



Race Equality Charter application



University of
St Andrews

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University of St Andrews

Bronze application

Awarded September 2024

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Acronyms, Initialisms and Abbreviations

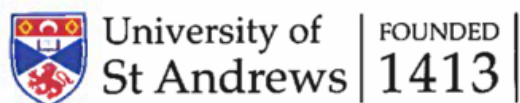
ACS	African Caribbean Society
ARDS	Academic Review and Development Scheme (academic appraisal)
APS	Academic Pay Spine Range
AS	Athena Swan
AVP	Assistant Vice-Principal
BAME	Black, Asian and Minority Ethnic
CEDI	Central EDI Committee
CEED	Centre for Educational Enhancement and Development (student training)
CELPiE	Community for Evidence-Led Practice in Education
EAG	Ethnicity Attainment Gap
EDI	Equality, Diversity, and Inclusion
EPG	Ethnicity Pay Gap
FTC	Fixed Term Contract
FTE	Full-Time Equivalent
HE	Higher Education
HEI	Higher Education Institution
HERA	Higher Education Role Analysis
HESA	Higher Education Statistics Authority
HoS	Head of School (a School-level position)
HoU	Head of Unit (a Unit-level position)
HR	Human Resources
IREd	Institutional REF Equality and Diversity Review Group
KAN	Kaleidoscope Alumni Network
MAIT	Monitoring and Action Implementation Team
OSDS	Organisational and Staff Development Services (staff training)
PARC	Planning and Resources Committee
PDAG	People and Diversity Assurance Group
PG	Postgraduate
PGR	Research Postgraduate
PGT	Taught Postgraduate
PNTS	Prefer Not To Say
PO	Principal's Office
RDS	Review and Development Scheme (professional services staff appraisal)
REC	Race Equality Charter
REF	Research Excellence Framework
RERBG	Race, Ethnicity, and Religious Beliefs Group
SAT	Self-Assessment Team
SET	Science, Engineering and Technology
UG	Undergraduate
UKVI	UK Visas and Immigration
VP	Vice-Principal
VP P&D	Vice-Principal People and Diversity
WG	Working Group

Terminology

Race (and Ethnicity): The term 'race' was defined in the 1700s as a way of categorising humans into groups with underlying biological characteristics. Unlike the much more recent term 'ethnicity', which incorporates socio-cultural characteristics into a set of dynamic and imprecise categories, race was defined as a biological truth. The concept of race has been found to have no clear scientific basis. Some people use the terms race and ethnicity interchangeably, others object to the use of race in particular, and others still (particularly those who identify as 'mixed-race') consider race an important aspect of their identity. Throughout this application, we err towards the use of the term ethnicity, though given the name of the award, and ways in which this has catalysed institutional discussion, the reader will also encounter the term race frequently.

BAME: The term BAME, for Black, Asian and Minority Ethnic, is widely used in higher education but is often perceived as problematic. Objections include the implication that people identified as BAME are a homogeneous group; that it singles out Black and Asian identities to the exclusion of others; and that it is exclusionary of White minority ethnic groups. We are aware of these concerns, but believe that, at this stage, our examination of the experiences of people collectively categorised as BAME can give valuable insights into the broad issues facing ethnically minoritised people at St Andrews. Our goal for the race equality effort at St Andrews is to increasingly conduct targeted work to address specific inequalities, such that the BAME unit of analysis becomes less and less relevant.

1. Letters of endorsement



Professor Dame Sally Mapstone DBE, FRSE
Principal and Vice-Chancellor

StA/SLM/sjm/REC250724

25 July 2024

To whom it may concern

As a career-long advocate for equalities within higher education, I am very glad to endorse the University of St Andrews' application for a Race Equality Charter (REC) Bronze award.

After coming into post in 2016, I led the creation of a University Strategy, which identified diversity as a key priority. We reinforced this in our refreshed Strategy 2022-27, setting out an ambitious vision to become “a beacon of inclusivity, placing diversity and equality at the centre of everything we do”. Race equality is central to this vision.

The work involved in the REC self-assessment – including the collection and analysis of experiences from across the University – has been vital in helping us to identify the challenges we face at St Andrews. For many involved in the REC effort, this work began in 2020 when the BAME Staff network members presented their experiences to me, and to Court, the University's governing body. Many of us were shocked by what we heard. From that came a determination to identify and eliminate the causes of race inequality at St Andrews. We commissioned an external report on institutional race equality, and used those findings as the basis for the self-assessment presented in this application.

The data we present here point to areas of strength and weakness. Amongst our strengths, in the past decade, we have made considerable progress in BAME student and staff recruitment. Within professional services staff, the proportions of BAME staff across pay grades are relatively uniform, which has resulted in the absence of an ethnicity pay gap – a rarity within the sector. A source of inspiration to me, as much as to our students, is the outstanding antiracist and decolonial teaching that takes place at St Andrews. Finally, there is whole-hearted support for race equality amongst the senior management team. We are proud to stand alongside and support the staff and students leaders who have driven the work that you see documented here.

Alongside these strengths, there are areas in need of action. Despite an even distribution across pay grades, BAME staff make up only a small proportion of our workforce in the professional services. The same is true at senior academic grades and in senior decision-making positions. This under-representation has consequences, from the academic ethnicity pay gap, to boarder feelings that institutional decision-making does not prioritise the experiences of people of

colour. To tackle these issues, we must level the playing field for BAME individuals at recruitment and in their career development at St Andrews.

Regarding students, while attainment overall is high, we see a marked ethnicity attainment gap. We will address this by drawing on sector-leading work in some areas of our teaching and spreading this good practice throughout the University.

Throughout this process, our community at St Andrews has continued to speak with extraordinary clarity and bravery. In this application, you will find testimonies given by survey respondents and focus group participants that have helped us to understand the consequences of the inequalities evident in our data. From the fundamental issue of BAME staff and students feeling less safe in their places of work and study, to the lack of faith they have in the mechanisms for reporting inappropriate behaviour, members of our community have helped us prioritise aspects of University culture that we must address. To do this, we will go beyond the actions we are taking as part of our broader work on diversity, and we will act collectively. It is not acceptable that BAME people be left to advocate for themselves, as others fail to acknowledge their experiences or resist the need for change.

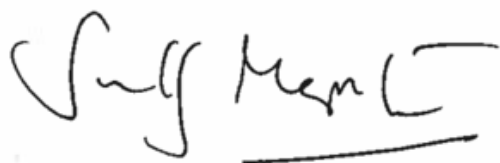
We acknowledge that our collective race equality priorities reflect substantive issues with no quick fixes. In many cases they require further work to better understand and then act. Our action plan sets out how we will do this.

The success of the race equality action plan depends on the actions and changes it outlines being embedded into institutional processes and practice and the day-to-day business of the University. This mainstreaming approach is at the heart of realising our vision to be a beacon of inclusivity, and over the past five years we have invested in the necessary EDI capacity and capability to support that approach. In 2019, I created the role of Assistant Vice-Principal Diversity within my Office to spearhead the University's EDI work, later upgrading the role to Vice-Principal, People and Diversity, a post still without many parallels in the sector. This has been part of a wider expansion of support for EDI, including the secondment of staff to lead specific workstreams, and establishing EDI representatives in all Schools and Units. The extent of the REC effort documented here would not have been possible without this expansion of support, active sponsorship from the Vice-Principal, People and Diversity, buy-out of academic and professional services staff to lead and participate in working groups, involvement of 60 staff and students in REC structures, as well as support from numerous other EDI and support team members. We have shown a commitment to ensuring that the first part of this process will be successful. We now move to the task of ensuring that our actions are successful in their goals of reducing and eliminating race inequality supported by financial investment, including a commitment to invest £1 million in a BAME PGR Scholarship scheme.

As Principal, I am wholeheartedly committed to advancing race equality at the University, a commitment shared by my senior team who will be instrumental in delivery of the REC action plan. I have met regularly with the REC Chair, who has also met and agreed actions with key members of the Principal's Office. The REC Chair has also attended Principal's Office meetings, where we have collectively agreed on the need to prioritise and resource our plan for race equality work over the next five years. This is evident in the substantive plan of action we agreed to, supported by senior input and oversight. This programme of work presents an opportunity to deliver and evidence progress towards race equality – a vital component of our University Strategy.

Achieving race equality is central to my ambitions for Diverse St Andrews, and I commend this application for a Bronze REC award.

Yours sincerely,

A handwritten signature in black ink, appearing to read 'Sally Mapstone', with a horizontal line underneath.

Professor Dame Sally Mapstone DBE, FRSE
Principal and Vice-Chancellor

Professor Catherine O’Leary
AVP Dean of Arts and Divinity

Letter of Support: Race Equality Charter Submission

Within the Diverse St Andrews strand of the University Strategy 2022-2027, we have made a commitment to “placing diversity and equality at the centre of everything we do and creating an environment in which all can flourish and realise their potential”. Application for a Race Equality Charter Bronze award represents a step towards that goal, and as Assistant Vice-Principal Dean of Arts and Divinity, I am committed to the actions proposed in the Action Plan.

Over recent years, we have made some progress towards race equality in the faculties of Arts and Divinity, particularly in the recruitment of students and staff of colour. Nonetheless, there is still a great deal of work to be done to improve representation at all levels (academics of colour are under-represented at grade 9 – professor – and over-represented on fixed term contracts), to work towards closing the ethnicity pay gap and to ensure equity in our recruitment processes.

I am committed to driving the actions proposed in the Action Plan and look forward to seeing improvements in race equality that will result from their effective implementation.

Yours faithfully,

Professor Catherine O’Leary
AVP Dean of Arts and Divinity

Professor Gareth Miles
AVP Dean of Science

Letter of Support: Race Equality Charter Submission

As Assistant Vice-Principal Dean of Science and Dean of Medicine, we are committed to advancing race equality within the University of St Andrews. Doing so is central to the Diverse St Andrews strategic pillar, but is also simply the right thing to do.

We note the issues raised in the REC Application specific to our faculties and are committed to ensuring that the actions proposed in the 5-year action plan will be successful. These include actions aimed at reforming recruitment to ensure that BAME applicants are not disadvantaged, ensuring that BAME staff are supported and encouraged to apply for promotion, both to professorial and senior leadership positions, and understanding how we can retain BAME staff to the same level as we retain White staff.

We are delighted to support the application for a REC Bronze award and are committed to ensuring that the Action Plan is successful in improving race equality at St Andrews.

Yours faithfully,

Professor Garth Miles
AVP Dean of Science

Professor David Crossman CBE
Dean of Medicine

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28 June 2024

Dear REC Panel

Letter of Support: Race Equality Charter Submission

As Quaestor and Factor, responsible for providing strategic leadership in the development of the University's professional services, I recognise the progress that has been made towards race equality, and am fully committed to the action plan laid out in the REC application.

I am aware of the under-representation of BAME staff in the professional services, and am committed to improving recruitment and retention to ensure that BAME people are encouraged to join the University community and not subsequently disadvantaged. The action plan outlines a path to doing this through recruitment reform, mentoring, better monitoring of career development and retention, and the implementation of a competency framework designed for professional services staff. These actions, when implemented together, will provide a strong platform for work targeted at improving race equality, which is also responsive to new challenges that emerge as we make our way on this journey.

I am committed to ensuring all staff thrive at St Andrews, and firmly believe that the proposed action plan will better enable us to achieve this in the professional services.

Yours faithfully

Derek A Watson MBE
Quaestor and Factor

2. The self-assessment process

Section Summary: Self-assessment has established successful new ways of engaging in, and acknowledging equalities work that will be embedded into institutional equalities workflows.

2a Description of the self-assessment team

The team (Table 0-1) comprised:

- Four Working Groups (WGs): Analysed evidence, proposed actions.
- Oversight Group: Co-ordinated working group activities, collated working group work for Core Self-Assessment Team (SAT).
- Core SAT: Discussed working group raised issues, facilitated action implementation.

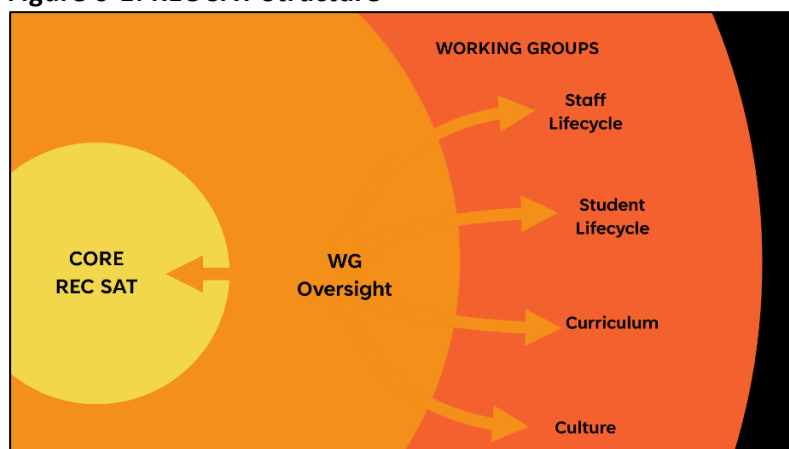
The REC Chair position was openly advertised to staff, providing an opportunity for career progression and ensuring that the work would be led by someone with experiential knowledge. A ‘sponsor’ (Vice-Principal People and Diversity [VP P&D]) ensured senior buy-in and support, and provided an additional line of communication into the Principal’s Office (PO). The REC Chair met every three weeks with Vice-Principal P&D throughout the work.

The REC Chair was appointed in February 2022 and led recruitment of the SAT with two priorities:

- i) Identify leaders of race equality work, regardless of institutional seniority—aim: facilitate genuine culture change; and
- ii) Prioritise breadth of inclusion within BAME communities—aim: achieve a critical mass of support for REC work.

Initial recruitment was from: 1) the University Race, Ethnicity, and Religious Beliefs Group; and 2) Staff and Student BAME Networks. Membership was supplemented to fill gaps in representation (e.g. across faculty, job class, gender etc.).

Figure 0-1: REC SAT Structure



Note: A slide taken from presentations explaining the SAT’s structure. A spherical cross-section—a deliberate attempt to subvert vertical hierarchies—was used to avoid situating the majority-White Core SAT above the majority-BAME Working Groups, and to instead describe it as a group with greater central influence.

Over the lifetime of the SAT, two academics, and four professional services (PS) staff held Working Group Chair positions. Working Group Chairs in junior positions were enrolled on Advance HE's Diversifying Leadership programme to provide formal leadership training [Action-A6 proposes a formalised annual call for Diversifying Leadership participants to ensure continued leadership development].

The REC Chair had 0.4 FTE-equivalent buyout from their academic role. Working Group Chairs and members had 0.1 FTE-equivalent buy-out offered as cash payment to them or their Schools (academics), or 0.1 FTE workload relief (PS staff and research staff). Offering buyout as cash was an extraordinary acknowledgement of the recurrent demands placed on BAME staff to further race equality, but also raised differences in the nature of roles across academic and PS job types and staff-student communities [Action-A8 proposes standardisation of recognition for equalities work]. Students were not compensated for their contribution as the University did not have established mechanisms for this. The Students' Association is now exploring appropriate mechanisms for recognition [Action-A9].

As a consideration of the emotional labour involved in identity-focused equalities work, monthly group and ad hoc individual online therapeutic supervision sessions, paid by the University, were provided to the REC and Working Group Chairs. Due to the confidential discussion topics, this was arranged with an external, London-based, intercultural therapy provider, [Nafsiyat](#). This model has been successful and will be continued for the monitoring team [Action-A2].

Table 0-1 shows the total SAT membership. At the census date it comprised 47 people, 27 (57.4%) BAME. Based on the low proportions of BAME people in leadership at the University (Section 4d), there was a lower percentage of BAME Core SAT members (36.8%) than Working Group members (71.4%; Table 2-2). SAT members not active at the census date included nine students (graduates or no longer representatives) and four staff. Comparison with University baselines demonstrate good gender, contract term and grade representation, with a desired 'over-representation' of BAME relative to White people.

The majority of SAT members were members of BAME networks: 23 (48.9%) in the Staff BAME Network, 7 (14.9%) in the Student BAME Network. Other aggregated characteristics are presented in Table 0-2.

