Working with a diverse student population

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Background to ITB

- Established in 1999. One of 13 Institutes of Technology in Ireland.
- Provider of third level education and training, particularly in Dublin North-West, offered at Levels 6-10.
- Location: Dublin 15 – Participation at third level under-represented.
- Diversity: Non-Irish nationals in Dublin 15 now account for 23.5% of all residents, which is almost double the State average of 12%. (Source: Census 2011).
- ITB's *Strategic Plan 2012-2015: "…*by 2015 we expect that we will enrol a greater number and a more diverse mix of students."

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Irish Employment Equality Legislation: 9 Protected Grounds

Gender	A man, woman or transsexual person
Marital Status	Single, married, separated, divorced, widowed
Family Status	• Responsibility as a parent for someone under 18 years of age • Parent/Primary Carer for someone over 18 years of age with a disability
Age	Individuals over the maximum age at which a person is statutorily obliged to attend school, (currently 16 years)
Disability	Broadly defined to include people with physical, intellectual, learning, cognitive or emotional disabilities and a range of medical conditions.
Race	Race, skin colour, nationality, ethnic origin
Sexual Orientation	Heterosexual, homosexual (gay, lesbian), bisexual.
Religious Belief	Religious belief, background or outlook or lack thereof
Membership of the Travelling Community	People who are commonly called Travellers

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Diversity at ITB: A Snapshot of 2014/5

Total full-time students registered: 2530

1. Gender: Male 56.6% (1431) to Female 43.4% (1099)
2. Marital Status: Not captured
3. Family Status: Not captured
4. Age: Captured in Year 1 – 21% entered as mature students, i.e. over 23 years of age.
5. Disability: 105 students receiving funding for disabilities.
6. Sexual Orientation – Not captured
7. Religion – Not captured.
8. Travelling Community – Not Captured.
9. *Nationality: Irish @ 83.6% (2115)

***Note: Ethnicity not captured.**

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Diversity at ITB: 2014/5
Nationality: Non-Irish students @ 16.4% (415)

Top 3 Countries:	Poland, Lithuania, Nigeria
Area	**Numbers**
EU – EMS (excl. Ireland):	**244** Top 3: Poland (54), Lithuania (40), Romania (37) * UK (25)
EU – Non EMS:	**14** Top 3: Bosnia-Herzegovina (3), Moldova (3), Ukraine (3)
Africa	**86** (Across 16 Countries) Top 3: Nigeria (40), DR Congo (9), Zimbabwe (7)
Asia	**52** (Across 14 Countries) Top 3: Philippines (14), India (7), Iraq (6)
North America	**2** (USA)
South America **(Source: Admissions Office, ITB)**	**17** (Brazil)

Modules Supporting Diversity in ITB (School of Business & Humanities)

- **Community and Youth Development**
  - Communicating across Language Barriers
  - Language Culture and Identity
  - Combatting Racism
- **Applied Social Studies in Social Care**
  - Cultural Diversity and Intercultural Competence
  - Combatting Racism and Cultural Mediation
- **Early Childhood Care and Education**
  - Equality and Diversity
  - Second Language Pedagogy
- **International Business**
  - Diversity in the workplace
  - Intercultural Studies
  - Language and Culture
- **Business**
  - Diversity in the Workplace
  - Languages
- **English Language**
  - English for Academic Purposes
  - English Language Clinics

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Equality and Diversity working group

- Origins
- Group membership
- Attendance
- Status of the group
- Give the group and work on equality and diversity a presence
- Work undertaken

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Audit of ITB policies around Equality and Diversity

- Staff/ student divide in terms of policies
- Accessibility of policies
- Gaps identified/update needed
- Where does the responsibility lie?

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Issues brought to the group

- Integration.
- Diverse communication.
- Accommodation of religious differences – the transformation of the “Oratory” to *“Ciúnas.”*

Recommendations

- Depository to capture statistics annually
- Statistics to capture ethnicity
- Staff & student training

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Institutionalising Diversity Competency

Area of Work Activity ↓	Present Y/N	Steps to make this happen	Person Responsible

- Managing Diversity is integrated into the organisation's strategic planning process.
- The value of diversity as an organisational resource is included in statements of mission, values or vision.
- The organisation has strong change agents committed to working on managing diversity.
- Diversity competency is a criterion in hiring decisions and promotion decisions and performance appraisal.
- Diversity is addressed in the induction process
- All employees receive diversity awareness training.
- Formal plan for measuring success.

(Source: Adapted from; Developing Competency to Manage Diversity, Cox & Beale, 1997, p.321)