar ó ghníomhú mar fhreagairt ar rudaí go dtí comhtháthú réamhghníomhach áit a mbeidh an cleachtas cuimsitheach mar bhunús le gach a ndéanaimid.

A bhfuil i gceist leis sin: Aithnímid go bhfuil eisiaimh agus míbhuntáistí leabaithe inár struchtúir, inár gcórais agus inár gcleachtais le himeacht aimsire. In áit a bheith ag smaoineamh ar chuimsiú deireanach sa phróiseas, déanfaimid athdhearadh **córasach** ar ár bpolasaithe, ár bpróisis agus ár dtimpeallachtaí le go mbeidh siad cuimsitheach ón tús.

Gníomhartha Feidhmithe:

2.1. Measúnachtaí Tionchair Comhionannais Córasacha

- Measúnachtaí Tionchair Comhionannais (ElAnna) a chomhtháthú ar bhonn córasach i bhforbairt polasaí, i dtimthriallta athbhreithnithe, i bpróisis faofa agus mheasúnachta.
- Cuntasacht shoiléir a chruthú as ElAnna a dhéanamh agus as gníomhú ar na torthaí a bhaineann leo.

2.2. Samhail Chomhdheartha le haghaidh Rannpháirtíocht Iontaofa

- Cuir chuige rannpháirteacha a bhunú a chuireann taithí bheo i lár an aonaigh i bhforbairt agus i bpleanáil polasaithe.
- Freagracht chomhroinnte a chothú chun éagsúlacht a mhéadú agus cuimsiú a neartú trí mhachnamh criticiúil a dhéanamh ar ár gcórais, ár struchtúir, ár ndearcthaí agus ár n-iompraíochtaí.

2.3. Creat Trasnaithe Tomhais agus Meastóireachta

- Méadracht agus uirlisí meastóireachta a shainiú chun cuntas a choinneáil ar aschuir, ar thionchair agus ar thorthaí thar go leor gnéithe éagsúla.
- Creataí láidre atá bunaithe ar shonraí a fhorbairt chun dul chun cinn agus tionchar a rianú i gcoinne bearta torthaí sainithe.
- Trasnachas a chur san áireamh i mbailiú agus in anailís sonraí chun eispéiris chasta a thuiscint.
- Monatóireacht a dhéanamh ar thorthaí neamhbheartaithe agus ar thionchair dhifriúla i measc grúpaí éagsúla.
- Fianaise a úsáid chun feabhas leanúnach agus oiriúnú straitéisí a threorú.

2.4. Dearadh Uilíoch agus Inrochtaineacht

- Tógáil ar an dul chun cinn atá déanta maidir le campas agus pobal atá inrochtana go huilíoch a sholáthar tríd an bPlean Gnímh don Dearadh Uilíoch agus Inrochtaineacht (2026-2030) agus an Grúpa Stiúrtha a athfhorbairt i gcomhréir leis an gCairt ALTITUDE don Dearadh Uilíoch san Oideachas Treasach.
- Prionsabail an dearaidh uilíoch a leabú sna 4 phríomhcholún den Dearadh Uilíoch san Oideachas, mar a shainmhínítear iad sa Chairt ALTITUDE mar: Foghlaim, Teagasc agus Measúnú; Tacaíochtaí, Seirbhísí agus Rannpháirtíocht Shóisialta; Timpeallacht Fhisiciúil; Timpeallacht Dhigiteach.

2.5. Cumas Cuimsitheach na Foirne a Fhorbairt

- An Fhoireann ag gach leibhéal a chumasú chun straitéis, polasaí agus pleananna a chur i bhfeidhm ag díriú ar an gcothromas.
- Sainoiliúint a fhorbairt dóibh siúd a bhfuil freagrachtaí orthu as forbairt polasaí, soláthar nó dearadh seirbhísí.
- Pobail chleachtais a chruthú chun foghlaim a roinnt agus cuir chuige chuimsitheacha a leabú san obair laethúil.