Table 0-1: SAT and Working Group Members April 2022 to March 2024, listed by primary SAT Group/Role

Core SAT

Name (SAT Role)	Active 2022	Active 2023	Active 2024	University Role	Role Location	Job Class	Buyout FTE	Relief FTE	Member Core SAT	Member WG Oversight
A O'Connor (REC Chair)	X	X	X	Senior Lecturer	Sci. & Med. School	Academic	0.4	-	X	X
R Widdowfield (REC Sponsor)	X	X	X	VP People & Diversity (VP P&D)	Principal's Office	Senior Management.	-	-	X	
J Awang		X	X	Head of Insights	Planning	Prof. Serv.	-	-	X	
S Bains (Deputy REC Chair)	X	X		Head of EDI	EDI	Prof. Serv.	-	-	X	X
G Brown	X	X		1. EDI Faculty Rep 2. Academic staff	1. Principal's Office 2. Sci. & Med. School	Academic	-	-	X	
J Campbell	X	X	X	Deputy Director of Careers	Careers Centre	Prof. Serv.	-	-	X	
E Craig	X	X		Director of Wellbeing and Equality	Students' Association	Student (Sabb.)	-	-	X	
R Fleming	X	X	X	Director of Development	Development	Prof. Serv.	-	-	X	
M Gibbons	X	X	X	Deputy Director of Admissions	Admissions	Prof. Serv.	-	-	X	
S Hall (Deputy REC Chair)	X	X		Deputy Head of EDI	EDI	Prof. Serv.	-	-	X	X
J Law	X	X	X	EDI Assistant	EDI	Prof. Serv.	-	-	X	X
J McDougall-Bagnall		X	X	Head of Analytic Services	Planning	Prof. Serv.	-	-	X	
K McGregor		X	X	Equality and Diversity Awards Adviser	EDI	Prof. Serv.	-	-	X	X
C Ridgway		X	X	Director of Wellbeing and Equality	Students' Association	Student (Sabb.)	-	-	X	
B Shackman	X	X	X	Interfaith Chaplain	Chaplaincy	Prof. Serv.	-	-	X	
M Stewart	X	X	X	Director of HR	HR	Prof. Serv.	-	-	X	
L Wang		X	X	Information Analyst	Planning	Prof. Serv.	-	-	X	

Culture Working Group (1 of 4)

Name (SAT Role)	Active 2022	Active 2023	Active 2024	University Role	Role Location	Job Class	Buyout FTE	Relief FTE	Member Core SAT	Member WG Oversight
C Dunford (WG Chair)	X	X	X	Alumni Relations and BAME Engagement Coordinator	Development	Prof. Serv.	-	0.1	X	X
Ö Akgün	X	X	X	Lecturer	Sci. & Med. School	Acad.	0.1	-		
S Arya		X	X	Senior Research Governance Officer	Research Policy Office	Prof. Serv.	-	0.1		
L Caldwell	X	X	X	Community Engagement Officer	One St Andrews	Prof. Serv.	-	0.1		
C Chow	X	X	X	Student	Sci. & Med. School	Stud. (PG)	-	-		
H Dean	X	X	X	Lecturer	Arts & Div. School	Acad.	0.1	-		
R Inegbedion		X		Student	Arts & Div. School	Stud. (PG)	-	-		
R Shantha Kumar	X	X		Student	Sci. & Med. School	Stud. (UG)	-	-		
S Makhijani	X	X		BAME Stud. Network President	Arts & Div. School	Stud. (UG)	-	-		
I Pickrum		X		BAME Stud. Network Rep.	Arts & Div. School	Stud. (UG)	-	-		
A Ramakrishnan Agrwaal	X	X	X	Student	Arts & Div. School	Stud. (PG)	-	-		
W Sabiiti	X	X	X	Principal Research Fellow	Sci. & Med. School	Acad.	-	-		
A Srivastava	X	X	X	Research Fellow	Sci. & Med. School	Acad.	-	-		

Curriculum Working Group (2 of 4)

Name (SAT Role)	Active 2022	Active 2023	Active 2024	University Role	Role Location	Job Class	Buyout FTE	Relief FTE	Member Core SAT	Member WG Oversight
A Singh (WG Chair)	X	X	X	Associate Lecturer	Arts & Div. School	Acad.	0.1	-	X	X
H Badani		X		Faculty President (Arts & Divinity)	Arts & Div. School	Stud. (UG)	-	-		
J Hinds (WG Chair)	X			Project Manager in Equalities	EDI	Prof. Serv.	-	-	X	X
B Keeping		X		BAME Stud. Network Rep.	Arts & Div. School	Stud. (UG)	-	-		
M Kemeklyte	X	X		Faculty President (Science & Medicine)	Sci. & Med. School	Stud. (UG)	-	-		
K Lala	X	X	X	Professor	Sci. & Med. School	Acad.	0.1	-		
F Lavelle	X	X		Faculty President (Arts & Divinity)	Arts & Div. School	Stud. (UG)	-	-		
S O'Rourke	X	X	X	Senior Lecturer	Arts & Div. School	Acad.	0.1	-		
R Tojeiro		X	X	Reader	Sci. & Med. School	Acad.	0.1	-		
A Yechury	X	X	X	Lecturer	Arts & Div. School	Acad.	0.1	-		

Staff Lifecycle Working Group (3 of 4)

Name (SAT Role)	Active 2022	Active 2023	Active 2024	University Role	Role Location	Job Class	Buyout FTE	Relief FTE	Member Core SAT	Member WG Oversight
S Narayanswamy (WG Chair)	X	X	X	Entrepreneurial Education Developer	Centre for Educational Enhancement & Development	Prof. Serv.	-	0.1	X	X
L Chatterjee	X	X	X	Training and Development Coordinator	Estates Unit	Estates	-	0.1		
P Dehal (WG Chair)	X	X		Engineering Coordinator	Sci. & Med. School	Prof. Serv.	0.1	-	X	X
K Gkikopoulou	X	X	X	Research Fellow	Sci. & Med. School	Acad.	0.1	-		
E Kallblad	X	X	X	Executive Officer	Principal's Office	Prof. Serv.	-	0.1		
C Kreklau		X	X	Associate Lecturer	Arts & Div. School	Acad.	0.1	-		
M Niakate	X	X	X	Computing Officer	Sci. & Med. School	Prof. Serv.	-	0.1		
G Sanghera	X	X	X	Professor	Arts & Div. School	Acad.	-	-		
U Somisara	X			Senior Research Policy Officer	Research Policy Office	Prof. Serv.	-	0.1		
H Zhao	X	X	X	Reader	Sci. & Med. School	Acad.	0.1	-		

Student Lifecycle Working Group (4 of 4)

Name (SAT Role)	Active 2022	Active 2023	Active 2024	University Role	Role Location	Job Class	Buyout FTE	Relief FTE	Member Core SAT	Member WG Oversight
D Balasubramaniam (WG Chair)	X	X	X	Senior Lecturer	Sci. & Med. School	Acad.	0.1	-	X	X
G Ahrin		X	X	Student	Sci. & Med. School	Stud. (PG)	-	-		
R Claase	X	X	X	Director of Student Experience	Principal's Office	Prof. Serv.	-	-		
S Maris	X	X		Rector's Assessor	1. Students' Association 2. Arts & Div. School	Stud. (UG)	-	-		
J Hagherdar	X	X		BAME Stud. Network Rep.	Sci. & Med. School	Stud. (PG)	-	-		
G Fiston Kitema	X	X	X	Student	Sci. & Med. School	Stud. (PG)	-	-		
L Meischke	X	X	X	Director of Student Services	Student Services	Prof Serv.	-	-		
M Neves		X	X	1. BAME Officer 2. BAME Stud. Network President	1. Students' Association 2. Sci. & Med. School	Stud. (UG)	-	-		
A Raychaudhuri	X	X	X	Senior Lecturer	Arts & Div. School	Acad.	0.1	-		
J Zheng	X	X		BAME Officer	1. Students' Association 2. Arts & Div. School	Stud. (UG)	-	-		

Note: The census date for the SAT members presented above was 16/11/2023. The Active heading indicates the years that members were active on the SAT. Acad. refers to Academic, Arts & Div. refers to Arts & Divinity, Prof. Serv. refers to Professional Services, Sabb refers to Sabbatical Officer, Sci. & Med. refers to Science & Medicine, Sen. Mgmt. refers to Senior Management, Stud. refers to Student. All other abbreviations are listed in Acronyms, Initialisms and Abbreviations.

Table 0-2: Aggregated SAT Demographic and Employment Details

Group	Category	BAME			White			PNTS			Total Category		
		N	SAT %	Univ. %	N	SAT %	Univ. %	N	SAT %	Univ. %	N	SAT %	Univ. %
SAT Group	Core		36.8%	-		63.2%	-		0.0%	-		40.4%	-
	WG only		71.4%	-		17.9%	-		10.7%	-		59.6%	-
Overall Gender	Men		66.7%	9.7%		33.3%	83.2%		0.0%	7.1%		39.1%	51.7%
	Women		56.0%	8.3%		44.0%	86.7%		0.0%	5.0%		54.3%	48.3%
	Other/PNTS		33.3%	-		0.0%	-		66.7%	-		6.5%	-
Contract Terms	Permanent		52.9%	6.5%		47.1%	88.0%		0.0%	5.5%		72.3%	78.6%
	Fixed Term		66.7%	18.1%		0.0%	74.3%		33.3%	7.6%		6.4%	21.4%
	Other/PNTS		70.0%	-		10.0%	-		20.0%	-		21.3%	-
Grade	3 - £		0.0%	3.9%		100.0%	90.7%		0.0%	5.4%		2.1%	8.8%
	4		100.0%	3.0%		0.0%	94.8%		0.0%	2.2%		2.1%	8.4%
	5		66.7%	7.3%		33.3%	87.4%		0.0%	5.3%		6.4%	9.4%
	6 - ££		75.0%	16.4%		12.5%	76.9%		12.5%	6.7%		17.0%	21.9%
	7		50.0%	13.3%		50.0%	81.9%		0.0%	4.9%		17.0%	15.2%
	8		66.7%	7.6%		33.3%	85.1%		0.0%	7.3%		19.1%	10.7%
	9 - £££		25.0%	3.8%		75.0%	89.0%		0.0%	7.2%		17.0%	8.2%
	Other/PNTS		66.6%	8.5%		11.1%	87.8%		22.2%	3.7%		19.1%	2.6%
Total Ethnicity		27	57.4%	15.4%	17	36.2%	77.6%	<5	6.4%	6.9%		-	-

Note: SAT represents the absolute numbers and percentages of those involved in the SAT. Univ. is the University population as at 2022-23. This includes only those SAT members at the census date of 16/11/2023. Contract and Grade figures do not include students not employed by the University.

Relevant Action Outlines

A2: Establish a REC MAIT, reporting to Central EDI Committee

A6: Invest in leadership training for academic and PS staff, via Advance HE Diversifying Leadership programme, to build and grow a network of BAME leaders

A8: Implement a model of recognition for *staff* that is valued by **staff**

A9: Implement a model of recognition for *students* that is valued by **students**

2b The self-assessment process

Timeline of Activities

Under the leadership of the Assistant Vice-Principal (AVP) Diversity, the University Race, Ethnicity, and Religious Beliefs Group had made progress on race equality prior to 2020 (e.g. publication of ethnicity pay gap reports). The 2020 Black Lives Matter movement prompted the Staff BAME Network to initiate conversations on institutional race equality, including a July 2020 meeting with the Principal and Assistant Vice-Principal Diversity. Having given powerful testimonies at this meeting, Staff BAME Network members presented written testimonies to Court. University leadership swiftly commissioned an external review of race and ethnicity practice by SUMS Consulting, and began the current REC process. Throughout this process, the University has engaged transparently with race equality by communicating progress with staff and students via email and newsletters and committing to publishing a range of formal reports alongside holding open fora for their discussion [**Action-A11** will ensure these new ways of communicating will be sustained]. These include the SUMS Report

(published March 2022), the to-be-published REC Survey Report and Focus Groups Report [Action-A4], and the Legacies of Empire Report (detailing the University's participation in, and benefit from, British colonialism, prepared independently of the REC [Action-A14]). REC activities (2022-2024) are summarised in Figure 2 2.

Meetings and Communication

Details of formal meetings, and additional events and fora are presented in Table 2 3. Informal events for REC SAT and University community members were also held. Attendance has grown over the course of REC activities, with students, professional services and academic staff participating. This growth speaks to the benefits of building a culture of continued engagement as part of the ongoing action plan.

Figure 2 2: Timeline of Key REC Activities

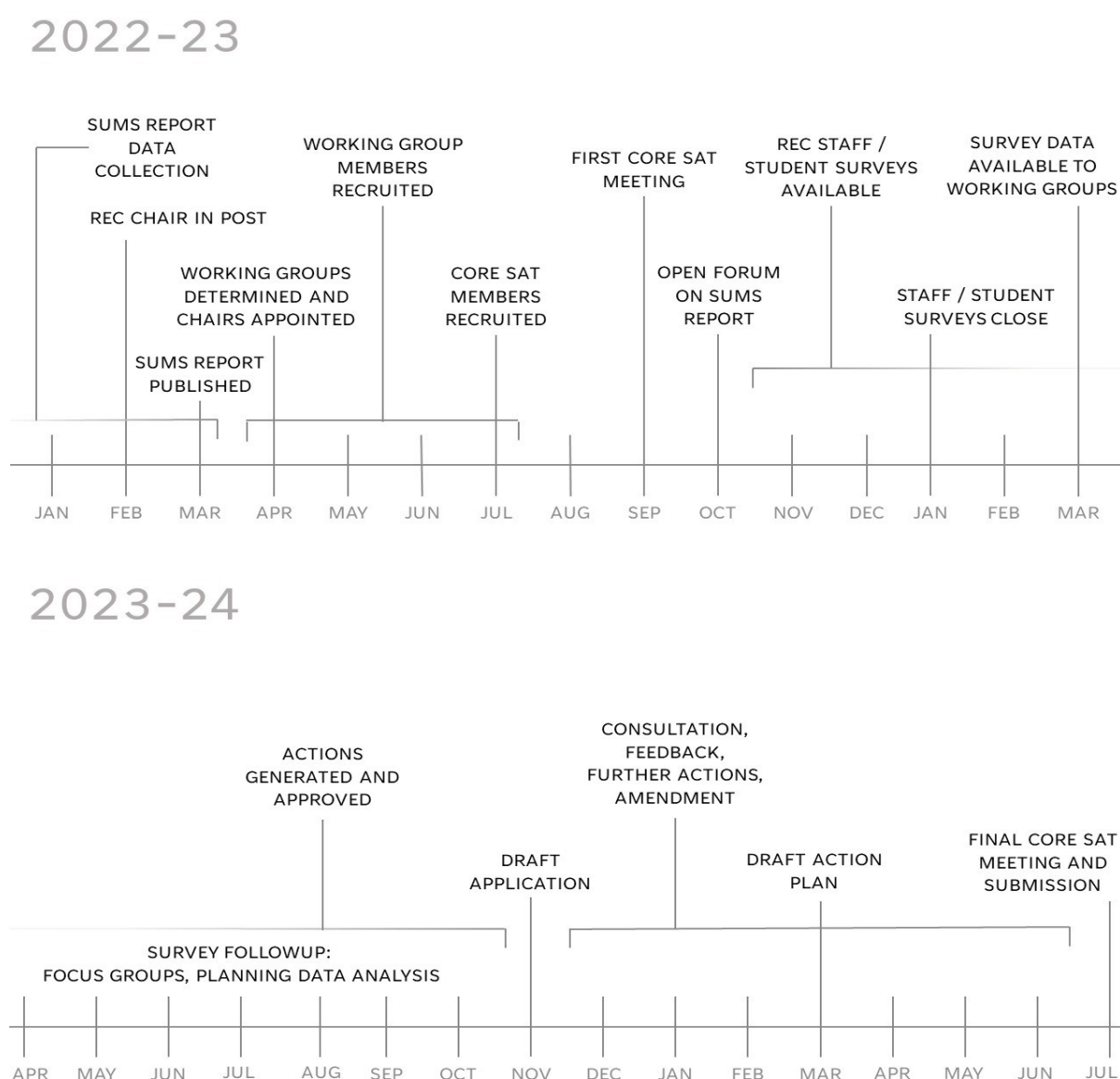


Table 0-3: REC SAT Meetings and REC-Related Meetings

Date	Meeting	Attendees	Description
25/05/2022	Oversight Group: 1	7/8	Introduction to REC. Discussion of goals of each team member.
01/06/2022	Oversight Group: 2	6/8	Logistics of planning and recruiting WG members.
11/07/2022	Oversight Group: 3	8/8	Discussion on a) how WGs fit into the REC SAT structure; b) long-term expectations and timelines for WGs; c) short-term WG goals.
29/08/2022	Staff Lifecycle WG: 1	8/10	REC application process and timeline outlined. Terms of reference and SUMS report discussed.
29/08/2022	Student Lifecycle WG: 1	7/9	REC application process and timeline outlined. Terms of reference and ways of working discussed.
30/08/2022	Culture WG: 1	10/11	REC application process and timeline outlined. Terms of reference, ways of working and confidentiality discussed.
31/08/2022	Core SAT: 1	8/17	Updates from WGs. Presentation on REC Structure. Terms of reference agreed.
31/08/2022	Curriculum WG: 1	7/7	REC application process and timeline outlined. Terms of reference and scope of the group discussed.
31/08/2022	Athena Swan SAT	AS SAT	REC Chair gave update on structure and organisation of REC SAT and activities.
14/09/2022	Oversight Group: 4	7/7	Planning for Core SAT. Update from WGs.
26/09/2022	Staff Lifecycle WG: 2	5/10	Update on structure of the teams involved in the REC process. Discussion on questions for the REC staff survey.
27/09/2022	Core SAT: 2	12/17	Updates from WGs. Discussion of buyout and REC staff and student surveys.
27/09/2022	Student Lifecycle WG: 2	8/9	Update on structure of the teams involved in the REC process. Discussion on questions for the REC student survey.
27/09/2022	Race Equality Drop-in Lunch	University community	Suggestions for actions solicited from attendees.
28/09/2022	Culture WG: 2	9/11	Update on structure REC teams. Format for meeting minutes and Terms of reference agreed. REC survey questions discussed.
30/09/2022	Curriculum WG: 2	5/7	Reviewed draft versions of REC staff and student survey, with particular attention to the sequence and wording of questions.
05/10/2022	SUMS Report Open Forum	University community	REC Chair presented key findings and actions from SUMS report, and chaired a discussion on report contents.
17/10/2022	Curriculum WG: 3	6/7	Change in the WG Chair. REC Chair led Q&A on overall structure of the REC.
19/10/2022	Culture WG: 3	7/12	Discussion of REC guiding principles and how to define culture. Analysis and discussion of SUMS report and recommendations.
24/10/2022	Staff Lifecycle WG: 3	4/10	Discussion on potential focus group questions and defining racial harassment. Analysis and discussion of SUMS report.
25/10/2022	Student Lifecycle WG: 3	7/9	Agreed points of discussion for upcoming meetings. Considered a discussion framework for the group.
03/11/2022	Oversight Group: 5	8/8	Update and proposed actions from WGs. Updates from the EDI Team on REC staff and student surveys, SUMS Action progress.
16/11/2022	Culture WG: 4	9/12	Continued actions (SUMS report and defining culture).
22/11/2022	Student Lifecycle WG: 4	8/9	Discussed admissions, gaps in communication and communication infrastructure.
29/11/2022	Curriculum WG: 4	5/7	Reviewed successful REC applications to find appropriate St Andrews benchmarks, the SUMS report.
01/12/2022	Staff Lifecycle WG: 4	6/11	Discussed room names, action plans from successful REC applications from other higher education institutions.

