Women in Hats and Talking Books
Dr Kathryn Waddington
Head of Psychology

– Promoting psychology as a discipline that values EDI
– BPS Social Justice & Inclusion Group
– Searching for evidence & truth
Deborah Husbands
Part-time Doctoral Researcher & Lecturer, Department of Psychology

- Multiple (sometimes, conflicted) Selves
- Researching intersectionality at the margins
- Exploring BME student experiences
Elizabeth Baptiste
Leadership and Organisational Development Adviser (Continuous Improvement), Corporate Services

– Corporate Social Responsibility (EDI)
– Partnerships: Collaborative working
– Chairships:
  – University Professional Services Network
  – National BME Network of Networks supported by ECU
  – Chair of UNISON Regional HE Committee / NEC
  – UNISON Regional Equalities Convener
  – Deputy Vice-Chair for UNISON Regional Black Members Committee
Responding to diversity and (in)equality: Black female undergraduate psychology students constructing academic identity in higher education

A reflexive researcher’s perspective
Why do we need this research?

Poor integration & lower attainment for Black & Minority Ethnic (BME) students (Boliver, 2013; Stevenson, 2012; Tillman, 2012; NUS; ECU, Runnymede Trust)
Just one example of the problem...

<table>
<thead>
<tr>
<th>Year</th>
<th>White</th>
<th>Black</th>
<th>Asian</th>
<th>Chinese</th>
<th>Mixed</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>2003/04</td>
<td>63.1</td>
<td><strong>35.5</strong></td>
<td>46.3</td>
<td>51.2</td>
<td>61.2</td>
<td>51.9</td>
</tr>
<tr>
<td>2004/05</td>
<td>63.8</td>
<td><strong>36.2</strong></td>
<td>46.3</td>
<td>49.1</td>
<td>60.3</td>
<td>49.0</td>
</tr>
<tr>
<td>2005/06</td>
<td>64.7</td>
<td><strong>35.7</strong></td>
<td>45.7</td>
<td>52.6</td>
<td>61.0</td>
<td>49.2</td>
</tr>
<tr>
<td>2006/07</td>
<td>65.5</td>
<td><strong>36.7</strong></td>
<td>46.8</td>
<td>51.8</td>
<td>61.4</td>
<td>51.2</td>
</tr>
<tr>
<td>2007/08</td>
<td>66.4</td>
<td><strong>37.7</strong></td>
<td>48.2</td>
<td>53.1</td>
<td>61.6</td>
<td>54.8</td>
</tr>
<tr>
<td>2008/09</td>
<td>67.2</td>
<td><strong>38.1</strong></td>
<td>50.1</td>
<td>55.4</td>
<td>62.7</td>
<td>53.1</td>
</tr>
<tr>
<td>2009/10</td>
<td>67.9</td>
<td><strong>38.1</strong></td>
<td>50.0</td>
<td>56.8</td>
<td>62.5</td>
<td>54.4</td>
</tr>
<tr>
<td>2010/11</td>
<td>69.5</td>
<td><strong>40.7</strong></td>
<td>52.1</td>
<td>58.7</td>
<td>62.8</td>
<td>54.9</td>
</tr>
</tbody>
</table>
| 2011/12 | 71.5  | **43.2** | 55.2  | 62.7    | 65.5  | 57.5  

Percentage of UK-domiciled FDU qualifiers receiving a first/2:1 by ethnic group (HEFCE, 2013)
- **Phase 1**: Non-trad BFSs
- Qualitative content analysis (Schreier, 2012; Hsieh & Shannon, 2009)
- **Phase 2**: Trad BFSs
- Interpretative Phenomenological Analysis (IPA: Smith, Flowers & Larkin, 2009)
Hyphenated Selves: Non-Traditional BFSs voices

Maturity

1. Belonging & Unbelonging
2. Efficacious
3. Role model
4. Interpersonal
5. Spiritual
6. Future
7. Reflective
8. Engaging with pedagogy

Engaging with Pedagogy
Pastoral Support
Perceptions

Interpersonal Self
Personal, cultural & social capital
Staff / student interaction
External relationships
Hyphenated Selves

Shock of studying as a mature student:

– “Some felt they couldn’t fit in...they couldn’t combine working and studying at the same time. Others said they found it a shock. They had been out of school for a while so...they found the work too hard and they were going to try to find another way to get to their...qualification.”

Perceptions of (uncaring) staff:

– “They’re used to young people who ask different questions of which they’re got answers...maybe it’s just me feeling that there’s that look in their eyes to say, well that’s what you get if you come to university at this age.”