6.3 Sprioc 3: Cumhachtú a Chumasú agus tacú le Rannpháirtíocht i gCinnteoireacht agus i Rialachas

Tá sé mar aidhm ag an sprioc seo a chinntiú go ndéantar ionadaíocht bharántúil ar ár bpobail éagsúla i gcinntí a mhúnlaíonn treo institiúideach, agus dá réir sin cultúr rannpháirtíochta gníomhaí, fiúntaí agus cumhachtaithe a fhorbairt.

A bhfuil i gceist leis sin: Tacóimid le forbairt acmhainne agus le hathruithe struchtúracha laistigh dár gcoistí agus dár bpróisis chinnteoireachta chun go mbeidh ionadaíocht agus dearcthaí éagsúla san áireamh iontu, ag cinntiú go mbeidh glór ag na daoine a mbíonn tionchar ag cinntí orthu i múnlú na gcinntí sin. Éilíonn sé seo aird thoiliúil maidir le cé a shuíonn ag na boird chinnteoireachta, conas a éascaítear plé, agus an mbíonn tionchar fíor ag eispéiris éagsúla saoil ar thorthaí.

Gníomhartha Feidhmithe:

3.1. Claochlú Cultúir i struchtúir coistí agus chinnteoireachta

- Prionsabail rannpháirtíochta a mbaineann meas agus fiúntas leo a bhunú mar bhunús do gach comhlacht rialachais.
- Tacú le struchtúir coistí agus chinnteoireachta chun dearcthaí éagsúla a áireamh go gníomhach, ag imeacht ón ionadaíocht nach bhfuil i gceist léi ach a bheith i láthair agus ina háit sin ionadaíocht inar féidir tionchar a imirt ar thorthaí cinntí a bheith i gceist.

3.2. Oiliúint Éigeantach maidir le hÉifeachtacht Coistí

- Sainoiliúint a chur ar fáil do chathaoirligh coistí ar éascú agus ar cheannaireacht chuimsitheach, ag cur ar chumas gach ball coiste páirt a ghlacadh ar bhealach measúil agus cuiditheach.
- Scileanna a fhorbairt chun dinimic chumhachta, claontacht neamh-chomhfhiosach agus smaointeoireacht ghrúpa a aithint agus aghaidh a thabhairt orthu.
- Cumas a fhorbairt chun spásanna sábháilte a chruthú go síceolaíoch inar féidir le gach guth éisteacht a fháil.

3.3. Meastóireacht Rialta ar Éifeachtacht Coistí

- An t-infreastruchtúr sonraí a fhorbairt chun iniúchadh agus tuairisciú a dhéanamh ar éagsúlacht chomhdhéanamh na gcoistí bunaithe ar thréithe éagsúla.
- Bearnaí ionadaíochta agus dul chun cinn a rianú le himeacht ama.
- Measúnú rialta a thosú ar fheidhmiú an lárchoiste ag díriú ar an gcothromas.
- Torthaí na meastóireachta a úsáid chun cleachtais agus comhdhéanamh na gcoistí a fheabhsú.

3.4. Forbairt Cumais agus Acmhainní a chur ar fail do Líonraí Foirne

- Oiliúint a chur ar fáil do líonraí foirne maidir le rannpháirtíocht éifeachtach i struchtúir rialachais.
- Conairí foirmiúla a chruthú le haghaidh ionchur líonraithe i gcinnteoireacht, i bhforbairt polasaí agus i bpleanáil straitéiseach.
- An saineolas agus an t-ualach oibre a bhaineann le hionadaíocht líonra a aithint agus luach a chur orthu.

3.5. Rannpháirtíocht na Mac Léinn san Infreastruchtúr EDI

- Monatóireacht ghníomhach a dhéanamh ar rannpháirtíocht na mac léinn i gcomhlachtaí rialachais agus cinnteoireachta EDI.
- Bacainní atá roimh rannpháirtíocht fhiúntach na mac léinn a bhaint trí sceidealú solúbtha, oiliúint, meantóireacht, dreasachtaí agus aitheantas.
- An tsamhail Seaimpín/Ambasadóir Mac Léinn a leathnú chun cumhachtú na mac léinn a fheabhsú, tacú le piarfhoghlaim agus le EDI a chomhchruthú go praiticiúil.
- A chinntiú go mbíonn tionchar ag dearcthaí na mac léinn ar mheasúnú agus ar fhorbairt iarrachtaí EDI.