Date	Meeting	Attendees	Description
18/01/2023	Culture WG: 5	6/11	Continued actions and working definition of culture.
19/01/2023	Core SAT: 3	16/17	Updates from WGs. Update on REC staff and student surveys.
24/01/2023	Staff Lifecycle WG: 5	4/9	REC staff survey data update, SUMS report analysis updates from WG members.
25/01/2023	Student Survey Day of Action	Students	Event to promote survey completion. Free hot drinks were provided for all who completed the REC student survey.
26/01/2023	Oversight Group: 6	5/7	Goals for WGs discussed. REC Chair updates.
27/01/2023	Student Lifecycle WG: 5	6/9	REC PG Intern gave a presentation on her work with educators of BAME PG students. Discussed REC survey.
31/01/2023	Curriculum WG: 5	5/7	Update on REC staff and student surveys. Drafted plan for data analysis: two teams (quant and qual) were established.
31/01/2023	Group Supervision: 1	REC/WG Chairs	90 minute group intercultural supervision session, facilitated by Nafsiyat. Confidential.
15/02/2023	Culture WG: 6	6/11	Community Engagement and Social Responsibility Officer presentation on One St Andrews and Q&A.
20/02/2023	Curriculum WG: 6	5/7	Reviewed responses to the REC staff survey, making connections and parallels with the SUMS report.
20/02/2023	Student Lifecycle WG: 6	6/9	Survey responses, ways of formulating actions, focus groups, and overlap the Athena Swan application discussed.
27/02/2023	Staff Lifecycle WG: 6	7/10	Allocation of survey questions to group members for analysis. Discussion on mentoring scheme, employment data.
08/03/2023	Oversight Group: 7	7/8	Preliminary focus group planning. Update from WGs.
14/03/2023	Group Supervision: 2	REC/WG Chairs	Confidential.
20/03/2023	Intercultural Workshop 1	REC/WG Chairs	3 hour workshop (to provide background for monthly group supervision sessions), facilitated by Nafsiyat.
23/03/2023	REC Data Presentation and Networking Event	Core SAT and WGs	REC Chair presented key findings from REC staff and student surveys and led a discussion with attendees.
24/03/2023	Curriculum WG: 7	3/7	Data from staff survey. Good practice in decolonising, structural gaps and blind spots discussed.
27/03/2023	Staff Lifecycle WG: 7	6/9	Wide-ranging discussion including exit interviews, mentoring scheme, buy-out and REC staff survey data, responsibilities.
29/03/2023	Student Lifecycle WG: 7	9/9	Actions, collaborating with other universities, and the need for broad dissemination.
11/04/2023	Group Supervision: 3	REC/WG Chairs	Confidential.
17/04/2023	Curriculum WG: 8	5/7	Analysis of qualitative data from the staff survey. Actions and topics for staff focus groups proposed.
19/04/2023	Culture WG: 7	6/10	Update on action workflow. Agreed people/offices of interest to invite to speak to WG.
24/04/2023	Staff Lifecycle WG: 8	6/9	VP P&D attended for policy review update. Discussion on the University People Strategy. Questions for focus groups.
09/05/2023	Group Supervision: 4	REC/WG Chairs	Confidential.

Date	Meeting	Attendees	Description
13/05/2023	Senate	Senate	Presentation of key findings from REC survey to Senate, and proposed actions.
17/05/2023	People & Diversity Assurance Group	PDAG	REC Chair gave an update on structure and organisation of REC SAT and REC activities.
26/05/2023	Culture WG: 8	8/11	Updated data summaries reviewed. Discussion on specific survey questions.
26/05/2023	Student Lifecycle WG: 8	5/9	Themes for focus group identified based on discussions and data. Initial draft of actions to be proposed by the WG reviewed.
29/05/2023	Curriculum WG: 9	5/7	VP P&D and the Deputy REC Chair attended for presentation of quantitative data from REC student survey and discussion.
13/06/2023	Group Supervision: 5	REC/WG Chairs	Confidential.
21/06/2023	Core SAT: 4	13/15	Updates from WG. REC PG Intern presented a summary of work.
21/06/2023	Curriculum WG: 10	5/7	REC Chair attended for discussion of the qualitative data from REC student survey.
28/06/2023	Culture WG: 9	3/7	Discussion on actions to go to Core SAT and identification and discussion of themes, outcomes and actions.
30/06/2023	Student Lifecycle WG: 9	7/9	Discussion on arrangements, topics and concerns relating to Reporting Racism focus group.
06/07/2023	Student Lifecycle WG: 10	4/8	Refining questions for the Reporting Racism focus group.
11/07/2023	Group Supervision: 6	REC/WG Chairs	Confidential.
17/07/2023	Staff Lifecycle WG: 9	2/9	OSDS coaching provision presentation and Q&A.
19/07/2023	Core SAT: 5	9/13	Updates from WGs, with first discussion and approval of actions proposed by Chair and WG.
19/07/2023	Curriculum WG: 11	5/7	Review of provisional action plan. Prompts for staff focus groups agreed.
26/07/2023	Culture WG: 10	6/10	Identification and discussion of themes, outcomes and actions with a focus on specific survey questions.
08/08/2023	Group Supervision: 7	REC/WG Chairs	Confidential.
17/08/2023	Core SAT: 6	11/14	Updates from WGs, with discussion of, and approval of, actions proposed by WGs.
21/08/2023	Athena Swan Workshop	AS SAT	Participation of REC/WG Chairs in workshop on key priorities for Athena Swan actions.
23/08/2023	Student Lifecycle WG: 11	4/8	Reviewed proposed actions based on ongoing work and new data, and focused on wellbeing, particularly of minority students.
28/08/2023	Staff Lifecycle WG: 10	3/10	Proposal of actions to present to the Core SAT.
28/08/2023	Principal's Office	PO team	REC Chair presented staff and student surveys to Principal's Office Senior Management Team. Strategy and timeline discussed.
12/09/2023	Group Supervision: 8	REC/WG Chairs	Confidential.
14/09/2023	Group Supervision: 9	REC/WG Chairs	Confidential.
23/09/2023	Culture WG: 11	9/10	Identification and discussion of themes, outcomes and actions with a focus on specific survey questions.

Date	Meeting	Attendees	Description
19/10/2023	Curriculum WG: 12	7/7	Section 8 of the REC Application, 'Teaching and Learning', discussed and timeline for first draft agreed with work distributed.
20/10/2023	University Court	Court members	REC Chair presented preliminary findings from REC staff and student surveys, with Q&A.
23/10/2023	Staff Lifecycle WG: 11	5/9	Discussion on themes from focus groups.
24/10/2023	Core SAT: 7	12/15	Updates from WGs, with discussion of and approval of actions proposed by WGs.
25/10/2023	Culture WG: 12	3/9	Discussion of actions from all four WGs to establish common themes, gaps and connections.
31/10/2023	Intercultural Workshop 2	REC/WG Chairs	3 hour intercultural workshop (to provide background for monthly group supervision sessions), facilitated by Nafsiyat.
09/11/2023	Oversight Group: 8	5/8	Discussion of staff and student population, recruitment and progression data. Update on focus groups.
23/11/2023	Oversight Group: 9	6/7	Discussion of actions to be presented to Core SAT.
12/12/2023	Group Supervision: 10	REC/WG Chairs	Confidential.
09/01/2024	Group Supervision: 11	REC/WG Chairs	Confidential.
23/01/2024	Core SAT: 8	9/15	Updates from Working Groups. Discussion of developmental review and next steps.
13/02/2024	Group Supervision: 12	REC/WG Chairs	Confidential.
19/02/2024	Oversight Group: 10	7/7	Discussion on resignation of student members and how this will impact on the REC application.
19/03/2024	Group Supervision: 13	REC/WG Chairs	Confidential.
19/03/2024	Core SAT: 9	13/15	Updates on action plan, engagement with student groups and consultation events. Updates from WGs.
28/03/2024	Oversight Group: 11	6/7	Discussion on REC application and action plan progress.
09/04/2024	Group Supervision: 14	REC/WG Chairs	Confidential.
15/04/2024	Oversight Group: 12	7/7	Discussion on REC application and action plan progress.
26/03/2024	Open Consultation: 1	12 attendees	Action plan feedback and priorities solicited from staff and students.
28/03/2024	Open Consultation: 2	4 attendees	Action plan feedback and priorities solicited from (solely PS) staff.
18/04/2024	Open Consultation: 3	17 attendees	Action plan feedback and priorities solicited from staff and students.
09/05/2024	REC Chairs Action Planning Meeting	6/6	Actions discussed, categorised and prioritised.

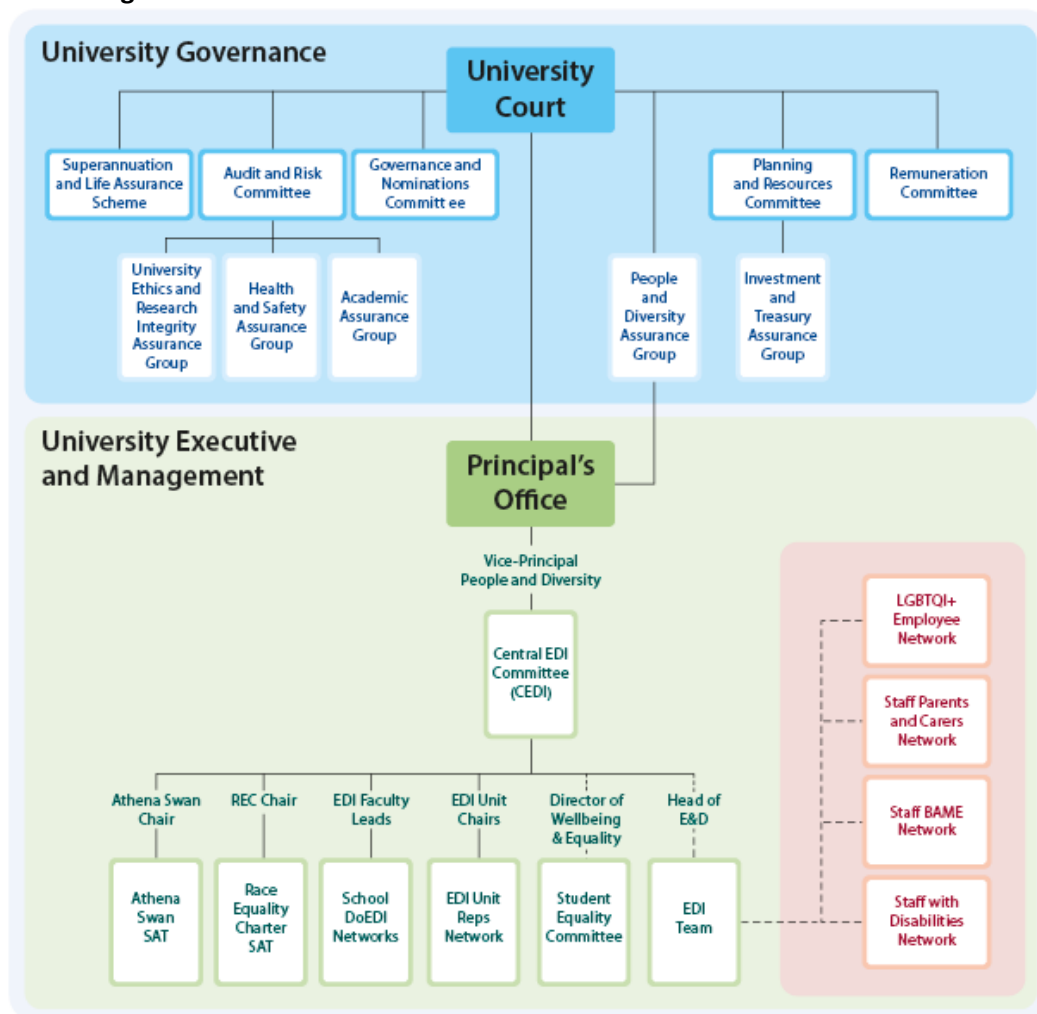
Date	Meeting	Attendees	Description
14/05/2024	Group Supervision: 15	REC/WG Chairs	Confidential.
28/05/2024	Oversight Group: 13	6/7	Discussion on REC application and action plan progress.
29/05/2024	Application update and lunch	Core SAT and WGs	Action priorities presented by REC Chair. Q&A session on actions, application and consultation.
06/06/2024	Joint Negotiating Consultative Committee	JNCC	Presentation of key actions themes and case studies of issues identified and actions proposed.
11/06/2024	Group Supervision: 16	REC/WG Chairs	Confidential.
01/07/2024	Principal's Office	PO team	Feedback on circulated application and action plan. Approval from Principal's Office.
04/07/2024	EDI Director Consultation	EDI Directors	Action plan feedback solicited from School EDI directors.
09/07/2024	Group Supervision: 17	REC/WG Chairs	Confidential.
16/07/2024	Core SAT: 10	13/17	Feedback on circulated application and action plan. Approval from Core SAT.

The REC SAT and University Governance

The REC Chair works closely with the Principal's Office (PO), meeting every three weeks with Vice-Principal P&D, regularly with the Principal (monthly for the first year, as needed thereafter), and on specific projects with other Principal's Office members. The REC Chair reports formally to the Central EDI Committee (CEDI), which is chaired by Vice-Principal P&D. Vice-Principal P&D (REC Sponsor) is responsible for delivering the University's commitment to a Diverse St Andrews set out in the University Strategy.

The Central EDI Committee reports to the Principal's Office (via Vice-Principal P&D), which in turn report to Court, the University's supreme governing body (Section [3a](#); Figure 0-2). The People and Diversity Assurance Group monitors progress on delivery of EDI action plans and wider EDI activities, including REC work. The People and Diversity Assurance Group Convenor provides an update to each meeting of Court, with an annual report discussed at Court's summer meeting. The Principal receives regular REC updates via the REC Chair and Sponsor and includes updates on Diverse actions in their reports to Court, Senate, and Planning and Resources Committee with progress against the action plan reported biannually to Court and Planning and Resources Committee.

Figure 0-2: EDI governance structure



Relevant Action Outline

A4: Publish REC Survey Report and REC Focus Groups Report

A11: Maintain and enhance channels of communication established by the REC process

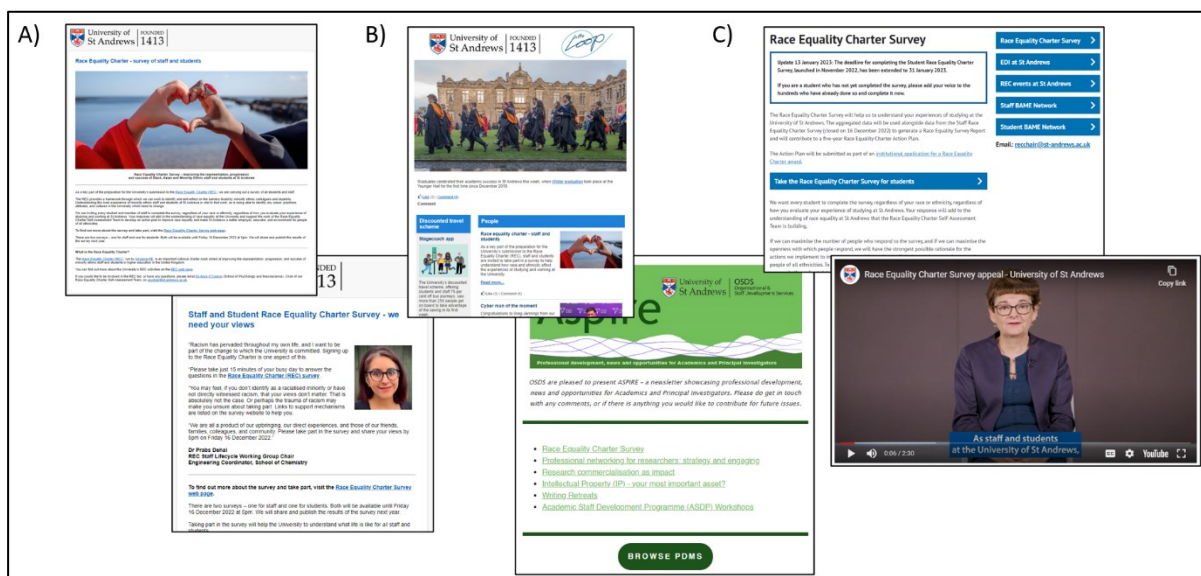
A14: Hold a series of events to promote engagement with the Legacies of Empire Report

2c Involvement, consultation and communication

REC Surveys

REC survey was run between 16 November 2022 and 16 December 2022. The REC Chair worked closely with the EDI Team and Corporate Communications on promotion and delivery, including emails to all staff and students, social media, a website, and a [launch video](#) (Figure 0-3). The launch video featured the Principal, Vice-Principal P&D, BAME Students' Network President, Rector's Assessor, and other prominent staff and students.

Figure 0-3: University communications promoting the REC Surveys



Note: A) Examples of personalised all-staff and all-student communications dedicated to promoting the REC survey. B) Examples of general all-staff, all-student, and special interest communications which included reminders to complete the REC survey. C) Dedicated website and video promoting the survey.

The survey was primarily accessible online. Hard copies—to promote janitorial and cleaning staff participation—were delivered to the relevant teams.

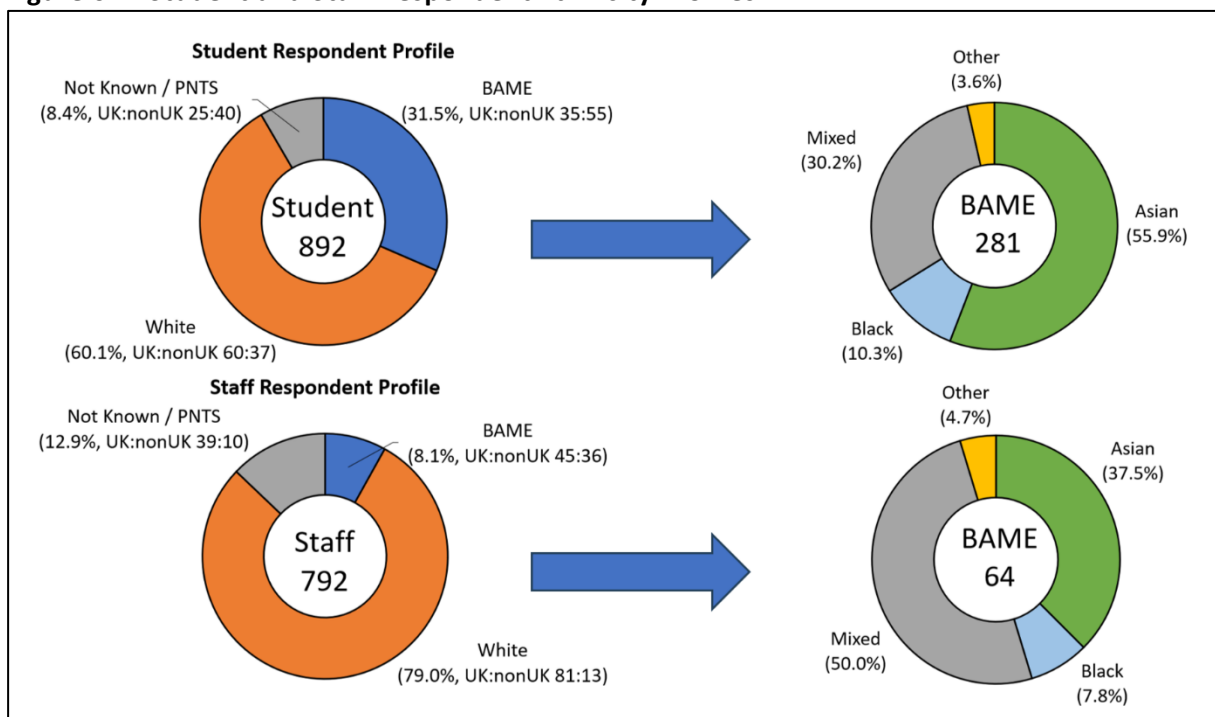
815 staff (online and hard copy; 26% of 2022 staff headcount) and 482 students (5% participation) completed the survey by 16 December. (Participation in equivalent surveys: 2021 Staff Survey—43%, 2023 Staff Academic Calendar Consultation—27%, 2023 National Student Survey—65%, Student Academic Calendar Consultation—27%). Given the low student participation rate, the student survey remained available until 31 January 2023. Student Association Sabbatical Officers, Rector's Assessor Team and School Presidents encouraged student participation during a 'Day of Action' at the Students' Association building. All who participated were offered a free drink from the cafe. This doubled participation to 932 (9%

participation). Learning from the process of increasing student participation has been shared with Schools and Units running student surveys.

