

**Co-creating a diverse and  
inclusive curriculum**  
- **when, where, and how?**

SEPTEMBER 2020

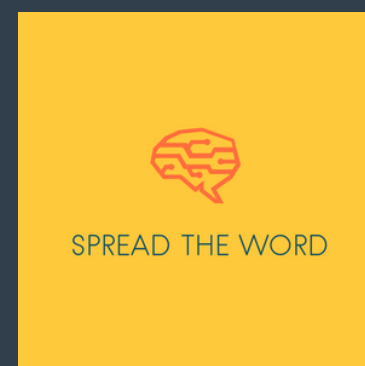
# THE FUTURE OF EDI IN STEM FOR UNIVERSITY STUDENTS

## A Case Study

by *Spread the Word* and the *Edinburgh University Women in STEM Society*

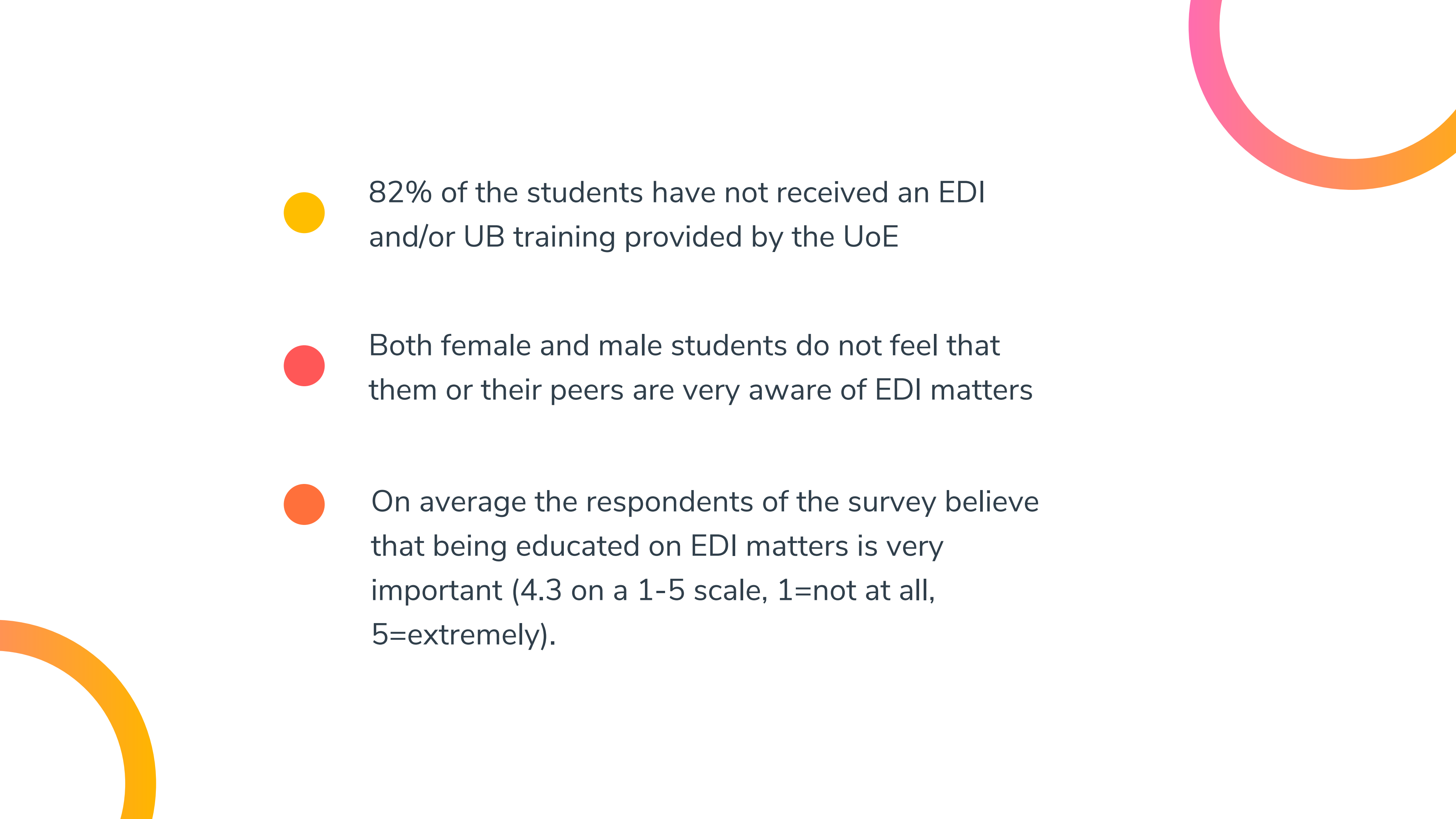
Dr Athina Frantzana

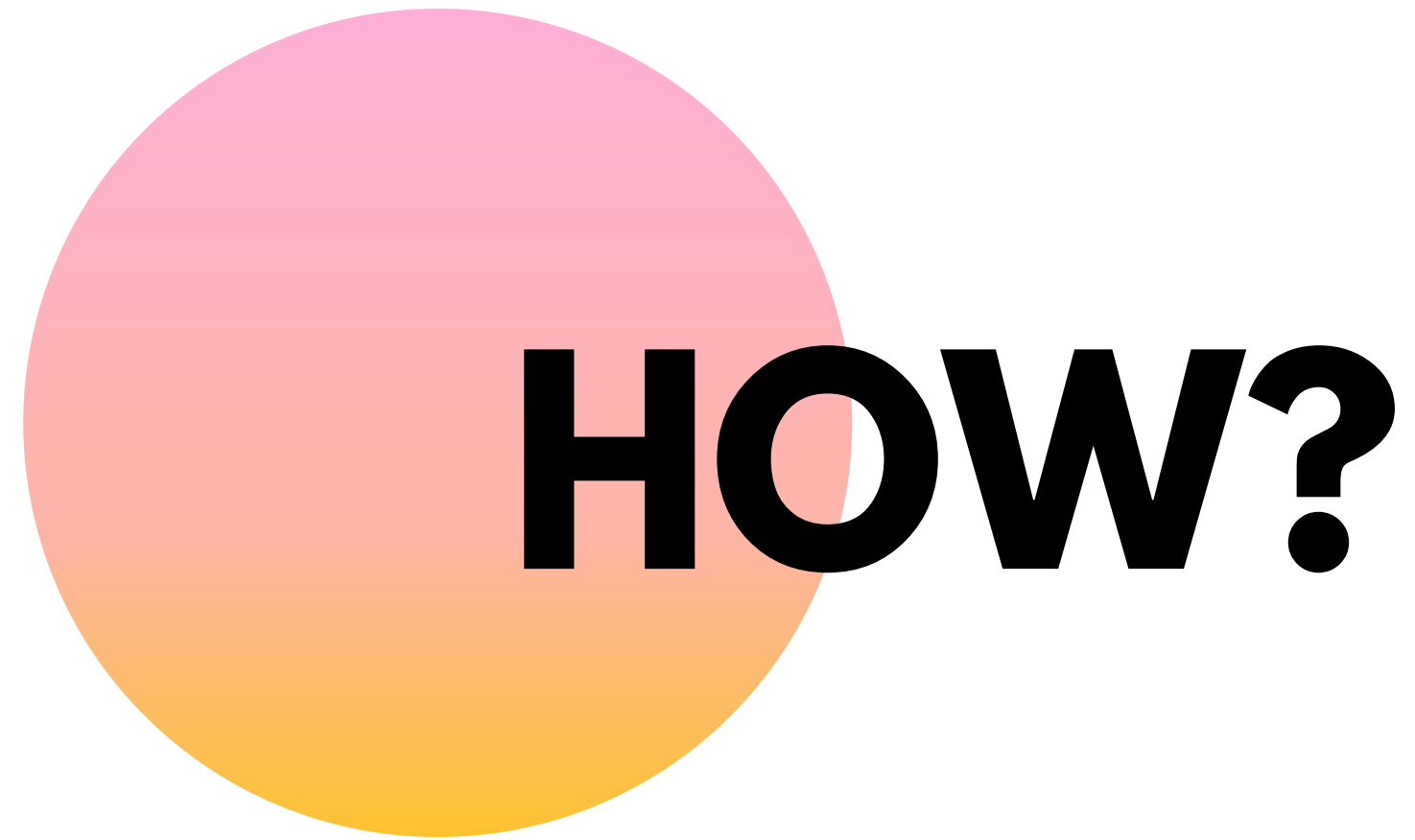
Sarah Lappin Laetitia Dorlas





**WHEN?**

- 
- 82% of the students have not received an EDI and/or UB training provided by the UoE
  - Both female and male students do not feel that them or their peers are very aware of EDI matters
  - On average the respondents of the survey believe that being educated on EDI matters is very important (4.3 on a 1-5 scale, 1=not at all, 5=extremely).



**HOW?**




Workshops




Feedback driven Evaluation



Funding



“I really enjoyed the Gender Balance in STEM as I feel it's very important to have more discussions on these topics in groups. The university doesn't really provide this kind of setting and platforms and I feel like so many useful things come out of good discussions.”  
– Female Chemistry UG Student



# EDI WORKSHOPS

- **MANAGING IMPOSTER SYNDROME**
- **GENDER BALANCE IN STEM**
- **UN-LEARN AND DE-BIAS**

Participants found them very useful with an average 4.2 on a scale from 1 to 5 (1=not at all useful, 5=extremely useful)

90% of the survey respondents think that having available such workshops and events throughout the academic year would help improve EDI awareness.



**WHERE?**



# REACH VS ENGAGEMENT

The feeling of EDI awareness:

- increases with the level of studies
- Comes from personal experiences/self-education

"There should be a mandatory short course or something during matriculation so people can understand slightly better how to treat others equally and kindly." – Female Engineering UG Student

"Honestly, I often ignore emails/pamphlets etc. related to equality, diversion and inclusion because I feel like these kinds of issues are being talked about nonstop but they still continue to be a problem everywhere I go..."  
- Male Mathematics Student

# **THANK YOU!**



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