3.6. Comhtháthú Comhpháirtithe Pobail

- Comhpháirtithe pobail seachtracha a bheith rannpháirteach go gníomhach laistigh d'infreastruchtúr rialachais EDI.
- Comhpháirtíochtaí a chothú le heagraíochtaí pobail seachtracha ábhartha chun foghlaim agus comhoibriú a chumasú sa phobal i gcoitinne.

6.4 Sprioc 4: Cultúr Campais atá Cothrom agus Saor ó Idirdhealú a chothú ina mbraitheann gach ball de phobal na hollscoile Sábháilte, go bhfuil Luach orthu, go bhfuil Cumhacht acu, agus go bhfuil an Cumas acu a bheith Rathúil

Tá sé mar aidhm ag an sprioc seo timpeallacht a chothú ina bhfuil fáilte roimh chách, ina n-airíonn gach duine sábháilte agus ina mbraitheann siad muintearas, rud a leabaíonn meas agus dínit mar bhonn dár gcultúr institiúideach.

A bhfuil i gceist leis sin: Cruthóimid cultúr campais atá bunaithe ar mheas, ar shábháilteacht agus ar mhuintearas áit a gcuirfear cosc ar iompraíochtaí díobhálacha, a ndéileálfar go héifeachtach le hiompar míchuí, agus inar féidir le gach ball de phobal na hollscoile páirt a ghlacadh go hiomlán beag beann ar chúlra, ar chéannacht nó ar chumas.

Gníomhartha Feidhmithe:

4.1. Creat Polasaí agus Infreastruchtúr Tacaíochta atá Dírithe ar an Duine

- Athbhreithniú agus leasú a dhéanamh ar pholasaithe comhionannais, frith-idirdhealaithe, frithbhulaíochta agus ciaptha agus béim ar chosc, ar chuntasacht agus ar fhreagrúlacht i leith taithí saoil.
- Mol Dínite agus Ómóis a bhunú mar acmhainn lárnach le haghaidh tacaíochta, treorach agus bainistíocht gearán.
- A chinntiú go gcuirtear polasaithe agus nósanna imeachta i bhfeidhm go rialta agus go trédhearcach ar fud na hinstitiúide.
- Sainoiliúint a fhorbairt dóibh siúd a láimhseálann nochtaí, tuairiscí, gearáin agus a bhíonn ag tacú le daoine a bhfuil tionchar ag na nithe seo orthu.

4.2. Cultúr Dearfach

- Feachtais feasachta leanúnacha a reáchtáil a neartaíonn luachanna institiúideacha agus iompraíochtaí a bhfuiltear ag súil leo.
- An Chairt Ómóis a chur i bhfeidhm mar ghnáthchleachtas trí thionscnaimh rathúla a leathnú ar fud na hinstitiúide tríd an Mol Dínite agus Ómóis.
- An pobal a chur i mbun idirphlé leanúnach faoi mheas, cuimsiú, frithchiníochas agus freagracht chomhroinnte.
- Tuiscint a fhorbairt ar an gcaoi a gcuireann gníomhartha aonair le cultúr comhchoiteann.

4.3. Oiliúint atá Bunaithe ar Fhianaise, atá Feasach ar Thráma

- Oiliúint chuimsitheach a chur ar fáil ar fud na hollscoile maidir le cinníochas, idirdhealú, bulaíocht, ciapadh, foréigean gnéis agus ciapadh gnéis a chosc agus aghaidh a thabhairt orthu.
- Gach comhalta foirne agus mac léinn a chumasú le hinniúlachtaí praiticiúla chun iompar míchuí a aithint agus chun freagairt mar is cuí dá leithéid.
- A chinntiú go bhfuil an oiliúint bunaithe ar dhea-chleachtas, ar fhianaise taighde agus ar pheirspictíochtaí marthanóirí.
- Pobal d'fhianaisigh ghníomhacha a fhorbairt chun dúshlán dearfach a thabhairt d'iompraíochtaí míchuí agus chun tacú le cosc.