A reluctant ‘mother’ for younger students:

– “…a lot of times when I meet younger people, younger than my own children, I fall into a mothering role which I don’t like...I’ve mothered enough...”
Shifting Selves: Traditional BFSs voices

- Transitioning Self
- Coasting Self
- Spiritual Self
- Self-efficacious Self
- Aspirational Self
- Belonging Self
Shifting Selves

The problem with ‘psychology’:

• “you're studying psychology, you're interested in people and I think when there's a lot of that going on, there's not a lot of just being and doing and interacting”

Cliques & Clusters - A student’s social nightmare”:

• “where it is so cliquey, the ones that I’ve kind of gravitated towards mainly have tended to be either of the same ethnicity or Asian, and those are predominantly the ones that I know and that I kind of go around with but, you know, if I had a choice then it would be a lot more broader”
Emergent findings...

- ‘Hungry babies’ - psychologically-taxing
- ‘Othering’; BME female students wear a ‘cloak of invisibility’ (e.g. Mirza, Hill Collins)
- What’s needed?
  - BME Role models for academic self-efficacy
  - Revised pedagogy? e.g. novel assessments, inclusive curricula
  - EDI Initiatives: ECU Charter Marks (RECM, Athena SWAN), unconscious bias training, BME KPIs, Staff Engagement Surveys, research into sense of belonging for BME staff and students
  - Relevant conceptual frameworks for exploring diverse student experiences
Human Library Project

Courageous conversations between ‘books’ and their ‘borrowers’
Activity 1

Create a book title that reflects any aspect of your life based on your personal experience of living with:

- Stereotype(s)
- Stigma
- Prejudice
- Bias
- Discrimination

(5 mins)
What is the Human Library?

FACULTY OF SCIENCE AND TECHNOLOGY
PSYCHOLOGY DEPARTMENT

HUMAN LIBRARY PROJECT

GET INVOLVED
Promoting tolerance, celebrating differences, encouraging understanding, challenging prejudice and discrimination through conversation, connecting communities.

For more information contact:
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Process

- **Organiser:**
  - Acts as librarian, time-keeper and briefs participants:
    - Promoting equality & diversity
    - Challenging prejudice and discrimination
    - ‘Rights of the Book and Borrower’

- **Book:**
  - Volunteers to share life experiences
  - Creates a ‘self-titled’ book
  - Engages in ‘conversation’ not storytelling

- **Borrower/Reader:**
  - Chooses a self-titled ‘book’
  - Is free to ask ‘difficult’ questions respectfully: ‘courageous’ conversation
Activity 2

– In pairs, decide (coin toss) who will be a ‘book’ (Heads)
– **Books**: collect your book title from the ‘shelf’ and give it to your ‘borrower’
– **Borrowers**: prepare to ‘read’ your book…but please, don’t judge a book by its cover!
– **Books and borrowers**: Spend up to 15 minutes in a courageous and respectful *conversation* about the book title and ‘contents’
– **Books and borrowers**: Finish by reflecting on your experience of the Human Library
Feedback on HL experience
Benefits & forward planning

- Challenges myths and prejudices
- Provides reflective opportunities to explore the boundaries of human experience across ALL protected characteristics
- Requires an inclusive steering group, publicity, facilities, a committed team of organisers…and plenty of drinking water!!
- Cross-departmental / faculty HLs, public-facing events
- For more information, visit: www.humanlibraryuk.org and www.humanlibrary.org
Women in hats: Reflecting as academic-practitioner partners
An emergent model of academic-practitioner research and practice
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‘Books’ and ‘Borrowers’
Book Titles

Outsider  Within

The Confusing (Not Quite) Brown Girl
‘Book’ and ‘Borrower’
Book Titles

SHABBAAHHH: The Life of Me

WORK-LIFE BALANCE OF A BUSY MOTHER

work, shopping, home, travel
‘Book’ and ‘Borrower’
Book Titles

I am not Indian.
I am not Woman.
I am not yours.
I am ME!

The Eyes of a Shadow
by Elizabeth Bunnell
‘Book’ and ‘Borrower’
Book Titles

Struggles of a Sikh Girl in Modern Society

Only a Woman Would Think of That!

So that explains it.

Female Brain

Male Brain

Chocolate

Sex
‘Book’ creating her title
‘Books’ and ‘Borrowers’
Thank you for participating!

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Promoting tolerance, celebrating differences, encouraging understanding, challenging prejudice and discrimination through conversation, connecting communities.

UNIVERSITY OF WESTMINSTER

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THANK YOU FOR PARTICIPATING – ANY FURTHER QUESTIONS?
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