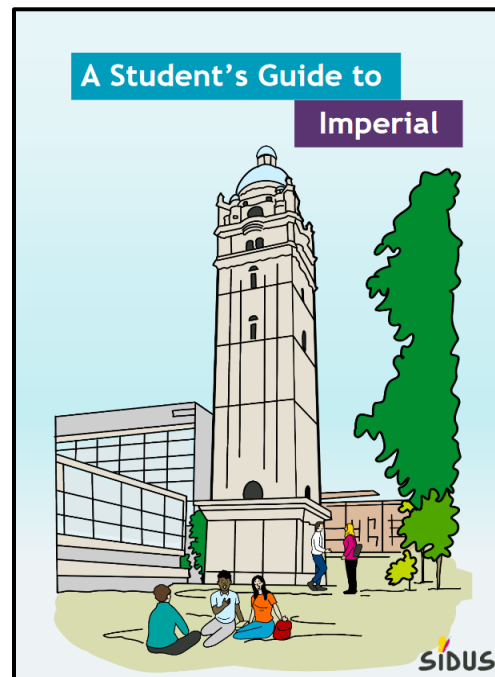
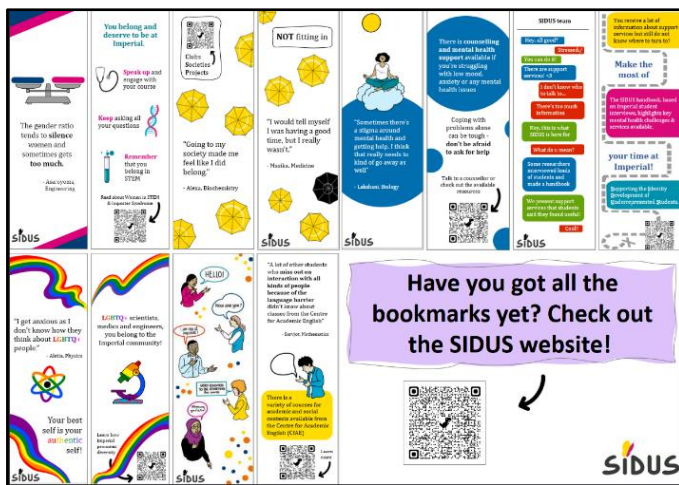


Staff Guide to Distributing

SIDUS Materials

The [SIDUS research project](#) interviewed 110 undergraduate students from underrepresented backgrounds at Imperial and the University of Reading between June and November 2020. From this research data, these three illustrated resources below were co-produced with three Imperial students through a [Student Shapers](#) project:

1. A Student's Guide to Imperial – [link to pdf](#)
2. Bookmarks – [link to pdf](#)
3. Posters – [link to pdf](#)



These materials include quotes from the student interviewees raising concerns or issues, and then identify relevant student support services at the College to deal with these issues along with QR code links to their websites. Topics covered include important topics raised by students such as: the transition from school to university and what to expect in your first week/month/term; Imposter Syndrome and mental health; microaggressions; and explanations of the College and Students' Unions structures and wide array of available student support services.

We encourage staff to share the materials with students, particularly the digital Handbook link and printed bookmarks, which are available around campus or through the SIDUS team – contact [Tiffany Chiu](#) and [Órla Murray](#) if you want a batch printed bookmarks.



For induction events or workshops with students, we have some suggested activities to use with the materials:



Activity 1 – First Year Inductions/Start of Term

The [handbook](#) (pg. 6) includes the following questions/prompts for student reflection and discussion at the start of first year:

- Top 3 things I wish to achieve during my time at Imperial
- Top 3 things that I am scared of
- List 3 ways to overcome the things I am scared of

Get students to write down answers to the first two prompts. Then discuss these in small groups, helping each other to identify ways to overcome the things they are scared of, or to support their goals at Imperial.

This activity can be conducted with other years to get them thinking about the year ahead or the rest of their Imperial journey.



Activity 2 – Becoming the Ideal Student in Your Discipline?

The [handbook](#) (pp. 19-25) include pretend ID cards, with interview quotes from our student interviewees discussing what characterises the ‘ideal’ student in their disciplines.

Ask students to discuss their discipline’s ID card and how much they agree or disagree with these ‘ideal’ student cards. How would they describe the ‘ideal’ student on their course?

Then read pp. 26-28 about what the research says about ‘the ideal student’, with advice and support for students.



Activity 3 - Gotta Collect Them All!

The [handbook](#) (pp. 31-33) lists a ‘bucket list’ for Imperial students. Ask your students how many they have done and if they want to try the others over the year.

We also have 21 different types of bookmarks to collect across campus in departments, from student societies, and some support services across campus. Encourage the students to collect all 21 and swap them with each other to complete the full set before the end of term.



Activity 4 – Addressing Imposter Syndrome

The [handbook](#) (pp. 40-43) features a fictional conversation between two students about imposter syndrome based on the SIDUS research and interviews with students.

Ask your students to read this exchange and discuss it in small groups. Have they experienced imposter syndrome? Which situations or times of year make it worse? What makes them feel better? Are there any coping strategies to implement throughout the rest of the year to disrupt their imposter syndrome? For example, pg. 53 of the handbook asks students to list achievements they are proud of and obstacles they have overcome.



Activity 5 – Microaggressions

The [handbook](#) (pp. 44-45) discusses microaggressions with a link to an online course (15 mins) provided by Imperial; encourage students to complete it.