4.4. Dearadh Uilíoch don Inrochtaineacht

- Na bacainní ar rannpháirtíocht a bhíonn roimh dhaoine faoi mhíchumas a bhaint.
- Inrochtaineacht a leabú in infreastruchtúr fisiceach, in ardáin dhigiteacha, i seirbhísí agus i ndearadh oideachais ón tús.
- Tacú le cur i bhfeidhm na Cairte ALTITUDE chun timpeallachtaí a dhéanamh inrochtana agus cuimsitheach ón tús agus an spleáchas ar shocruithe réasúnta aonair a laghdú.

4.5. Cuimsiú Cultúrtha Feabhsaithe

- Infheictheacht na bpobal éagsúil a mhéadú trí ionadaíocht a dhéanamh i spásanna fisiciúla, i gcumarsáid agus in imeachtaí institiúide.
- Ionadaíocht na gcomhaltaí foirne ó chúlraí mionlaigh eitneacha a mhéadú i measc na foirne seirbhísí tacaíochta chun éagsúlacht phobal na hollscoile a léiriú.
- Inniúlacht idirchultúrtha a fhorbairt ar fud na hinstitiúide chun cumarsáid agus tuiscint thraschultúrtha a neartú.
- Spásanna agus deiseanna a chruthú ina ndearbhaítear agus ina ndéantar ceiliúradh ar éagsúlacht chultúrtha.



6.5 Sprioc 5: Comhionannas agus Cearta an Duine a Chomhtháthú i Soláthar an Taighde Shainiúil, an Oideachais Eisceachtúil, agus Eispéiris Chlaochlaitheacha na Mac Léinn

Aithníonn an sprioc seo gur cuid dhílis de chur chuige na hOllscoile i leith oideachas eisceachtúil, taighde agus eispéiris chlaochlaitheacha na mac léinn iad an éagsúlacht agus an cuimsiú, rud a chinntíonn go bhfuil prionsabail an chothromais, an cheartais agus na cuimsitheachta fite fuaite inár bpríomh-mhisean acadúil seachas a bheith ag feidhmiú go neamhspleách air.

A bhfuil i gceist leis sin: Díríonn an sprioc seo ar oideachas, ar thaighde agus ar eispéireas, ag aithint éagsúlacht phobal na hollscoile agus an gá atá le cuir chuige chuimsitheacha i réimsí an teagaisc, na foghlama, na héagsúlachta sa mheasúnú, sa taighde agus i dtimpeallacht na hOllscoile.

Gníomhartha Feidhmithe:

5.1. An Curaclam a Dhíchoilíniú

- Comhionannas, cearta an duine, inbhuanaitheacht agus ceartas sóisialta agus eipistéimeach a chomhtháthú mar théamaí lárnacha sna curaclaim éagsúla.
- Córais eolais, peirspictíochtaí agus eipistéimeolaíochtaí éagsúla a ionchorprú sa churaclam.
- Cuir chuige oideolaíocha a éagsúlú chun traidisiúin foghlama éagsúla a léiriú.
- Cuir chuige chothromasacha maidir le measúnú a fhiosrú chun cineálacha éagsúla taispeántais eolais a aithint agus a thuiscint.