Figure 0-4 presents the ethnicity and nationality profiles of respondents. BAME respondents comprised 31.5% of student respondents and 8.1% of staff respondents. The surveys succeeded in capturing representative samples of staff and students (Table 2-4).

Survey data were considered by all groups within the REC SAT, and a survey report was presented to Principal's Office in August 2023. Survey and focus group reports, and associated survey data, will be made public in 2024, with forewords from the Principal and Vice-Principal P&D [Action-A4].

Figure 0-4: Student and Staff Respondent Ethnicity Profiles



Note: Doughnut plots show staff and student ethnicity (left) and BAME disaggregation (right) with the number of respondents at the centre of each doughnut. Ethnicity response percentages, and UK/non-UK ratios of each ethnicity group are shown parenthetically. UK/non-UK ratios do not sum to 100 as they exclude respondents who chose not to disclose their national identities.

Table 0-4: Comparison of Staff and Student Populations and Survey Demographics

		Student				Staff			
		Population		Survey		Population		Survey	
		N	%	N	%	N	%	N	%
Ethnicity	BAME	2804	26.8%	281	31.5%	280	9.0%	64	8.1%
	White	7497	71.6%	536	60.1%	2649	85.0%	626	79.0%
	Not Known / PNTS	166	1.6%	75	8.4%	186	6.0%	102	12.9%
	Overall	10467	100%	892	100%	3115	100%	792	100%
UK Identity Status	UK	5690	54.4%	438	49.1%	2339	75.1%	574	72.5%
	Non-UK	4777	45.6%	384	43.0%	768	24.7%	117	14.8%
	Not Known / PNTS	0	0.0%	70	7.8%	8	0.3%	101	12.6%
	Overall	10467	100%	892	100%	3115	100%	792	100%

Note: Population Ns represent headcount data as at October 2022 (student body) and November 2022 (staff body). Survey Ns represent the usable datasets from the REC staff and student surveys of 2022/3. PNTS represents the 'prefer not to say' response.

Focus Groups

Surveys yielded numeric data, and 1,704 comments (775 student, 929 staff). Working Groups used survey and central data to identify knowledge gaps, and ran focus groups with participants who had indicated in the survey that they wished to participate (Table 0-5). Focus groups were convened by a paid expert facilitator and provided opportunity to explore rich responses from a small number of participants (including students, academic and PS staff, UK and non-UK national and BAME and White participants). They were valued by participants and will be continued as part of ongoing race equality work [**Action-A11**].

Table 0-5: Focus Groups Run As Part of the REC Effort

Date (2023)	Topic	Working Group Lead	Participants			
			N	Ethnicity	Nationality	Staff/Student
19/09	Decolonising the curriculum	Curriculum	5			
22/09	Experiences of reporting racism	Student Lifecycle	4			
22/09	Experiences of reporting racism	Student Lifecycle	3			
28/09	Decolonising the curriculum	Curriculum	4			
29/09	Decolonising the curriculum	Curriculum	8			
29/09	Decolonising the curriculum	Curriculum	6			
04/10	Religious beliefs	Culture	4			
13/10	Experience of BAME women staff	Staff Lifecycle*	3			
28/10	Religious beliefs	Culture	5			

Note: * conducted as a joint focus group with the Athena Swan SAT and recruited women from the Staff BAME Network to speak on the intersectional experiences of race and gender at St Andrews.

Engagement of Student and Staff Groups

BAME Students' Network Presidents and student nominees sat alongside Staff BAME Network members on Working Groups and Core SAT (Table 0-1). Trade union members sat on the SAT and representatives were also independently consulted. Student and staff

engagement events were organised and will continue during action plan implementation (Table 0-3) [**Action-A11**].

Relevant Action Outlines

A4: Publish REC Survey Report and REC Focus Groups Report

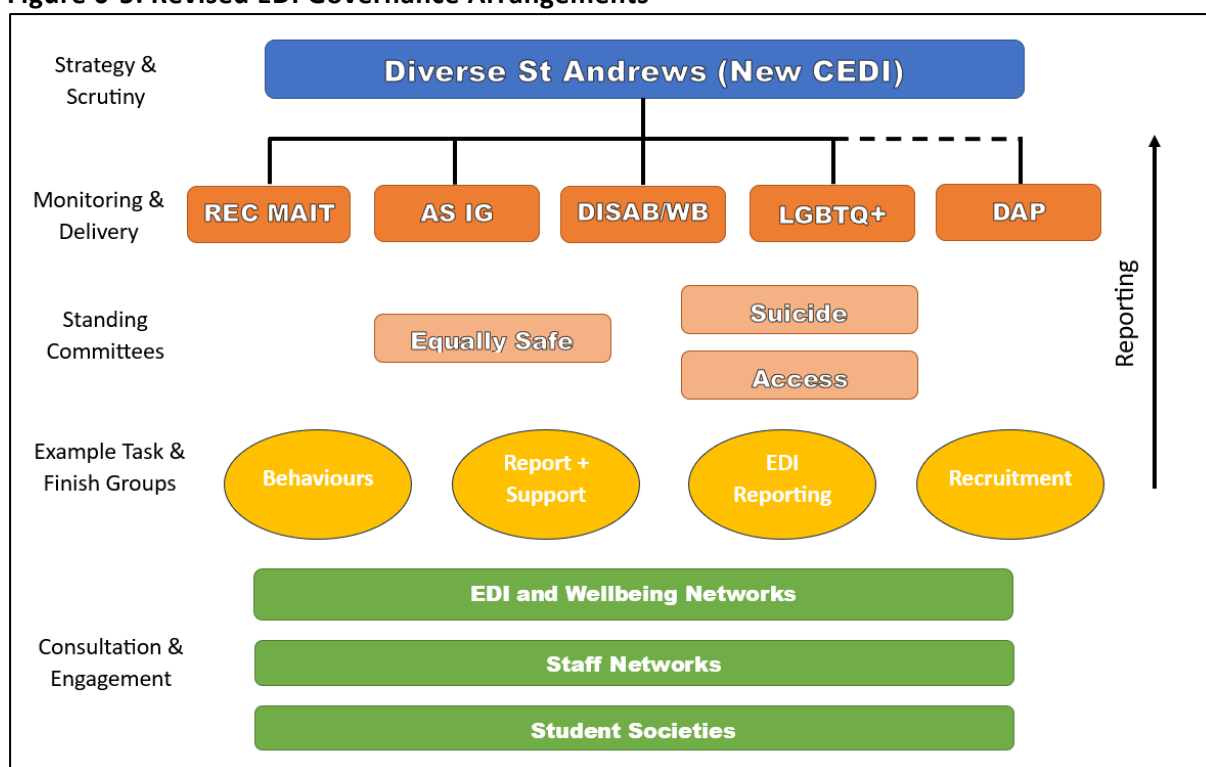
A11: Maintain and enhance channels of communication established by the REC process

2d Future of the Self-Assessment Team

A REC Monitoring and Action Implementation Team (MAIT) will oversee REC action plan delivery [**Action-A2**]. Led by the current REC Chair, with a Deputy Chair and Project Manager to support resilience and succession planning [**Action-A1**], membership will include service directors and staff and student representatives (including, in time, participants in the University's BAME leadership pathway [**Action-A6**]). Membership will be refreshed periodically to support workload sharing and wide engagement in race equality work. The REC Chair will continue in post until January 2027 (a five-year term), at which point open recruitment for a new leadership team to lead REC renewal/application will take place, and the REC Monitoring and Action Implementation Team will become the Core SAT. A six-month handover will support the transition.

The REC Monitoring and Action Implementation Team will report through revised EDI governance arrangements, to be instituted in 2024-25, with the goal of mainstreaming REC actions alongside other equalities actions (Figure 0-5) [**Action-A3**]. There will be cross-cutting action groups (e.g. on recruitment and retention) to allow collaboration across equalities priorities. Overall responsibility for REC actions, and management of an associated budget from the Principal's Office, will sit with the REC Chair, with the Vice-Principal P&D continuing as Sponsor and having overall responsibility for delivery of the Diverse St Andrews strategic theme.

Figure 0-5: Revised EDI Governance Arrangements



Note: AS IG is the Athena Swan Implementation Group, DISAB/WB is the Disability/Wellbeing Group, DAP is the Diverse Action Plan Group. Membership of the task and finish groups will be drawn from across the Monitoring and Delivery Groups.

Relevant Action Outlines

- A1:** Appoint staff (Chair, Deputy Chair and Project Manager) with expertise in institutional race equality
- A2:** Establish a REC MAIT, reporting to Central EDI Committee
- A3:** Develop a joint delivery plan organised around common themes across REC, Diverse Action Plan, People Strategy and other charters including Athena Swan and EmilyTest
- A6:** Invest in leadership training for academic and PS staff, via Advance HE Diversifying Leadership programme, to build and grow a network of BAME leaders

3. Institution and local context

Section Summary: The University faces challenges in meeting BAME student and staff needs. It will benefit from actions proposed to build accountability and confidence in systems that enhance safety, belonging and wellbeing.

3a Overview of Your Institution

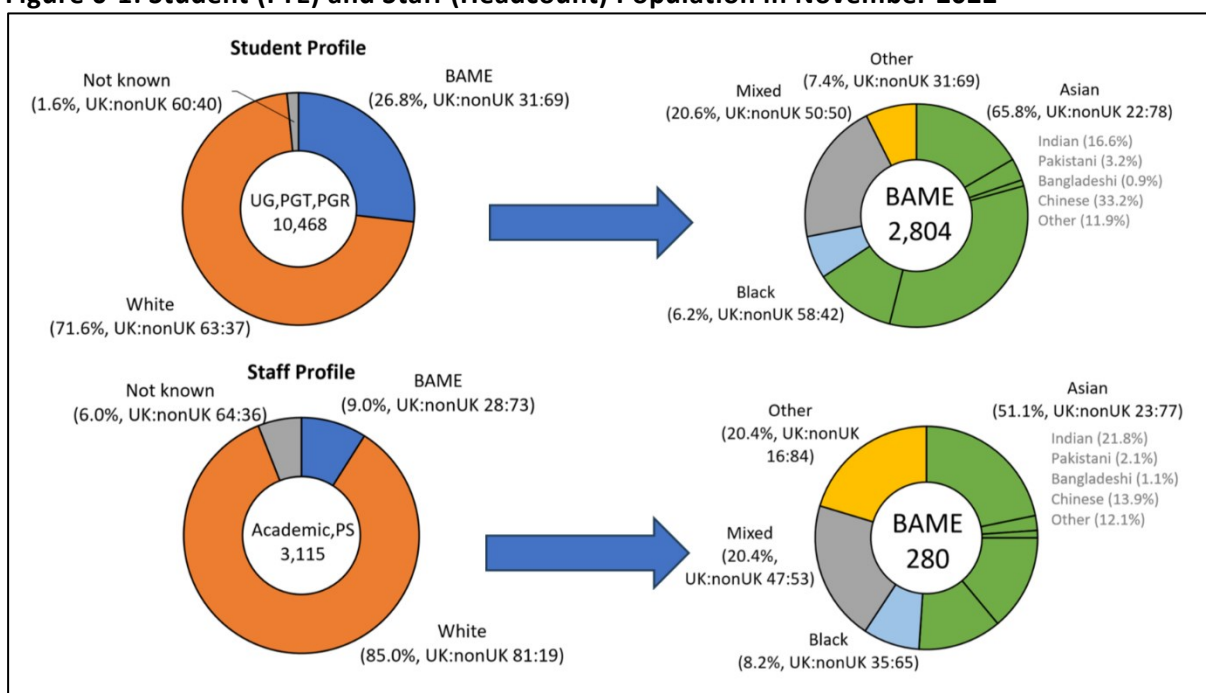
IMPORTANT: Where possible, we provide an evidenced interpretation of the data presented hereafter. If we have no clear explanation for patterns in the data, we avoid speculation and propose action to better understand them.

People

The [University of St Andrews](#) is a world-leading institution committed to excellence in teaching and research. St Andrews students rated their education most positively in the 2024 National Student Survey and The Guardian and The Sunday Times named St Andrews as the Best University for 2024. Over 88% of the research conducted at the University was rated as 'world-leading' or 'internationally excellent' in the latest Research Excellence Framework (2021).

With around 10,000 students and 3,000 staff, the University is a prominent presence in the town of St Andrews, one of the largest employers within the region, and enhances the ethnic diversity of the local community with students and staff from over 130 countries. Of the students, around 6,000 are undergraduates, with roughly 35% from outside the UK (Figure 3-1, Table 3-1, Table 3-2).

Figure 0-1: Student (FTE) and Staff (Headcount) Population in November 2022



Note: Doughnut plots show staff and student ethnicity (left) and BAME disaggregation (right) with FTE/headcount at the centre of each doughnut. Ethnicity response percentages, and UK/non-UK ratios of each ethnicity group are shown parenthetically.

Table 0-1: Staff (Academic, PS) Ethnicity by Job and Faculty, November 2022

		BAME		White		Not Known		Overall	
		N	%	N	%	N	%	N	%
Academic (by Faculty)	Arts & Divinity		15.2%		78.3%		6.4%		100.0%
	Science & Medicine		15.8%		76.8%		7.0%		100.0%
	Central		0.0%		100%		0.0%		100.0%
	Total	205	15.7%	1031	77.6%	92	6.9%	1328	100.0%
Professional Services (by job family)	Managerial Specialist and Administrative		5.0%		90.0%		5.0%		100.0%
	Operational and Facilities		3.1%		91.2%		5.7%		100.0%
	Technical and Experimental		1.8%		92.7%		5.5%		100.0%
	Total	75	4.2%	1618	90.5%	94	5.3%	1787	100.0%
Grand Total		280	9.0%	2649	85.0%	186	6.0%	3115	100.0%

Note: N represents headcount

Table 0-2: Student UG, PGT, PGR) Ethnicity by Faculty, November 2022

		BAME		White		Not Known		Overall	
		N	%	N	%	N	%	N	%
Arts & Divinity		1240	23.3%	4013	75.3%	79	1.5%	5332	100.0%
Science & Medicine		1564	30.5%	3485	67.9%	87	1.7%	5136	100.0%
Total		2804	26.8%	7498	71.6%	166	1.6%	10468	100.0%

Note: N represents FTE. See Table 0-3 for an explanation of Faculty structure.

Structure and Governance

The 18 academic Schools are organised into faculties of Arts & Divinity and Science & Medicine (Table 0-3). Staff, students and academic Schools are supported by Professional Service Units (Table 0-4). Heads of School (HoSs) and Unit (HoUs) are managed by members of the Principal's Office, who manage the University. The Principal and Principal's Office report to Court—the body with overall responsibility for governance of the University, and Senate—the supreme academic body of the University (Figure 0-2).

Table 0-3: Faculties and Schools

Faculties	Arts & Divinity	Science & Medicine
Schools	Art History Business Classics Divinity English History International Relations Modern Languages Philosophical, Anthropological, & Film Studies	Biology Chemistry Computer Science Earth & Environmental Sciences Geography & Sustainable Development Mathematics & Statistics Medicine Physics & Astronomy Psychology & Neuroscience

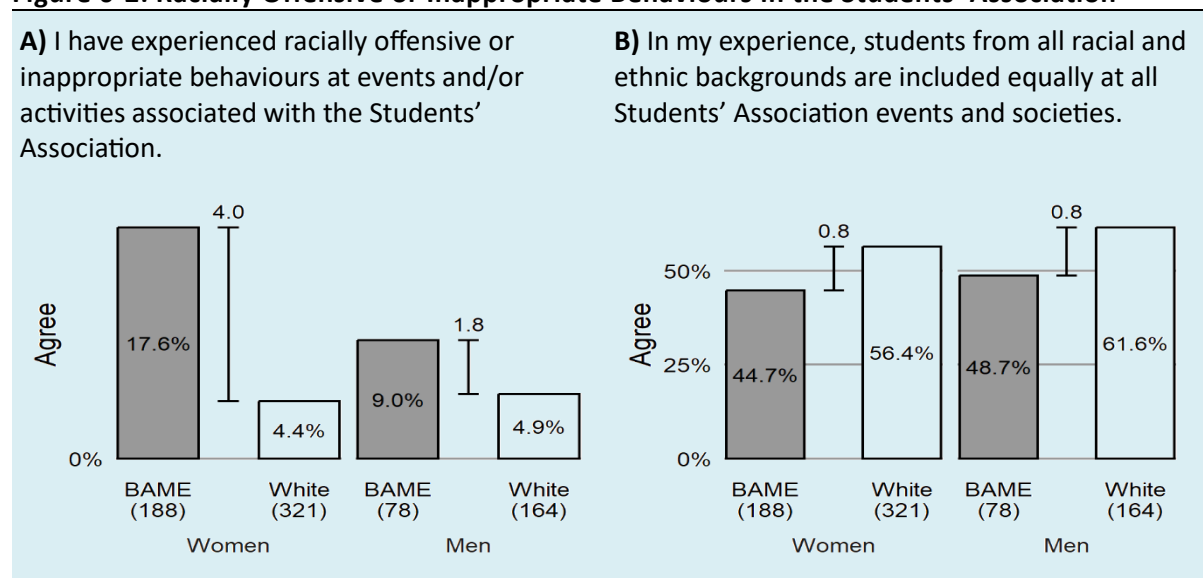
Table 0-4: Professional Service Units

Academic Registry	International Education Institute
Admissions	IT Services
Business Transformation	Legal
Careers	Museums
Centre for Educational Enhancement & Development (CEED)	Music Centre
Chaplaincy	Organisational & Staff Development Services (OSDS)
Corporate Communications	Planning
Data Governance Office	Procurement
Development	Research & Innovation Services
Education & Student Experience	Residential & Business Services
Environment Health & Safety Services	Saints Sport
Estates	St Leonard's Postgraduate College
Finance	Student Services
Global Office	The Byre Theatre
Human Resources	University Libraries

Student Representation

The Students' Association serves functions including elected representation, organising activities/events, and providing space. It houses affiliated societies that meet cultural and representative needs, including the BAME Students' Network and African Caribbean Society.

