Dr Deborah Husbands

University of Westminster

University of Westminster: 12 Schools

1. Applied Management
2. Architecture & Cities
3. Arts
4. Computer Science & Engineering
5. Finance & Accounting
6. Humanities

7. Law
8. Life Sciences
9. Management and Marketing
10. Media & Communication
11. Organisations, Economy & Society
12. Social Sciences

- Centre for Education and Teaching Innovation (CETI)

Longstanding issues & events

- A history of coloniality, social inequality & social injustice: normalising 'Whiteness', 'othering 'Blackness'

- Complicity with coloniality & culturally deficit perspectives

- Evidence from the (BAME) awarding gap

- Weaker sense of community belonging for marginalised student groups

- The curriculum reflects issues for lack of diversity, inequality & discrimination

- BAME student silencing

- BLM movement (since at least 2013), Brexit, government turmoil (UK & globally), murder of George Floyd (2020), Covid, etc

Why decolonise the curriculum?

(Deanne Bell, Nottingham Trent)

Decolonise knowledge production (participatory research and practice)

Decolonise teaching, learning & training (using critical pedagogies)

Decolonise practice (through participatory research)

Decolonise [social] policies (horizontalism as participation)

Key actions at Westminster

Building knowledge at a global level vis-à-vis university-level committees and working groups

Building knowledge at a local level: School D&DC working groups/EDI Leads/EDI Student Champions

Monitoring: Quality & Standards, SU, identifying overlaps & links to other work streams, information flow

Decolonising the university: the curriculum is a **part of the whole**

Learning from good practice in the sector (e.g., NERUPI)

CSCS Pilot Study:
UoW Participants by Programme

	N	%
	N	%
Psychology	35	%
Politics & IR	25	%
Total	60	100.0%

CSCS Pilot Study:
UoW Participants by Race/Ethnicity

	N	%
Asian or British Asian	17	28.8%
Black, African, Caribbean, or Black British	6	10.2%
Mixed or multiple ethnic groups	3	5.1%
Other ethnic group (e.g., Arab), White and other ethnic group (e.g., Arab)	6	10.2%
White	25	42.4%
Missing	2	3.4%
Total	59	100.0%

Key Statistical Finding

BAME students viewed the curriculum as significantly less sensitive overall ("CSCS Overall") and specifically on the scale "Negative Portrayal", both with medium to large effect sizes.

Qualitative Data

- Exploring stereotypes

- Understanding cultural differences

- Addressing cultural sensitivity

- Racism/divided communities

- Diverse content: intersectionality, feminism, discrimination

- Acknowledging the work of ethnically-diverse scholars

- Having 'open-minded' lecturers

- Opportunities to share their own cultural background & experiences

- Addressing the residual & lingering effects of colonialism

CSCS Scales (pilot)

- Institutional support (DVC, Head of CETI, Head of School & Assistant Head of School - Social Sciences, Director of Student & Academic Services, Module Leaders, EDI Lead, EDI Student Ambassadors)

- Westminster-specific CSCS report shared for widespread consumption

- Results will feed into our continued work on decolonising the curriculum overseen by the EDI Education committee (DVC, Dr Sal Jarvis)

Decolonising our Psychology Curriculum – Toolkit Approach

- Reflecting on the importance of intersectionality, privilege & valuing identities; staff & students; series of 'safe space' workshops: 'Thinking Out Loud'; talks by EBEs

- Built toolkit using a template from Life Sciences (Dr Rumy Begum & colleagues)

- Worked with students as co-creators

- Included a reflective element: diverse resources, sections for personal reflection, a dedicated Blackboard site (Thinking Out Loud)

- Planning a series of workshops (Antiracist Deck by Ibram X. Kendi)

- Share toolkit with colleagues across subjects/departments

DECOLONISING OUR PSYCHOLOGY CURRICULUM

Things to do in your module

CONTACT
Contact Name (Title Case)
Contact Position (Title Case)
Email address
Phone Number

COURSE LEARNING OUTCOMES

Incorporate, either in an implicit or explicit manner, the course learning outcomes related to challenging and re-evaluating the current pedagogy, which is rooted in imperial and colonial ideas about knowledge and learning, to ensure the curriculum reflects the diverse nature of psychology.

DISCUSSION

Demonstrate opportunities for students to share their perspectives on discipline-based discussions. For example, via group work, case studies, seminars, discussion boards and development of audio/visual content (to name a few).

INCLUSIVE ASSESSMENTS

Ensure your assessment align with the module learning outcomes. Where appropriate, allow students to choose their assessment/s from the selection you have made available. Provide the necessary 'scaffolding' within the module assessments.

STUDENT PARTNERSHIP

Engage with students and gain real-time feedback, of lecture and module content. Any suggestions or feedback should be seen as an

The Impostor Phenomenon (IP) Among Racially Minoritised University Students: Orkun Yetkili, Deborah Husbands & Skaiste Lincevicuite

- Ongoing issues in HE: structural racism, hostile campuses, attainment gap, unbelonging contribute to disengagement, poorer experiences, low NSS ratings, etc.

- IP promotes feelings of being a fraud and affects academic performance & satisfaction. Constant fear of being 'found out' contributes to low self-esteem & poor mental health.

- Two studies (quant: cross-sectional survey, N=202; qual: focus groups, N=4) investigated impact of IP on intersecting student identities (undergraduate Black female students at UK & US universities).

- Aim: to address research gap for IP effects in marginalised groups. Less UK research & area requires 'decolonising'.

The Impostor Phenomenon (IP)
Among Racially Minoritised University Students

Findings:

- **Quant study**: As IP increases students feel less sense of belonging (SoB) to their university, they report lower satisfaction and lower motivation to perform well in their studies. Feelings of being an impostor reduced SoB. Reduced SoB led to reduction in academic satisfaction & performance.

- **Qual study**: (i) context important – strong impact for IP at secondary school; (ii) IP affects SoB but less impacting in online learning environments; (iii) the struggle to maintain an authentic identity conflates with IP; (iv) 'safe spaces' at university important for 'identity work' (e.g., resilience, self-reflection).

Resources

Allyship journey from awareness to advocacy to agitation: https://wonkhe.com/blogs/agitation-and-allyship-our-experience-of-working-towards-an-anti-racist-university/

Dale-Rivers, H. (2019). The white elephant in the room - Ideas for reducing racial inequalities in higher education: https://www.hepi.ac.uk/wp-content/uploads/2019/09/The-white-elephant-in-the-room-ideas-for-reducing-racial-inequalities-in-higher-education.pdf

Decolonising the curriculum - Introducing multiple voices to enrich and inform learning: https://www.youtube.com/watch?v=wu9XkmYXjkg

Hack, K. (2021). Decolonisation of the curriculum – a conversation: https://sdf.ac.uk/6985/decolonisation-of-the-curriculum-a-conversation

Lancaster model: https://www.lancaster.ac.uk/shm/study/doctoral_study/dclinpsy/onlinehandbook/appendices/Decolonising%20the%20curriculum%20cultural%20humility%20tool.pdf

Decolonising curriculum

"...we must first know who our students [and staff] are; promote their sense of self and belonging by appreciating and celebrating the diversity of their lived experiences; believe in their ability to excel with appropriate support and consequently inspire and motivate them to engage with meaningful learning. Such empathetic education delivered through their engagement with well-structured metacognitive activities aligned to Bloom's taxonomy, would unleash their imagination resulting in an ability to ask the *right questions* in order to solve problems, thereby empowering students to develop a love for lifelong learning [and staff to develop a love for lifelong teaching]." Prof Buge Apampa

Thank you!

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