5.2. Timpeallachtaí Foghlama Cuimsitheacha agus Tacaíocht

- Seirbhísí tacaíochta inrochtana do mhic léinn a chur ar fáil a fhreagraíonn do riachtanais agus do chomhthéacsanna éagsúla.
- Cleachtais teagaisc chuimsitheacha a leabú sa seomra ranga agus ar líne, lena n-áirítear uirlisí cuí a úsáid chun monatóireacht a dhéanamh ar inrochtaineacht dhigiteach ar ábhair foghlama.
- Tacú le rochtain agus rannpháirtíocht san ardoideachas do dhaoine ó ghrúpaí socheacnamaíocha faoi ghannionadaíocht agus ó ghrúpaí stádais mionlaigh trí chosáin rannpháirtíochta a leathnú.
- Samhail inbhuanaithe a bhunú chun Clár na hOllscoile Tearmainn a phríomhshruthú agus a chinntiú go bhfuil tacaíochtaí leordhóthanacha i bhfeidhm do na scoláirí Tearmainn, lena n-áirítear tacaíochtaí airgeadais, rochtain ar mheantóireacht acadúil agus tacaíocht phraiticiúil ó Oifigeach na hOllscoile Tearmainn.

5.3. Timpeallachtaí Taighde Cuimsitheacha

- Feabhas a chur ar choinníollacha oibre, ar chomhionannas agus ar chuimsiú do thaighdeoirí trí Chairt agus Cód Sárchaighdeáin Acmhainní Daonna sa Taighde a chur i bhfeidhm go leanúnach.
- Dea-chleachtas idirnáisiúnta a chur chun cinn trí mheasúnú taighde a athchóiriú i gcomhréir le CoARA agus prionsabail taighde oscailte.
- Cumas taighdeoirí agus oideoirí a fhorbairt chun 'cuimsiú comhfhiosach' a chur i bhfeidhm ó dhearadh an taighde go dtí go scaipfear é.

5.4. Úsáid Eiticiúil agus Fhreagrach na hIntleachta Saorga

- Tacú le bunú creatlach institiúideach agus treoirlínte le haghaidh úsáid eiticiúil agus fhreagrach na hintleachta saorga i dtaighde, i dteagasc, i bhfoghlaim agus i measúnú.
- Feasacht chriticiúil a fhorbairt ar an gcaoi a bhféadfadh an intleacht shaorga claontacht agus neamhionannais atá ann cheana a bhuanú nó a cheistiú.

7. Bearta Rathúlachta

Sprioc 1.

Léirítear cuntasacht cheannaireachta as EDI trí phríomhtháscairí feidhmíochta comhtháite i gcórais bainistíochta feidhmíochta agus tuairisciú bliantúil trédhearcach ar shonraí maidir le héagsúlacht an lucht saothair agus gearáin. Áirítear leis an dul chun cinn feabhsuithe bliain i ndiaidh bliana ar ionadaíocht na héagsúlachta i gcomparáid le caighdeáin san earnáil, acmhainn institiúideach fheabhsaithe trí acmhainní agus infreastruchtúr leathnaithe, agus aitheantas foirmiúil ar obair éachtach EDI trí ghradaim agus critéir ardaithe céime.

Sprioc 2.

Is léir ó Mheasúnachtaí Tionchair Comhionannais atá curtha i gcrích i gcás gach polasaí agus straitéis nua, agus ó phróisis chomhdheartha bharántúla le páirtithe leasmhara éagsúla go bhfuil an cuimsiú comhfhiosach ag tarlú. Áirítear leis an dul chun cinn creat sonraí trasnach oibríochtúil, cur i bhfeidhm an Phlean Gnímh don Dearadh Uilíoch agus Inrochtaineacht ar fud na gceithre cholún ALTITUDE, forbairt chuimsitheach na hacmhainne foirne, agus laghdú intomhaiste ar bhacainní inrochtaineachta.

Sprioc 3.

Léirítear ionadaíocht fhiúntach trí iniúchtaí éagsúlachta bliantúla a léiríonn feabhas forásach ar chomhdhéanamh na gcoistí agus oiliúint éigeantach do chathaoirligh agus do bhaill a bheith curtha i gcrích go hiomlán. Cuimsítear leis an dul chun cinn fianaise go mbíonn tionchar ag peirspictíochtaí éagsúla ar thorthaí cinntí, acmhainn fheabhsaithe líonra foirne le meicníochtaí comhairliúcháin foirmiúla, rannpháirtíocht mhéadaithe mac léinn le tionscnaimh leathnaithe faoi stiúir piaraí, agus comhpháirtíochtaí bunaithe le heagraíochtaí pobail.