REC survey responses suggest that BAME students, particularly women, are more likely than White students to experience racially offensive or inappropriate behaviours at Students' Association events (Figure 0-2A). BAME students are also less likely to agree that they are included equally in events (Figure 0-2B). Other feedback indicates concerns regarding the training and support provided to student representatives and clarity of organisational/administrative structures in student representation. The Students' Association is currently undergoing a change programme to contribute to and benefit from increased engagement with a more diverse range of students. The REC Monitoring and Action Implementation Team will contribute to this as part of a broader action on student communication and engagement [**Action-A11**].

Figure 0-2: Racially Offensive or Inappropriate Behaviours in the Students' Association

Note: Parenthetical numbers indicate the total respondents for each demographic. Discrepancy bars indicate the number of times greater the BAME agreement was compared to the White agreement.

Every three years, students elect a Rector to preside at Court meetings and represent student needs. Some were actively involved in the oppression of people of colour e.g. Jan Smuts (Rector 1931-1934), a Prime Minister of South Africa whose segregationist policies paved the way for apartheid. In 2020, students elected psychotherapist Leyla Hussein—its second BAME Rector after Sir Learie Nicholas Constantine. Student Stella Maris, a member of the REC SAT, acted as the Rector’s Assessor—a link between the Rector and the study body—and upon graduation was herself elected as the Rector in 2023 (Figure 0-3).

Figure 0-3: Rectors of Colour at the University of St Andrews



Note: From left to right: Rectors Sir Learie Nicholas Constantine (1967-1970), Leyla Hussein, (2020-2023), Stella Maris (2023-present)

Alumni Network

In February 2022, an Alumni Relations and BAME Engagement Coordinator was appointed to lead the Kaleidoscope Alumni Network (KAN). KAN is a BAME network initiative grounded in EDI and belonging, with a membership close to 2,200 in June 2024. KAN celebrates ethnically diverse alumni, promotes their representation, and fosters belonging. It provides a supportive network, actively involving alumni in community-building, and regular events **[B4 will grow KAN by increasing national and international engagement]**.

Historical Context

The University is the third-oldest English-speaking university in the world. It is felt by some to have previously distanced itself from a need for action on race equality (Quote 3-1). The Principal’s opening remarks in the REC survey video demonstrate senior leadership commitment to acknowledging this perception and rectifying it with action (Quote 0-2).

“I am concerned that the university, in its desire to show that it welcomes diversity and does not discriminate, fails to admit to, recognise, hold itself accountable for, or apologise for incidents of discrimination when they happen. Instead, it insists that they did not happen or were misinterpreted, or, if that is impossible, distances itself from them, and treats them as aberrations.”

Quote 0-1: REC Survey Respondent—BAME, academic

“As part of [our historic] privilege, people and structures within the University have enacted, excused, and normalised discrimination and racism. Our values have moved on, but these injustices cast long shadows that still affect members of our community today.”

Quote 0-2: Principal—REC Survey Promotional Video

The University has begun a series of engagement activities on race equality and colonialism, coinciding with the REC process, aimed at engaging University and local community members. Notable activities include:

- **Re-collecting Empire Exhibition** at the University’s Wardlaw Museum (Figure 3-3), August-October 2022. Re-examination of University collections, “bring[ing] voices and perspectives that have often been marginalised to the forefront.”
- **Kaleidoscope Alumni Network Launch**, November 2022. Panel session on the power and pitfalls of language in discussing diversity. Featured REC Chair, Vice-Principal P&D, Dr Gurnam Singh (University of Arts in London), performance from musician Chemical.
- **Legacies of Empire Project Report**, planned for 2024. Examines the University’s gains from British colonialism and empire (e.g. 1% of the University’s £113.1m endowment) [Action-A14 will promote this work through engagement events].
- **REC Survey and REC Focus Groups Reports**, planned for 2024. Presents REC survey and focus group findings [Action-A4]. Draft findings have been presented to Principal’s Office, Senate and Court.

Figure 0-4: Photographs of the Legacies of Empire Exhibition



Note: Legacies of Empire harnessed the expertise of the University’s decolonial scholars to present the silenced narratives of people in whose nations and cultures items in the University’s collections have their origins.

Relevant Action Outlines

A4: Publish REC Survey Report and REC Focus Groups Report

A11: Maintain and enhance channels of communication established by the REC process

A14: Hold a series of events to promote engagement with the Legacies of Empire Report

B4: Increase active BAME alumni engagement in the Kaleidoscope Alumni Network

3b Overview of the Local Population and Context

Location and Population

The University is located within St Andrews, a small town (population around 18,000) in Fife, Scotland. All academic Schools and many service Units occupy buildings located in St Andrews. The Eden Campus, a 9-hectare site located 4 miles from St Andrews, houses 450 professional services staff (Figure 0-5).

Figure 0-5: Location of the University of St Andrews within Fife, Scotland and of university buildings within the town of St Andrews.



The BAME population of Fife is extremely low compared to the UK and Scotland, particularly neighbouring cities (Table 0-5). These demographics in a rural context mean that diverse local facilities (e.g. non-Christian places of worship, culturally diverse clothing and food retailers, Afro-textured hairdressers) are a significant commute away. This lack of amenities (alongside house prices and the cost of living) may contribute to 28% of staff living outside Fife; 11% residing in Dundee and 5% in Edinburgh.

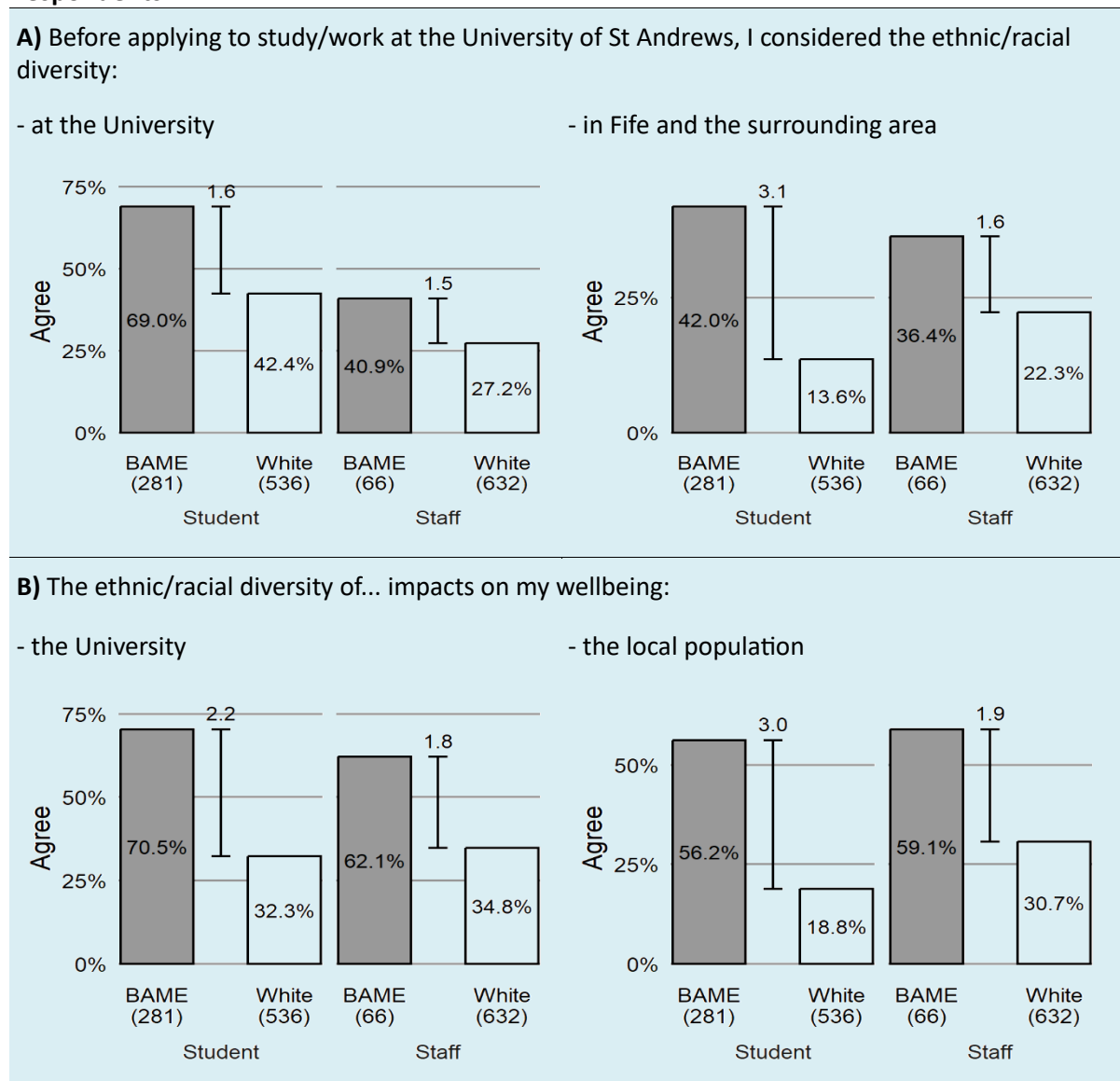
Table 0-5: Local Ethnicity, 2022 Census

Region	White	Asian	Black	Mixed	Other	BAME	Total
UK*	87.1%	6.9%	3.0%	2.0%	1.0%	12.9%	100.0%
Scotland	92.9%	3.9%	1.2%	1.1%	0.9%	7.1%	100.0%
Edinburgh	84.5%	8.8%	2.2%	2.6%	2.0%	15.5%	100.0%
Dundee	89.9%	5.9%	1.5%	1.3%	1.4%	10.1%	100.0%
Fife	96.0%	2.2%	0.4%	0.9%	0.5%	4.0%	100.0%

Note: * 2011 census data. UK-level data that incorporates Scotland's Census 2022 data are not yet available.

BAME REC survey respondents, particularly students, were more likely to have considered local diversity when coming to St Andrews (Figure 0-5A). BAME respondents were also more likely to report that their feelings of belonging, desire to stay, day-to-day life, and wellbeing were impacted by local diversity (Figure 0-5B). The university travel scheme, entitling staff and students to 75% off bus travel, alleviates the cost of public transport to diverse amenities. Nonetheless, our data suggest a need for more significant local provision [**Action-B7** will facilitate local entrepreneurship to meet BAME-focused needs], and greater signposting to, and investment in, resources to bridge local provision gaps [enhanced contextual communications in **Action-B8**].

Figure 0-6: Attitudes Towards Racial Diversity and Wellbeing Amongst All REC Survey Respondents



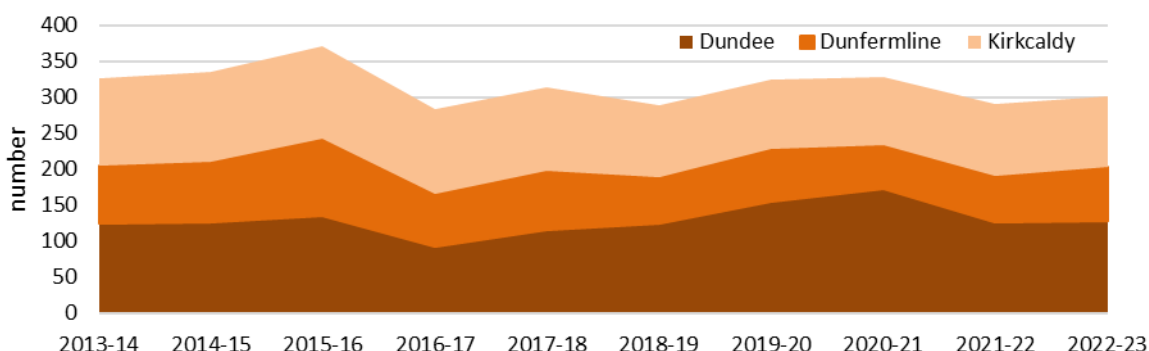
Racial Tension

There has been no marked change in race-related charges over the past 10 years (Figure 0-7). Nonetheless, BAME survey respondents were more likely to report being aware of racial tension, and having witnessed racism in St Andrews (Figure 0-8). BAME women in St Andrews appear particularly vulnerable to racial discrimination (Quote 0-3, Figure 0-8B).

“I once was racially abused by students from a school near [student halls] on the way from the [student halls] to the classroom. They stopped, shone red flashlights on me, and laughed loudly. They seem to target East Asian girls in particular.”

Quote 0-3: REC Survey Respondent—BAME, non-UK identity, woman, student

Figure 0-7: Racial Crime Charges Reported 2013-14 to 2022-23 by the Procurator Fiscal Service.

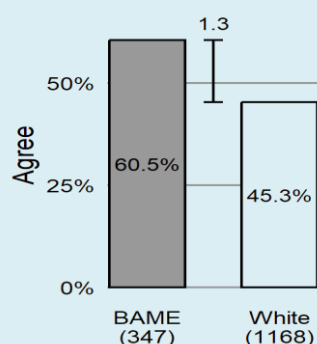


Note: North-East Fife accused can be called in front of Dundee, Dunfermline and Kirkcaldy courts.

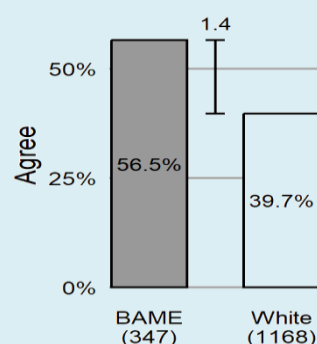
Figure 0-8: Attitudes Towards Racial Tension and Discrimination Amongst All Respondents

A) I am aware of ethnic/racial tensions:

- at the University

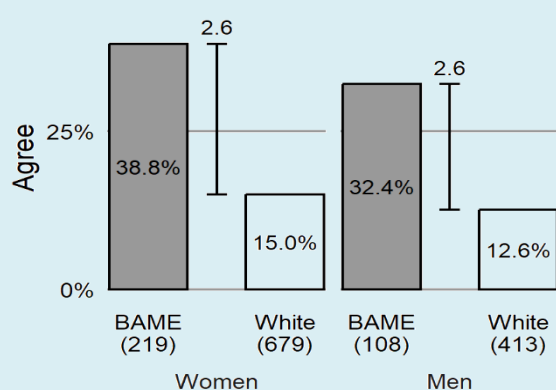


- in the local community

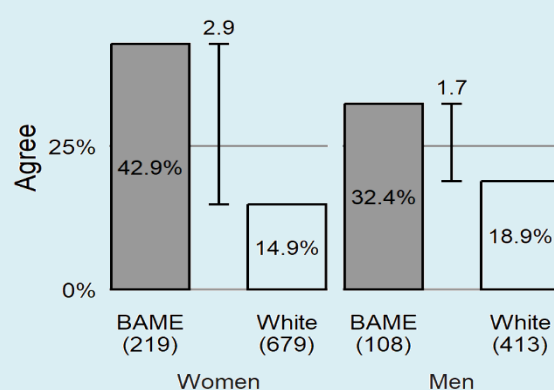


B) I have witnessed, or been the victim of racial discrimination:

- on campus



- the local area



In the 'experiences of reporting racism' focus groups, participants reported a variety of experiences of racism. There was concern that international BAME women in particular might not report these behaviours because a) they are less aware that they are unacceptable, b) they view them as part of the university experience (e.g. Quote 0-4), or c) they hear that nothing might be done about their report [**Action-B1** will improve culture through transformative training focused on White majority stakeholders; **Action-C1** will set

behavioural expectations of all community members, Action-C4 will revise mandatory active bystander training].

“Minority students must just deal with racism in all its forms for a good education.”

Quote 0-4: REC Survey Respondent—BAME, non-UK identity, man, student

The University launched a reporting system [Report + Support](#) in 2020. Staff and students can identifiably or anonymously use it to report problematic behaviour. The category ‘racism’ was added to Report + Support in May 2022, with an awareness-raising campaign including a [video](#) featuring the Principal, REC Chair, and Rector. The Principal stated the University’s position on all forms of racism (Quote 0-5)—a demonstration of buy-in to the actions below.

“At the University of St Andrews, we abhor racism. As a truly inclusive community, the staff and students of the University of St Andrews must not only condemn it; we must identify and challenge it whenever it occurs – whether that is within our community, or in our society more broadly, whether it is overt and systemic, online, or in person.”

Quote 0-5: Principal—Report + Support Promotional Video

BAME reporter percentage is consistent with the student body percentage (Table 0-6, Figure 0-9), but this does not consider the large percentage of reporters who withhold their ethnicity, perhaps on the grounds that revealing it makes them more identifiable.

