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| **Topic** | | **Underrepresentation of ethnic minority females in academia and its effects on female students in higher education** | |
| **Intended Learning Outcomes (ILO’s)** | | | |
| * Identify key factors contributing to the underrepresentation of ethnic minority females in academia * Analyse the impact of this underrepresentation on female students in higher education * Discuss potential solutions to improve representation and support for minority women in academia | | | |
| **Materials required** | | | |
| * Reading list * Interview video * Mentimeter questions * Slides with case studies * Sticky notes and pens | | | |
| **Plan of activities** | | | |
| **Time (in minutes)** | **Activity** | | **Hand-outs, resources & bookings needed** |
| **5 mins** | **Introduction to the topic**   * The median ethnicity pay gap (a measure of determining the difference between the midpoints in the ranges of hourly earnings of minority ethnic staff and white staff) has increased from 8.2% in 2022 to 9.5% in 2023. Although the median gender pay-gap has decreased to 6% (2023) from 8% (2022), an underrepresentation of ethnic minority staff at the academic and research level causes these pay gaps. * This highlights the need to raise awareness on the representation and retention of ethnic minority females. Literature shows the impact that underrepresentation has on female students, and we have designed this lesson plan for you to explore these effects and suggest how as an individual you can play a part in bridging these gaps and differences. * (Emphasize that this is an issue that impacts the progress of students, mention the leaky pipeline phenomenon, how this occurs due to structural inequalities set up in organizations or how the status quo perpetuates to maintains itself, and how by solving this we can foster a more inclusive and tolerant environment) | |  |
| **10 mins** | **Recognising why underrepresentation occurs:**  Use mentimeter to ask students:   * Why they think underrepresentation of females from minority ethnic backgrounds in academia occurs * Common barriers women face while establishing a career in academia * How they think this affects students of minority groups | | Menti-meter |
| **10 mins** | **Interview video**:     * Follow this up with group discussion to see if their views differ from initial views mentioned in mentimeter answers | | Interview video |
| **15 mins** | **Slides to** **present case studies** from the reading list:  This should further reinforce how underrepresentation can evoke different experiences and feelings in students  (adapted from belonging and identity in STEM chapter 4)  Katherine – a British Asian student:  *“I don’t think I’ve ever felt a real sense of belonging with anything organised by [the university]. I felt belonging within my friendship group, but I felt like us as a group were* *kind of outsiders to the [university] experience. I think if you look at the ... typical student. And I* *wouldn’t say I’m one of them. ...* *I think I just want a different life to a lot of people at [the university].”*  *“And I feel, yeah, I think it was weird because I did feel quite international, but at the same time didn’t have that in common with a lot of the international students.”*  (Adapted from deindividualizing imposter syndrome):  Prisha – a british Asian first-generation student described an early experience with a lab partner:  *‘[he] was explaining something to someone else and when I asked him to repeat it, he was like, “oh, you wouldn’t understand it**”. And that completely shattered my confidence when it came to labs.’*  Beatrice – the only black, middle-class student on her course  ‘*I immediately thought,* *maybe they just accepted me because they needed to accept someone from an ethnic minority. A Black person. I still think that to this day.’*  Michael - a black british working-class man:  ‘*I was just here to pass.’ However, these attempts to ‘just pass’ were also about institutionally ‘passing’ (*[*Ahmed, 2017*](https://journals.sagepub.com/doi/full/10.1177/00380385221117380#bibr4-00380385221117380)*: 127–128) in the highly raced and classed environment. The hyper-underrepresentation of Black working-class men on his degree programme meant that Michael engaged in extensive ‘code-switching’ (*[*Rollock, 2014*](https://journals.sagepub.com/doi/full/10.1177/00380385221117380#bibr29-00380385221117380)*: 448): he dressed more ‘professionally’, changing his accent and language to fit into the white middle-class norms of his course because: ‘I didn’t want to be judged or . . . known as that stereotypical Black guy.’*  *Selma – a white british working class woman*  *“**I’m just this poor, working-class person in this very elite university. I don’t really belong here, and* *I’ve got to work extra hard to prove that I do.”*  *“I never really thought about how . . . being working class and first generation might have compounded into that [imposter syndrome]. I thought it was more like a question of my intelligence and my IQ, but it is* *actually also a social thing.”* | |  |
| **10 mins** | **Supply students with sticky notes and pens:**  Each student should come up with:   * what an individual can do to solve underrepresentation:   + small-scale solutions   + large-scale solutions * what lecturers/ academics/ the faculty can do to make you feel more included * the effects this would have on the broader learning community | |  |
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| **Reading List** | | | |
| *Belonging and Identity in STEM Higher Education | UCL Press*. https://uclpress.co.uk/book/belonging-and-identity-in-stem-higher-education/ [Accessed: 14 August 2024].  *Deindividualising Imposter Syndrome: Imposter Work among Marginalised STEMM Undergraduates in the UK - Órla Meadhbh Murray, Yuan-Li Tiffany Chiu, Billy Wong, Jo Horsburgh, 2023*. https://journals.sagepub.com/doi/full/10.1177/00380385221117380 [Accessed: 14 August 2024].  *Full article: ‘Swallow your pride and fear’: the educational strategies of high-achieving non-traditional university students*. https://www.tandfonline.com/doi/full/10.1080/01425692.2019.1604209#abstract [Accessed: 14 August 2024].  *Selfies at the science museum: exploring girls’ identity performances in a science learning space-Web of Science Core Collection*. https://www.webofscience.com/wos/woscc/full-record/WOS:000545165600007?SID=EUW1ED0A87sWjDeXJwynxlHp8Fkhh [Accessed: 14 August 2024].  *Unblocking the Pipeline: Supporting the Retention, Progression and Promotion of Black Early-Career Academics -* *HEPI*. https://www.hepi.ac.uk/2024/08/01/unblocking-the-pipeline-supporting-the-retentionprogression-and-promotion-of-black-early-career-academics/ [Accessed: 14 August 2024].  Wong, B., Chiu, YL.T., Murray, Ó.M. et al. End of the road? The career intentions of under-represented STEM students in higher education. IJ STEM Ed 9, 51 (2022). <https://doi.org/10.1186/s40594-022-00366-8>  Sidus project video: https://www.youtube.com/watch?v=MtiKz4UcQi4 | | | |