Sprioc 4.

Is léir go bhfuil campas níos sábháilte agus níos cuimsithí ann mar gheall ar an Mol Dínite agus Ómóis atá ag feidhmiú go hoibríochtúil, laghdú bliain i ndiaidh bliana ar eachtraí idirdhealaithe agus ciaptha, agus níos mó muiníne ag daoine as meicníochtaí tuairiscithe. Áirítear leis an dul chun cinn tuairisciú bliantúil trédhearcach ar ghearáin, oiliúint chuimsitheach atá bunaithe ar thráma, forbairt ghníomhach ar chultúr ghníomh an tslua, mothú muintearais feabhsaithe i measc grúpaí éagsúla i sonraí suirbhé, feabhsuithe inrochtaineachta soléirithe, cuimsiú cultúrtha feabhsaithe, agus forfheidhmiú iomlán na Cairte Ómóis.

Sprioc 5.

Léirítear comhtháthú cothromais i ngníomhaíochtaí acadúla trí iniúchtaí curaclaim a léiríonn peirspictíochtaí agus córais eolais éagsúla, cleachtais mheasúnaithe chothroma, agus sonraí imdhealaithe maidir le sástacht mac léinn a léiríonn eispéiris chothroma. Áirítear leis an dul chun cinn comhlíonadh inrochtaineachta fíoraithe maidir le VLE, torthaí rathúla ar chlár Scoláireacht na hOllscoile Tearmainn, cur i bhfeidhm na Cairte Sárchaighdeáin Acmhainní Daonna sa Taighde agus phrionsabail CoARA, forbairt acmhainne taighdeoirí agus oideachasóirí ar chuimsiú comhfhiosach, agus creataí bunaithe le haghaidh úsáid eiticiúil agus fhreagrach AI le forbairt feasachta criticiúla.

8. Ailíniú le Straitéisí na hOllscoile

Tá EDI mar chroílár fhís, mhisean agus chuspóirí straitéiseacha Ollscoil na Gaillimhe. Tá gealltanas inár straitéis ollscoile go gcuirfimid ar chumas agus go dtacaímid le gach mac léinn agus comhalta foirne barr a gcumais a bhaint amach i dtimpeallacht foghlama atá mealltach, inrochtana agus cuimsitheach. Déantar é seo trí chomhionannas, éagsúlacht agus cuimsiú a leabú go comhfhiosach, agus trí thiomantas agus freagracht roinnte a chothú.