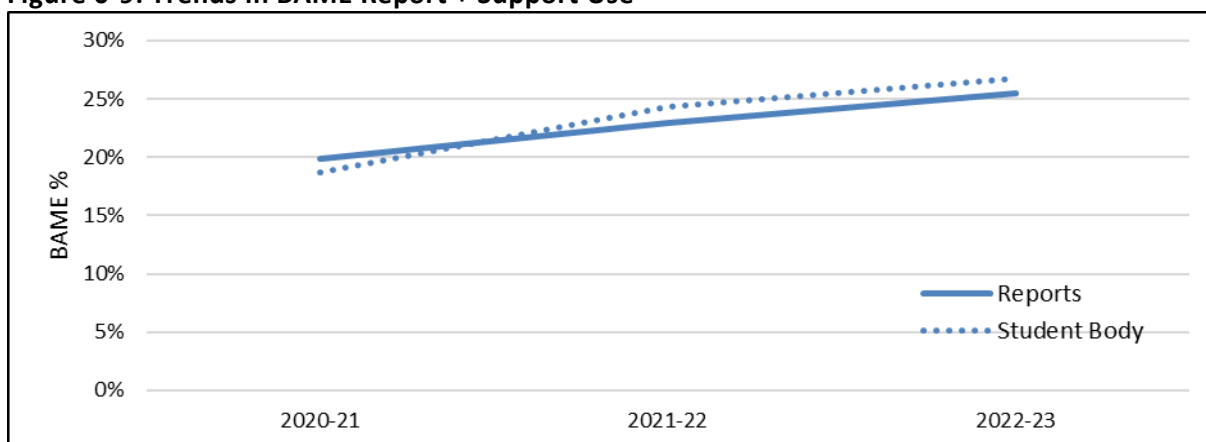
“discrimination and/or hate incidents” (9.2% of reports), “racism” (4.1%) and “hate crime” (2.9%) comprised 16.2% of reports, alongside ambiguous categories such as “bullying”, “harassment” and “physical violence”.

Reports are processed by a team of administrators and, if there is sufficient information (including contact information), are followed up by Student Services, Registry or HR. A large percentage (47.4%) of reporters were anonymous. Reasons for anonymity include concerns about repercussions, suggesting a lack of trust in systems surrounding Report + Support (Figure 0-10). Anonymous reporting reduces what can be done with reports, reflected in Figure 0-11.

Table 0-6: Trends in Report + Support Reporter Ethnicity

	2020-21			2021-22			2022-23		
	N	%	Stud. Body	N	%	Stud. Body	N	%	Stud. Body
BAME	29	19.9%	18.7%	48	23.0%	24.3%	51	25.5%	26.8%
White	71	48.6%	70.3%	95	45.5%	72.6%	80	40.0%	71.6%
Not known	46	31.5%	11.0%	66	31.6%	3.1%	69	34.5%	1.6%
Total	146	100.0%	100.0%	209	100.0%	100.0%	200	100.0%	100.0%

Figure 0-9: Trends in BAME Report + Support Use

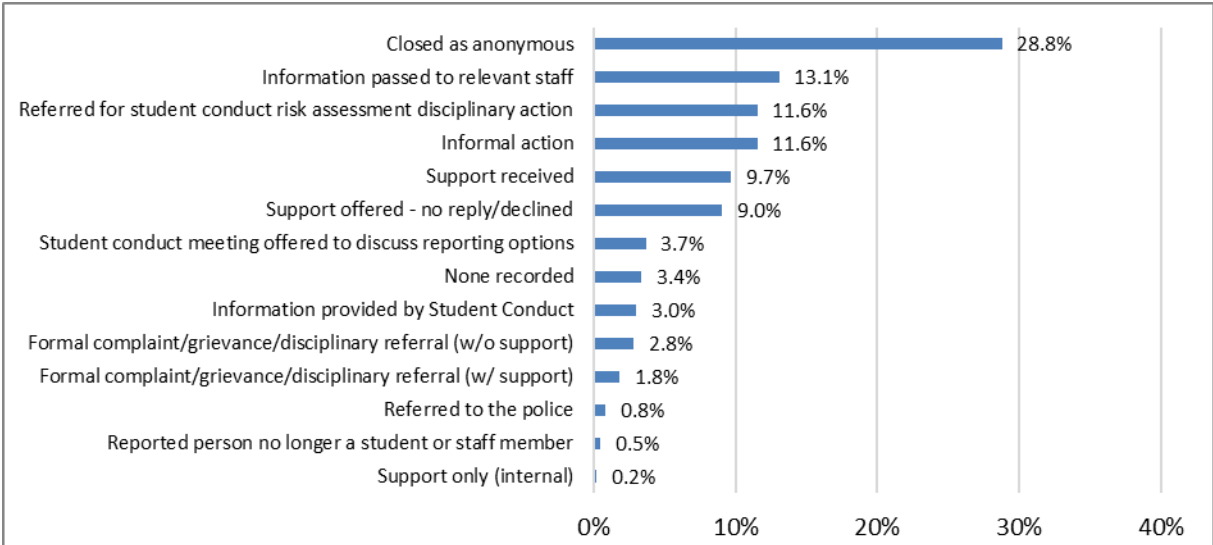


Note: Visualised data are based on N presented in Table 0-6. BAME % from the student body is used as the benchmark as only 10% of reports originated from staff.

Figure 0-10: Reasons Given for Reporting to Report + Support Anonymously



Figure 0-11: Outcomes of Report + Support Reports



REC survey responses indicate low awareness of Report + Support amongst all students, and low confidence in appropriate action being taken amongst all students and BAME staff (Figure 0-12, Quote 0-6). Focus groups suggested some are not aware that they can use Report + Support for incidents outside university while others see reporting as futile as some academic Schools or halls of residence have reputations for inaction on EDI issues [**Action-C2** will revise Report + Support provision based on this feedback; **Action-C3** will improve awareness on reporting mechanisms].

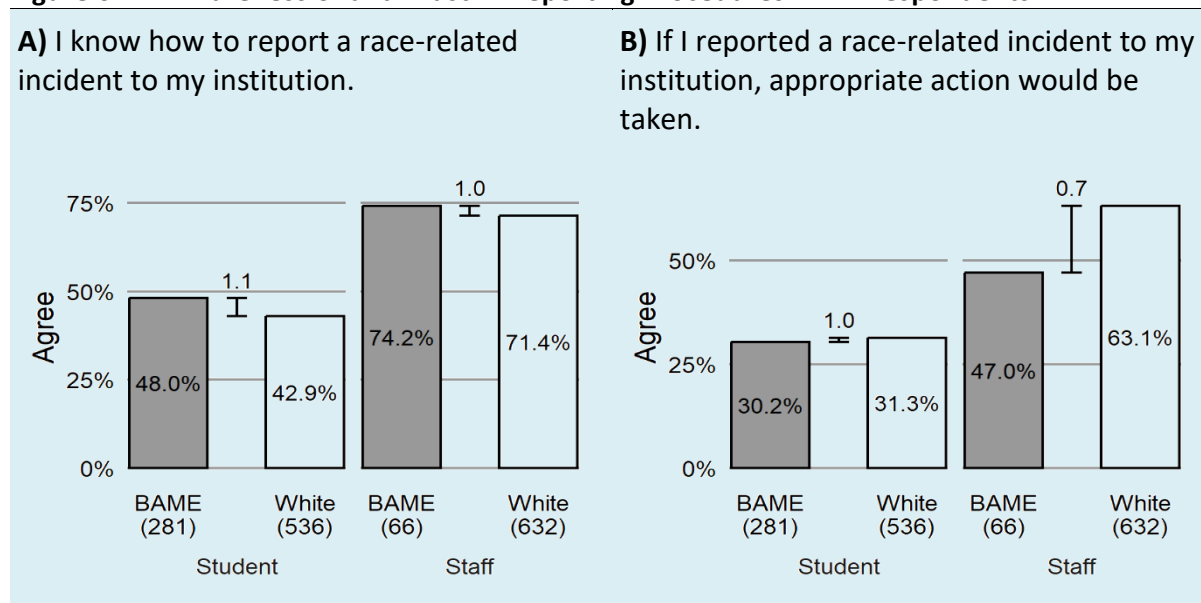
“While I have not used Report + Support yet, Black and Asian students I work with have reported to me that Report + Support is futile, which obviously doesn’t instil confidence in the system.”

Quote 0-6: REC Survey Respondent—White, non-UK identity, woman, PS staff

“I know of laboratories headed by senior members of the university in which racism has been tolerated and excused. There is no way to report something with consequence as long as a power differential exists such that the victim runs the risk of being ostracised or having their career ruined because of what they report.”

Quote 0-7: REC Survey Respondent—BAME, non-UK identity, man, academic

Figure 0-12: Awareness of and Trust in Reporting Procedures in All Respondents



Community Engagement

The University has a Community Engagement Officer who builds partnerships with community groups in the local area and administers the [University's Community Fund](#), which funds projects that promote diversity and inclusion e.g. Fife International Forum's Conversational Cafes for refugee groups, Roma people, and seasonal workers.

The Community Engagement Officer also runs 'One St Andrews' which takes a collaborative approach to prevent conflict, particularly between University and local community members. One St Andrews works with local schools, sharing reports of antisocial behaviour, and building community with school students. Activities include collaboration on assemblies, 'race and discrimination' secondary school sessions, and a plan for partnerships with local authorities and universities [**Action-B5**] and collaborative engagement with local schools [**Action-C5**].

Local police are available to staff and students at informal coffee events, work in partnership with the University on the Hate Crime Core Group, and provide a Community Relations Officer within the Students' Association. They meet with the BAME Students' Network regarding reporting incidents to police, and participate in outreach.

Student/Staff Recruitment

Table 0-7 shows students and staff by geographic region, summarising the over 130 countries from which we draw our community. A high percentage of students (46%) and staff (25%) are from overseas. Home Office requirements of them elicited comment from REC survey respondents (e.g. Quote 0-8). We will review the implementation of UK Visas and Immigration (UKVI) compliance procedures [**B9**] and develop peer-support for staff coming to St Andrews from abroad [via **Action-B3**, a revitalised Staff BAME Network and **Action-B6**, a new international staff buddy network].

“Immigration laws and international fees would be my main concerns not to stay in St Andrews.”

Quote 0-8: REC Survey Respondent—White, man, student

Table 0-7: Student and Staff Population by Continent and Region, November 2022

Continent	Region	Student		Staff		
		N (FTE)	%	N (HC)	%	
Africa		101	1.0%	16	0.5%	
Asia	Central Asia	<20	0.1%	<20	0.3%	
	Eastern Asia	883	8.4%	58	1.9%	
	South-eastern Asia	197	1.9%	42	1.3%	
	Southern Asia	288	2.7%	<20	0.4%	
	Western Asia	95	0.9%	<20	0.0%	
Asia Total		1476	14.1%	124	4.0%	
Europe	Non-UK	1014	9.7%	421	13.5%	
	UK	Scotland	2793	26.7%	-	-
		England	2633	25.2%	-	-
		Northern Ireland	131	1.3%	-	-
		Wales	118	1.1%	-	-
		Channel Islands	<20	0.1%	-	-
		Isle of Man	<20	0.0%	-	-
		UK Total	5690	54.4%	2339	75.1%
	Europe Total	6704	64.0%	2760	88.6%	
North America	2100	20.1%	161	5.2%		
Oceania	42	0.4%	27	0.9%		
South America	42	0.4%	<20	0.6%		
Not Known	<20	0.0%	<20	0.3%		
Grand Total		10468	100.0%	3115	100.0%	

Note: N (FTE) for students is number of FTEs, N (HC) for staff is headcount. Students are shown by domicile status, staff by nationality.

Relevant Action Outlines

- B1:** Establish a REC MAIT subcommittee on culture and transformative training
- B3:** Revitalise participation in the Staff BAME Network
- B5:** Facilitate partnerships with local authorities, universities, colleges and Schools through new arrangements
- B6:** Establish an international staff buddy network
- B7:** Launch a BAME-focused entrepreneurship fund
- B8:** Consider the needs of non-UK people and those less familiar with UK HE systems as part of the University's Web Programme enhancement of staff and student-facing communications
- B9:** Review implementation of UK Visas and Immigration requirements, associated communications, and job advertisements
- C1:** Set behavioural expectations of staff and students regarding racism and embed these expectations into the culture of the institution
- C2:** Relaunch a revised Report + Support system based on staff and student feedback, prioritising tracking and accountability
- C3:** Update guidance on reporting inappropriate behaviour and disseminate widely
- C4:** Review in-person and online active bystander training provided across the University
- C5:** Facilitate partnership activities with local schools through One St Andrews and the St Andrews Community Fund

4. Staff Profile

Section Summary: The University has made progress increasing the BAME staff percentage, particularly BAME academic women. BAME staff remain under-represented in professional services, and at senior academic and decision-making levels. BAME staff are over-represented on fixed term contracts, more likely to leave the University once their contracts end, and impacted by ethnicity pay gaps.

4a Academic Staff

Notes for Sections [4a](#) and [4b](#):

- **IMPORTANT:** We examined disaggregations by nationality simultaneously with the categories noted above, but found that small numbers limited our power to draw meaningful conclusions. We therefore present disaggregations by each category requested (including nationality) separately.
- We benchmark to UK institutions as a whole, and Scottish institutions where data are available.

Academic Staff Overall

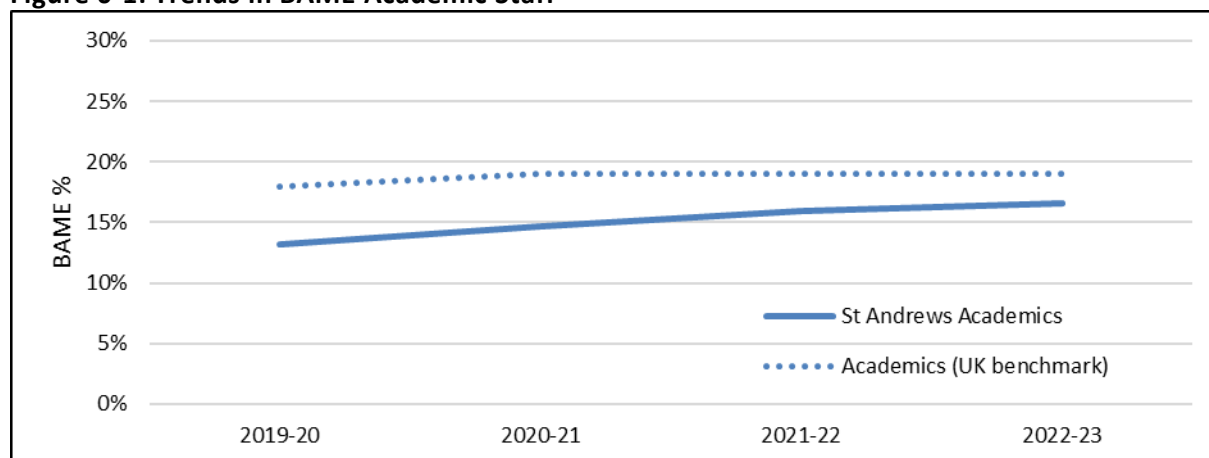
15% of academic staff in 2022-23 are BAME (Table 0-1). Of these staff, 23% are UK citizens. BAME academics have increased in proportion over the past four years, getting closer to the UK benchmark, 19% (Figure 0-1), though there remains an under-representation of Black academics. Wider awareness and more systematic application of good EDI practices (e.g. inclusion of EDI statement requirements, mandatory unconscious bias training for staff) may have contributed to this increase.

Table 0-1: Trends in Academic Staff Ethnicity

	2019-20		2020-21		2021-22		2022-23	
	N	%	N	%	N	%	N	%
Ethnicity Category								
BAME		12.1%		13.5%		14.7%		15.4%
White		79.7%		78.3%		78.0%		77.6%
Not known		8.2%		8.1%		7.3%		6.9%
Total		100.0%		100.0%		100.0%		100.0%
BAME Disaggregation								
Asian		58.8%		59.1%		57.8%		53.2%
Black		2.7%		6.3%		6.0%		7.8%
Mixed		16.9%		15.9%		15.1%		17.1%
Other		21.6%		18.8%		21.1%		22.0%
Total		100.0%		100.0%		100.0%		100.0%

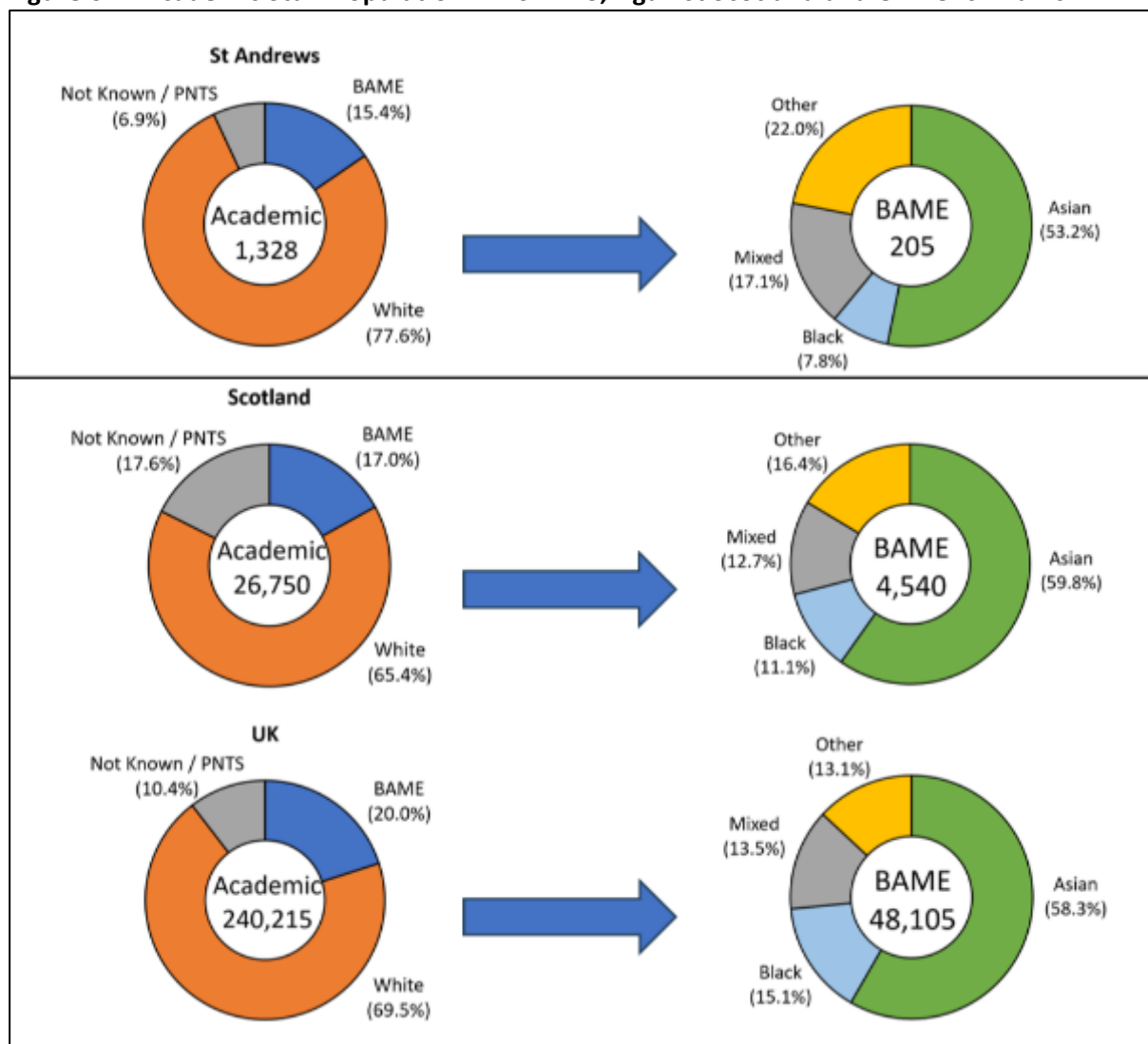
Note: N represents headcount.