Sprioc EDI	Straitéis Ollscoil na Gaillimhe 2025–2030
1. Claochlú Institiúideach a Thiomáint trí Cheannaireacht Chuntasach agus Sármhaitheas Chuimsitheach	Cuirtear taca faoi thiomantas na hOllscoile Eagraíocht Éifeachtach agus Inbhuanaithe a fhorbairt atá ina hAcmhainn don Phobal, áit a neartaítear rialachas, ceannaireacht agus feidhmíocht institiúideach sa teagasc, sa taighde agus sna hoibríochtaí. • Clár claochlaithe gnó chun ardfheidhmíocht a thiomáint. • Ceannaireacht a fhorbairt san eagraíocht trí chéile agus tacú léi.
2. 'Cuimsiú Comhfhiosach' a Leabú i Straitéis, i bPolasaí, i bPleananna agus i gCleachtas	Tá prionsabail EDI comhtháite i bpróisis pleanála straitéisí agus gnó lárnacha, rud a thacaíonn le sármhaitheas i measc thosaíochtaí na hOllscoile agus a chumasaíonn eagraíocht éifeachtach agus inbhuanaithe a thugann cumhacht dár bpobal. • Cultúr comhchruthaithe a fhorbairt, ag baint leas as léargais, eispéiris agus comhghleacaíocht an phobail chun fadhbanna a réiteach le chéile.
3. Cumhachtú a Chumasú agus tacú le Rannpháirtíocht i gCinnteoireacht agus i Rialachas	Cuirtear béim ar phleanáil chomhoibríoch agus ar chultúr rannpháirteach, rud a chuireann feabhas ar an gcaoi a léirítear éagsúlacht ár bpobail agus ár gcomhpháirtithe sna cinntí a dhéantar. Is dlúthchuid é seo in eagraíocht éifeachtach agus inbhuanaithe atá ina hacmhainn don phobal.
4. Cultúr Campais atá Cothrom a chothú ina mbraitheann gach ball de phobal na hollscoile Sábháilte, go bhfuil Luach orthu, go bhfuil Cumhacht acu, agus go bhfuil an Cumas acu a bheith Rathúil	Tacaíonn sé le príomhluachanna an Mhuintearais, an Ómóis agus na hOscailteachta, ag cur folláine, cuimsiú agus muintearas chun cinn agus rún daingean againn a bheith mar chéad rogha ag mic léinn. • Bacainní ar ardoideachas agus lena linn a bhaint, rochtain uilíoch a chumasú, tacú le mic léinn trí phríomhphointí aistrithe, agus idirghabhálacha spriocdhírithe a dhéanamh a thacaíonn le dul chun cinn na mac léinn ar fad.
5. Comhionannas, Cearta an Duine agus Ceartas Sóisialta a Chomhtháthú i dTaighde, san Oideachas agus in Eispéireas na Mac Léinn	An bhéim atá ar Thionchar Taighde Shainiúil agus Oideachas don Todhchaí a threisiú, ag cinntiú go soláthraítear sármhaitheas acadúil agus eispéiris chlaochlaitheacha mac léinn le freagracht shóisialta agus le hábharthacht dhomhanda. • An chéad ghlúin eile de thaighdeoirí den scoth a mhealladh, a fhorbairt agus tacú leo laistigh d'éiceachóras taighde inbhuanaithe. • A bheith nuálaíoch maidir le dearadh agus seachadadh an churaclaim, agus conairí a shimpliú, agus oibriú le comhpháirtithe seachtracha chun tacú le foghlaimeoirí ag gach céim dá gcuid oideachais, dá ngairm agus dá saol.

Tá EDI ríthábhachtach dár straitéisí téamacha: **Taighde agus Nuálaíocht**, **Oideachas**, **Domhanda**, **Rath na Mac Léinn**, **Inbhuanaitheacht** agus tá sé mar bhonn agus mar thaca le Plean Straitéiseach na hOllscoile. Cuirfidh gníomhartha feidhmithe faoinár spriocanna straitéiseacha feabhas ar an gcumas na tosaíochtaí straitéiseacha seo a chomhsheachadadh:

An Straitéis Taighde agus Nuálaíochta

Agus muid ag aithint gurb é pobal na hollscoile atá ina cheann feadhna dár n-uaillmhian taighde, leagann an straitéis seo amach gealltanas chun cur ar chumas ár bpobail taighde bláthú. Gealltar sa straitéis go sonrach cultúr taighde cuimsitheach agus bríomhar a neartú ina mbraitheann gach duine go bhfuil áit acu ann, agus ina bhfuil luach ar rannpháirtíocht gach duine.

An Straitéis Sármhaitheasa Oideachais

Sármhaitheas oideachais a sheachadadh a bheidh cuimsitheach, solúbtha agus freagrúil do riachtanais éagsúla na bhfoghlaimeoirí.

An Straitéis Dhomhanda

Aithnítear sa straitéis seo go bhfuil éagsúlacht agus cuimsitheacht dhomhanda an champais agus an phobail i gcroílár ár bhféiniúlachta mar Ollscoil, i gcroílár gach a gcuirimid ar fáil do mhic léinn agus don fhoireann, agus i gcroílár an luacha a chuirimid ar fáil dár gcathair agus dár réigiún. Sa chomhthéacs seo, tugann sé tús áite do thacaíochtaí den scoth a sholáthar dár mic léinn agus foireann idirnáisiúnta ag gach céim dá n-aistear mac léinn agus gairme.

Straitéis Rathúlachta na Mac Léinn

Agus an gá le mothú gur cuid de phobal inrochtana agus cuimsitheach é ina bhfuil spás do gach duine mar réamhchoinníoll le go n-éireoidh leis na mic léinn, tá an straitéis seo ag cur leis an mbonn láidir atá ag an Ollscoil seo againne maidir le ceannas a ghlacadh ar an gcuimsiú, agus tacaíocht a thabhairt d'fholláine agus do chóir chothrom ár gcuid mac léinn.

An Straitéis maidir le Rannpháirtíocht a Leathnú

Leagtar amach sa straitéis seo conas a leanfaimid orainn ag cinntiú gur léiriú iad mic léinn na hollscoile ar an éagsúlacht atá le feiceáil sa tsochaí i gcoitinne agus comhionannas deiseanna oideachais lárnach i saothrú chroíluachanna na hOllscoile. Gealltar sa straitéis seo na córais tacaíochta chuí a chur i bhfeidhm do mhic léinn ó ghrúpaí socheacnamaíocha faoi ghannionadaíocht agus ó ghrúpaí stádais mionlaigh chun go n-éireoidh leo san ardoideachas.

An Straitéis Inbhuanaitheachta

Mar Ollscoil Ambasadóra na hÉireann do Spriocanna Forbartha Inbhuanaithe, leanfaidh Ollscoil na Gaillimhe ag cur na Spriocanna Forbartha Inbhuanaithe (SDGanna) chun cinn agus iad a leabú inár misean, inár gcultúr agus inár gcleachtas. Tá an cur chuige seo maidir le SDGanna a leabú san oideachas soiléir sa mhéid a chuirimid leis an ábhar a mhúintear agus an chaoi a múintear é chun tuairimí agus peirspictíochtaí éagsúla a bheith san áireamh agus aitheantas a thabhairt don chaoi ar mhúnlaigh stair agus cumhacht an t-eolas atá againn. Is gníomhartha straitéiseacha iad breithnithe comhionannais agus chearta an duine a leabú i Soláthar Poiblí inbhuanaithe mar aon le habhcóideacht agus cuimsiú trí fheachtais chearta an duine agus EDI chun rannpháirtíocht fhiúntach agus ceannaireacht chumhachtaithe a sheachadadh.



Ailíniú le Spriocanna Forbartha Inbhuanaithe

Sprioc 1.

Claochlú Institiúideach a Thiomáint trí Cheannaireacht Chuntasach agus Sármhaitheas Chuimsitheach



Sprioc 2.

Cuimsiú Comhfhiosach a Leabú i Straitéis, i bPolasaí, i bPleananna agus i gCleachtas



Sprioc 3.

Cumhachtú a Chumasú agus tacú le Rannpháirtíocht i gCinnteoireacht agus i Rialachas



Sprioc 4.

Cultúr Campais atá Cothrom agus Saor ó Idirdhealú a chothú ina mbraitheann gach ball de phobal na hollscoile Sábháilte, go bhfuil Luach orthu, go bhfuil Cumhacht acu, agus go bhfuil an Cumas acu a bheith Rathúil



Sprioc 5.

Comhionannas agus Cearta an Duine a Chomhtháthú i Soláthar an Taighde Shainiúil, an Oideachais Eisceachtúil, agus Eispéiris Chlaochlaitheacha na Mac Léinn





9. Plean Feidhmiúcháin

Beidh na gníomhartha atá leagtha amach faoi gach sprioc mar bhunús don phlean feidhmiúcháin sa bhreis ar na pleananna gnímh faoi chláir oibre an EDI. Forbrófar plean SICRU (Sonrach, Intomhaiste, Comhaontaithe, Réalaíoch, Uainithe) chun tacú le cur i bhfeidhm, monatóireacht agus meastóireacht na straitéise seo.

Ollscoil na Gaillimhe
University of Galway

Straitéis

Chomhionannais, Éagsúlachta agus Chuimsithe

2026–2030

Oifig an Leas-Uachtaráin Comhionannais,
Éagsúlachta agus Cuimsithe
Ollscoil na Gaillimhe
Bóthar na hOllscoile
Gaillimh

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