Figure 0-1: Trends in BAME Academic Staff



Note: Visualised data are based on N presented in Table 0-1, with % calculated excluding 'Not Known' to bring data in line with annual UK Benchmark data from Advance HE [Equality in Higher Education: Staff Statistical Report 2022](#) (p. 138; benchmark data for academic staff in Scotland are not available). 2020-21 data are used as the benchmark for subsequent years.

Figure 0-2: Academic Staff Population in 2022-23, Against Scotland and UK Benchmarks



Note: Visualised data for St Andrews are based on Table 0-1. Doughnut plots show academic staff ethnicity (left) and BAME disaggregation (right) with headcount at the centre. Ethnicity response percentages are shown parenthetically. Scotland and UK data are based on academic staff employed by Scottish and UK institutions according to HESA 2022-23.

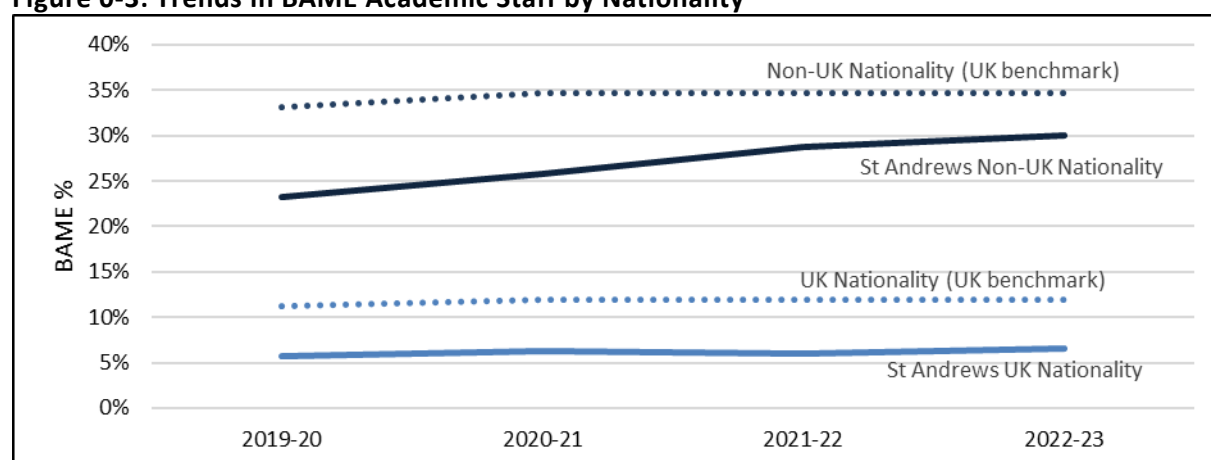
Academic Staff by Nationality

UK benchmarks show greater percentages of non-UK BAME academics (35%) than UK BAME academics (12%; Figure 0-3). St Andrews data mirror this trend, with overall lower percentages (Table 0-2, Figure 0-3). Growth in BAME staff exceeds overall growth in each category (4 year UK BAME growth—30.6%, UK overall growth—11.2%; Non-UK BAME growth—41.1%, Non-UK overall growth—5.9%).

Table 0-2: Trends in Academic Staff Ethnicity by Nationality

	2019-20		2020-21		2021-22		2022-23	
	N	%	N	%	N	%	N	%
UK								
BAME	36	5.3%	43	5.9%	42	5.6%	47	6.2%
White	601	88.4%	636	87.6%	664	88.1%	663	87.7%
Not Known	43	6.3%	47	6.5%	48	6.4%	46	6.1%
Total	680	100.0%	726	100.0%	754	100.0%	756	100.0%
Non-UK								
BAME	112	20.7%	133	23.1%	157	26.3%	158	27.6%
White	371	68.7%	384	66.7%	389	65.3%	368	64.3%
Not Known	57	10.6%	59	10.2%	50	8.4%	46	8.0%
Total	540	100.0%	576	100.0%	596	100.0%	572	100.0%

Note: N represents headcount.

Figure 0-3: Trends in BAME Academic Staff by Nationality

Note: Visualised data are based on data presented in Table 4-2, with % calculated excluding 'Not Known' to bring data in line with UK benchmark data from Advance HE [Equality in Higher Education: Staff Statistical Report 2022](#) (p. 138). 2020-21 data are used as the benchmark for subsequent years.

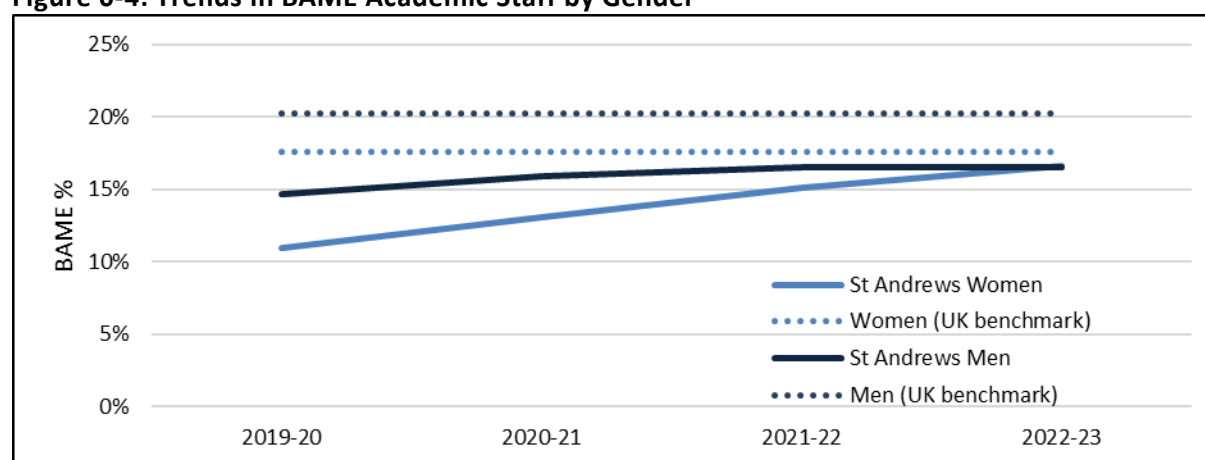
Academic Staff by Gender

The percentage of BAME academic women has risen over the past four years and has converged with BAME men at a level below UK benchmarks (Table 0-3, Figure 0-4). Growth in BAME women exceeds all other disaggregations (4 year BAME women growth—81.2%, White women growth—11.1%; BAME men growth—18.0%, White men growth—2.6%). The University has engaged with gender equality initiatives over a number of years, including successfully attaining [Athena Swan Silver in 2024](#). Athena Swan actions targeting recruitment, retention and culture change may be particularly effective for BAME academic women.

Table 0-3: Trends in Academic Staff Ethnicity by Gender

	2019-20		2020-21		2021-22		2022-23	
	N	%	N	%	N	%	N	%
Women								
BAME	48	10.1%	66	12.2%	81	14.2%	87	15.7%
White	392	82.5%	439	80.8%	456	79.9%	436	78.7%
Not Known	35	7.4%	38	7.0%	34	6.0%	31	5.6%
Total	475	100.0%	543	100.0%	571	100.0%	554	100.0%
Men								
BAME	100	13.4%	110	14.5%	118	15.1%	118	15.2%
White	580	77.9%	581	76.5%	597	76.6%	595	76.9%
Not Known	65	8.7%	68	9.0%	64	8.2%	61	7.9%
Total	745	100.0%	759	100.0%	779	100.0%	774	100.0%

Note: N represents headcount.

Figure 0-4: Trends in BAME Academic Staff by Gender

Note: Visualised data are based on data presented in Table 0-3, with % calculated excluding 'Not Known' to bring data in line with 2020-21 snapshot UK benchmark data from Advance HE [Equality in Higher Education: Staff Statistical Report 2022](#) (p. 264).

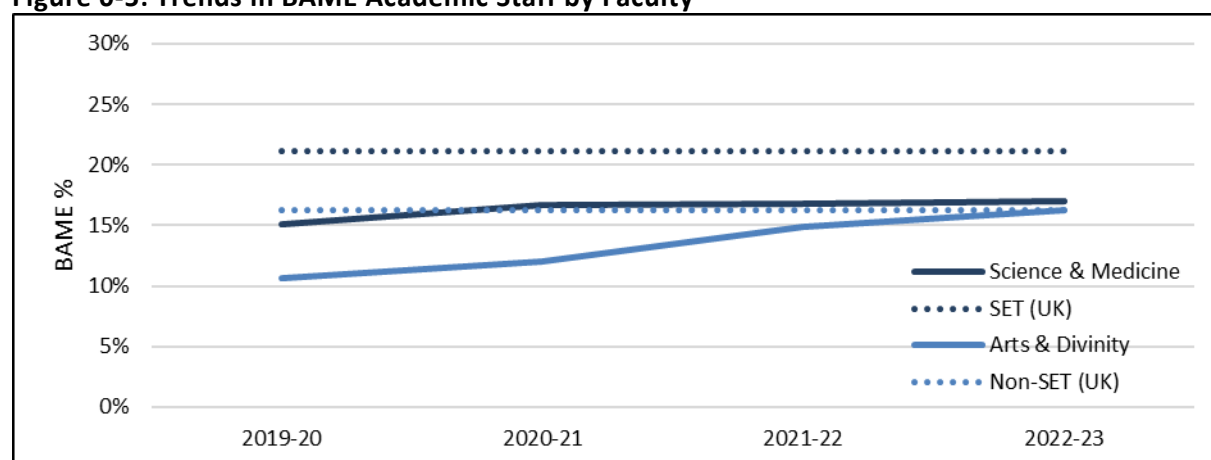
Academic Staff by Faculty

We used Science, Engineering and Technology (SET) and non-SET benchmarks for Science & Medicine and Arts & Divinity faculties. Arts & Divinity have made progress in increasing its BAME staff to meet the UK benchmark (Table 0-4, Figure 0-5). Science & Medicine have slightly higher BAME representation, though fall short of the UK SET benchmark. Growth trajectories are encouraging, with Arts & Divinity BAME growth extremely strong, and Science & Medicine BAME growth the next highest (4 year BAME Arts & Divinity growth—70.4%, White Arts & Divinity growth—4.8%; BAME Science & Medicine growth—22.4%, White Science & Medicine growth—6.2%). As standard University recruitment processes are adopted uniformly, we are unable to explain the faculty difference, and will undertake work to better understand it [D1].

Table 0-4: Trends in Academic Staff Ethnicity by Faculty

	2019-20		2020-21		2021-22		2022-23	
	N	%	N	%	N	%	N	%
Arts & Divinity								
BAME	50	9.6%	59	10.9%	77	13.9%	85	15.2%
White	418	80.4%	432	80.1%	440	79.4%	438	78.4%
Not known	52	10.0%	48	8.9%	37	6.7%	36	6.4%
Total	520	100.0%	539	100.0%	554	100.0%	559	100.0%
Science & Medicine								
BAME	98	14.1%	117	15.5%	122	15.5%	120	15.8%
White	550	79.1%	583	77.0%	605	76.8%	584	76.8%
Not known	47	6.8%	57	7.5%	61	7.7%	56	7.4%
Total	695	100.0%	757	100.0%	788	100.0%	760	100.0%

Note: N represents headcount.

Figure 0-5: Trends in BAME Academic Staff by Faculty

Note: Visualised data are based on N presented in Table 0-4, with % calculated excluding 'Not Known' to bring data in line with 2020-21 snapshot UK benchmark data from Advance HE [Equality in Higher Education: Staff Statistical Report 2022](#) (ps. 158-165).

Academic Staff by Grade

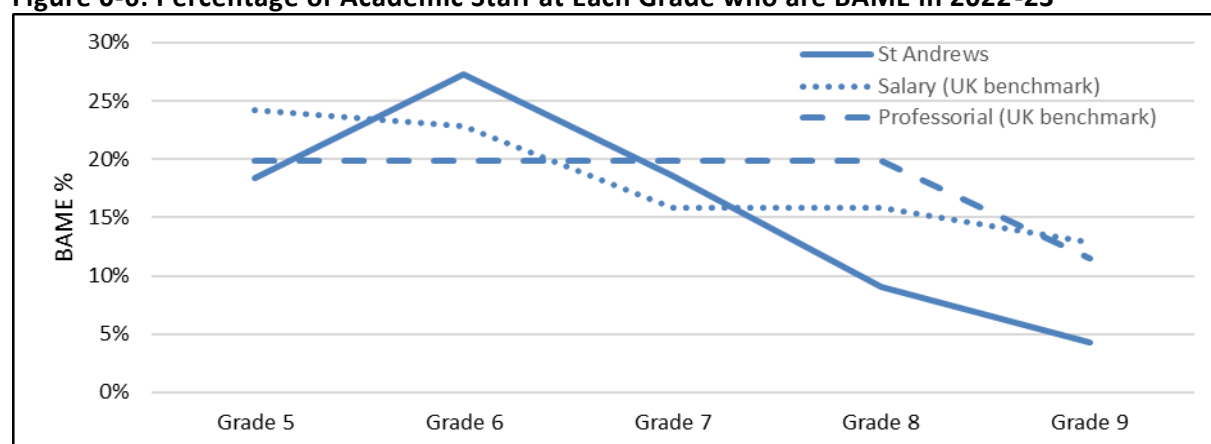
There is healthy representation in the proportion of academics who are BAME (excluding hourly paid staff) at grades 5-7, with 4-year growth in all grades (Table 0-5). Nonetheless, the drop-off in absolute numbers at grades 8 (senior lecturer/reader) and 9 (professor) is severe (Figure 0-6). Presented another way, there is an even distribution of White academics across grades, contrasting with BAME academics, who are more likely to be clustered at grades 6 and 7 (associate lecturer and lecturer; Figure 0-7). The relative under-representation of BAME staff at higher grades is not explained by lower overall promotion application or success rates amongst BAME staff (though see Section [5d](#)), suggesting that staff turnover may explain this trend.

Table 0-5: Trends in Academic Staff Ethnicity by Grade

	2019-20		2020-21		2021-22		2022-23	
	N	%	N	%	N	%	N	%
Grade 4 and 5								
BAME	5	16.7%	10	28.6%	6	13.3%	7	15.2%
White	19	63.3%	18	51.4%	34	75.6%	32	69.6%
Not known	6	20.0%	7	20.0%	5	11.1%	7	15.2%
Total	30	100.0%	35	100.0%	45	100.0%	46	100.0%
Grade 6								
BAME	82	23.3%	98	23.4%	113	25.2%	103	25.2%
White	249	70.7%	294	70.3%	302	67.4%	275	67.4%
Not known	21	6.0%	26	6.2%	33	7.4%	30	7.4%
Total	352	100.0%	418	100.0%	448	100.0%	408	100.0%
Grade 7								
BAME	30	9.8%	34	10.6%	41	13.6%	55	17.8%
White	247	80.5%	258	80.6%	243	80.7%	241	78.0%
Not known	30	9.8%	28	8.8%	17	5.6%	13	4.2%
Total	307	100.0%	320	100.0%	301	100.0%	309	100.0%
Grade 8								
BAME	20	7.8%	19	7.3%	23	8.3%	24	8.4%
White	222	86.4%	223	86.1%	236	85.2%	241	84.6%
Not known	15	5.8%	17	6.6%	18	6.5%	20	7.0%
Total	257	100.0%	259	100.0%	277	100.0%	285	100.0%
Grade 9								
BAME	6	2.6%	7	3.2%	8	3.5%	9	3.9%
White	203	87.9%	191	86.8%	199	86.9%	202	87.8%
Not known	22	9.5%	22	10.0%	22	9.6%	19	8.3%
Total	231	100.0%	220	100.0%	229	100.0%	230	100.0%
Other								
BAME		11.6%		16.0%		16.0%		14.0%
White		74.4%		72.0%		78.0%		80.0%
Not known		14.0%		12.0%		6.0%		6.0%
Total		100.0%		100.0%		100.0%		100.0%

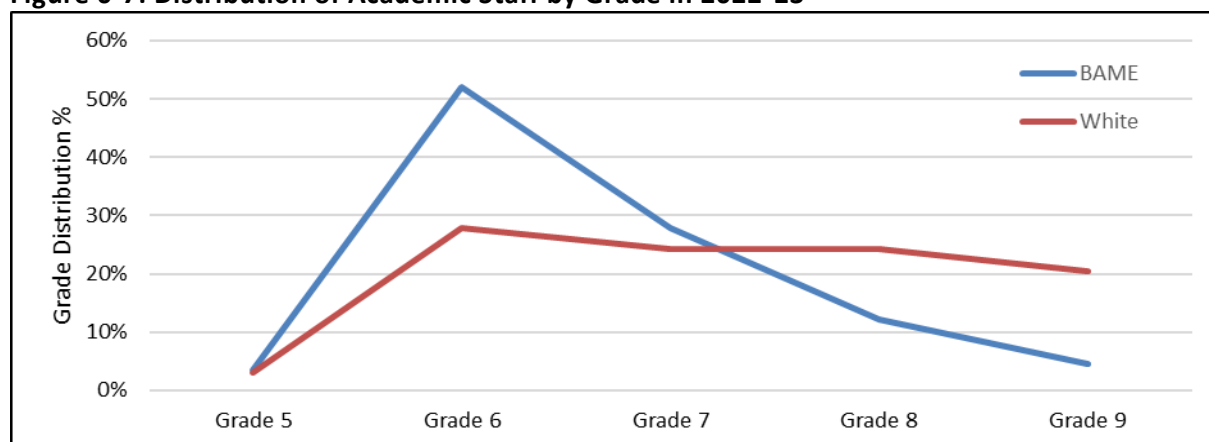
Note: N represents headcount.

Figure 0-6: Percentage of Academic Staff at Each Grade who are BAME in 2022-23



Note: Visualised data are based on N presented in Table 0-5, with % calculated excluding 'Not Known' to bring data in line with 2020-21 snapshot UK benchmark data from Advance HE [Equality in Higher Education: Staff Statistical Report 2022](#) (p. 182 [Salary Benchmark], and ps. 168-171 [Professorial Benchmark]). Salary benchmarks are drawn from academic pay spine range 3 (APS3; approximately equivalent to grades 4 and 5), APS4 (approximately equivalent to grade 6), APS5 (approximately equivalent to grades 7 and 8) and APS6 (approximately equivalent to grade 9). Professorial benchmarks are drawn from professorial (grade 9) and non-professorial (grades 5-8) categorisations of data.

Figure 0-7: Distribution of Academic Staff by Grade in 2022-23



Note: Visualised data are based on N presented in Table 0-5, showing a recalculation of percentage of BAME and White staff at each grade.

Academic Staff by Contract Terms

Across the sector, 32% of academics are employed on fixed term contracts (FTCs), a figure replicated at St Andrews. There is a route for moving from fixed term to open (permanent) contracts, but opportunities for this progression typically depend on grant funding and/or the circumstances of the School. The University does have a redeployment policy—staff coming to the end of a fixed term contract are sent a link to register for announcements about redeployment opportunities—but experience with redeployment can depend on how engaged line managers are with the process.

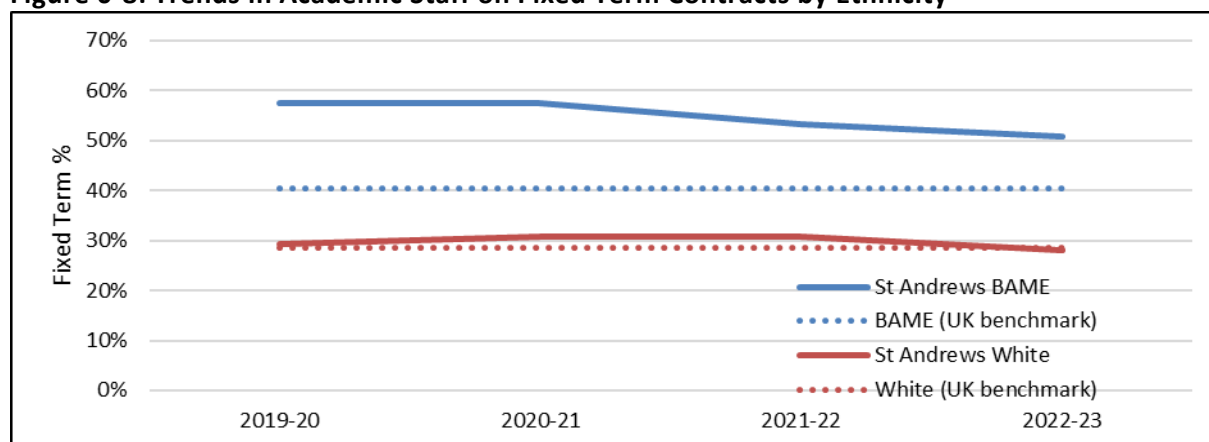
While the percentage of BAME academics employed on fixed term contracts has decreased over the last 4 years, it remains above the percentage of White academics on fixed term contracts and the percentage of BAME academics across the UK (Table 0-6, Figure 0-10). When further disaggregated by grade, BAME academics at grades 5 and 6 are more likely to be on fixed-term contracts than White academics (Table 0-7, Figure 0-9). BAME staff are more likely to be employed at lower grades, and more likely to be employed to less secure contracts than their White colleagues [**Action-D7** will improve data linkage with a focus on better understanding staff turnover and improving retention].

Table 0-6: Trends in Academic Staff Ethnicity by Contract Terms

	2019-20		2020-21		2021-22		2022-23	
	N	%	N	%	N	%	N	%
Fixed Term								
BAME	85	21.0%	101	22.1%	106	22.6%	104	24.3%
White	285	70.5%	315	68.9%	324	69.2%	289	67.5%
Not known	34	8.4%	41	9.0%	38	8.1%	35	8.2%
Total	404	100.0%	457	100.0%	468	100.0%	428	100.0%
Permanent								
BAME	63	7.7%	75	8.9%	93	10.5%	101	11.2%
White	687	84.2%	705	83.4%	729	82.7%	742	82.4%
Not known	66	8.1%	65	7.7%	60	6.8%	57	6.3%
Total	816	100.0%	845	100.0%	882	100.0%	900	100.0%

Note: N represents headcount.

Figure 0-8: Trends in Academic Staff on Fixed Term Contracts by Ethnicity



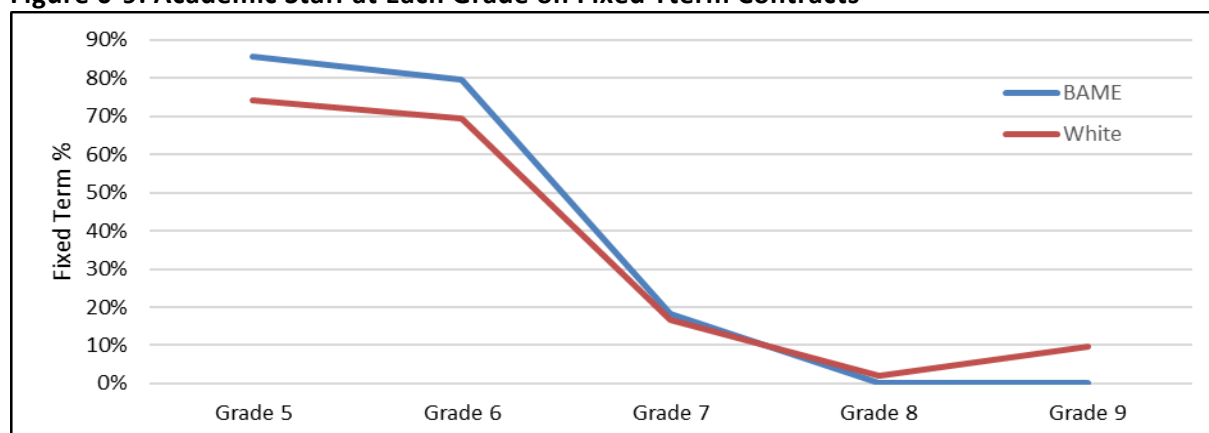
Note: Visualised data are calculated using data presented in Table 0-6. 2020-21 snapshot UK benchmark data from Advance HE [Equality in Higher Education: Staff Statistical Report 2022](#) (p. 141)

Table 0-7: Trends in Academic Staff on Fixed Term Contracts by Ethnicity and Grade

	2019-20			2020-21			2021-22			2022-23		
	N	All Staff	%	N	All Staff	%	N	All Staff	%	N	All Staff	%
Grade 4 and 5												
BAME			100.0%			100.0%			66.7%			71.4%
White			68.4%			72.2%			76.5%			78.1%
Not Known			100.0%			100.0%			80.0%			85.7%
Grade 6												
BAME			86.6%			80.6%			77.9%			74.8%
White			71.5%			70.7%			69.2%			66.5%
Not Known			71.4%			76.9%			78.8%			73.3%
Grade 7												
BAME			13.3%			11.8%			14.6%			27.3%
White			18.6%			16.3%			15.6%			16.6%
Not Known			6.7%			7.1%			5.9%			7.7%
Grade 8												
BAME			0.0%			0.0%			0.0%			0.0%
White			1.4%			3.1%			2.5%			1.7%
Not Known			6.7%			11.8%			11.1%			5.0%
Grade 9												
BAME			0.0%			0.0%			0.0%			0.0%
Fixed Term			11.3%			10.5%			9.5%			7.4%
Not Known			18.2%			18.2%			9.1%			15.8%
Other												
BAME			100.0%			100.0%			100.0%			100.0%
White			68.8%			69.4%			66.7%			55.0%
Not Known			100.0%			100.0%			100.0%			66.7%

Note: A subset of data from Table 0-5 showing the numbers of staff at each grade on fixed term contracts. The percentages are calculated using the total number of academic staff of that ethnicity at that grade (All Staff).

Figure 0-9: Academic Staff at Each Grade on Fixed Term Contracts



Note: Visualised data are calculated using those presented in Table 0-7. Percentages of outcomes are meaned over the period 2019-20 to 2022-23.

Academic Staff by Mode of Employment

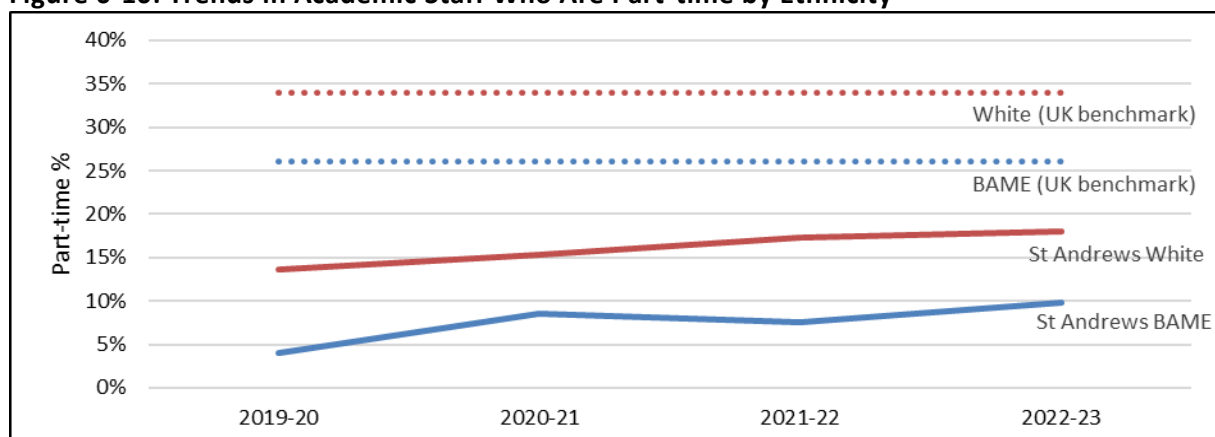
UK benchmarks show increased proportions of White academics on part-time contracts relative to BAME academics. St Andrews employs fewer academics overall on part-time contracts, but the ethnicity gap is maintained (Table 0-8, Figure 0-10). We speculate that this pattern could result from permanent contracts providing the stability for academics who wish to work part-time to do so.

Table 0-8: Trends in Academic Staff Ethnicity by Mode of Employment

	2019-20		2020-21		2021-22		2022-23	
	N	%	N	%	N	%	N	%
Full-time								
BAME	142	13.3%	161	14.5%	184	16.3%	185	16.8%
White	840	78.9%	863	77.9%	871	77.3%	845	76.9%
Not known	83	7.8%	84	7.6%	72	6.4%	69	6.3%
Total	1065	100.0%	1108	100.0%	1127	100.0%	1099	100.0%
Part-time								
BAME		3.9%	15	7.7%	15	6.7%	20	8.7%
White		85.2%	157	80.9%	182	81.6%	186	81.2%
Not known		11.0%	22	11.3%	26	11.7%	23	10.0%
Total		100.0%	194	100.0%	223	100.0%	229	100.0%

Note: N represents headcount.

Figure 0-10: Trends in Academic Staff Who Are Part-time by Ethnicity



Note: Visualised data are calculated using data presented in Table 0-8. 2020-21 snapshot UK benchmark data from Advance HE [Equality in Higher Education: Staff Statistical Report 2022](#) (p. 142).

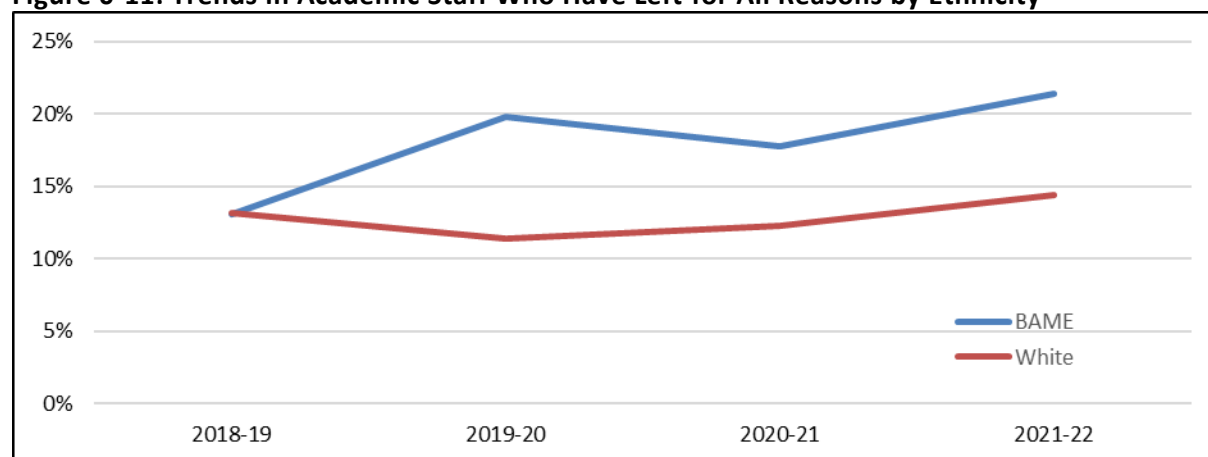
Academic Staff Turnover

BAME staff are more likely than White staff to leave the University at the end of each year (Table 0-9, Figure 0-11) due to FTCs ending and resignation (Figure 0-12). While it is not surprising to see staff leaving at the end of FTCs, given the differential impact on BAME staff, there is a need to consider how we can mitigate this trend. In addition, resignations among BAME staff are both higher than White staff and increasing, requiring action [**Action-D7**].

Table 0-9: Trends in Academic Staff Status at End of Year

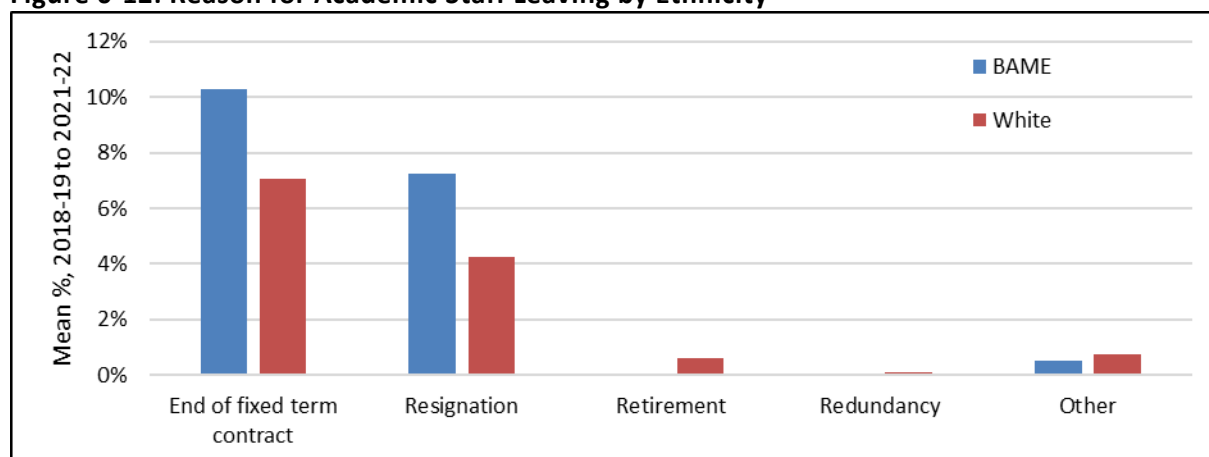
	2018-19		2019-20		2020-21		2021-22	
	N	%	N	%	N	%	N	%
BAME								
Continued employment		86.9%		80.2%		82.2%		78.6%
End of FTC		7.2%		8.8%		11.4%		13.7%
Resignation		5.2%		11.0%		5.9%		6.8%
Retirement		0.0%		0.0%		0.0%		0.0%
Redundancy		0.0%		0.0%		0.0%		0.0%
Other		0.7%		0.0%		0.5%		0.9%
Total		100.0%		100.0%		100.0%		100.0%
White								
Continued employment		86.8%		88.6%		87.8%		85.6%
End of FTC		7.0%		5.9%		7.1%		8.3%
Resignation		4.7%		4.1%		3.7%		4.6%
Retirement		0.6%		0.5%		0.7%		0.7%
Redundancy		0.2%		0.3%		0.0%		0.0%
Other		0.7%		0.7%		0.7%		0.8%
Total		100.0%		100.0%		100.0%		100.0%
Not known								
Continued employment		79.8%		88.0%		82.7%		78.9%
End of FTC		7.0%		7.4%		11.8%		11.9%
Resignation		8.8%		0.9%		3.6%		8.3%
Retirement		3.5%		2.8%		0.9%		0.9%
Redundancy		0.9%		0.9%		0.0%		0.0%
Other		0.0%		0.0%		0.9%		0.0%
Total		100.0%		100.0%		100.0%		100.0%

Note: N represents headcount.

Figure 0-11: Trends in Academic Staff Who Have Left for All Reasons by Ethnicity

Note: Visualised data are calculated using data presented in Table 0-9.

Figure 0-12: Reason for Academic Staff Leaving by Ethnicity



Note: Visualised data are calculated using data presented in Table 0-9. Due to low annual numbers, percentage reporting reasons for leaving are meaned over the period 2018-19 to 2021-22.

Relevant Action Outline

D7: Enhance data linkage and develop an institution-wide staff retention plan

4b Professional and Support Staff

Professional Services Staff Overall

4% of PS staff in 2022-23 are BAME (40% of whom are UK citizens; Table 0-10). The percentage of BAME PS staff has remained static over the past four years, well below the Scottish and UK benchmarks (Figure 0-15, Figure 0-14). However, four year absolute growth is positive: 38.9% for BAME staff compared to 9.9% for White staff. Once again, Black staff are under-represented at St Andrews.

A consequence of the low proportion of BAME PS staff is the expectation to represent BAME people in EDI and other initiatives (Quote 0-1) [**Action-A8** will better recognise staff who carry out this work].

“Low levels of diversity institutionally lead to higher burden being placed on the small number of BAME staff to serve in administrative and voluntary service roles. BAME colleagues end up working harder as a result. The only solution to this is to hire more BAME staff.”

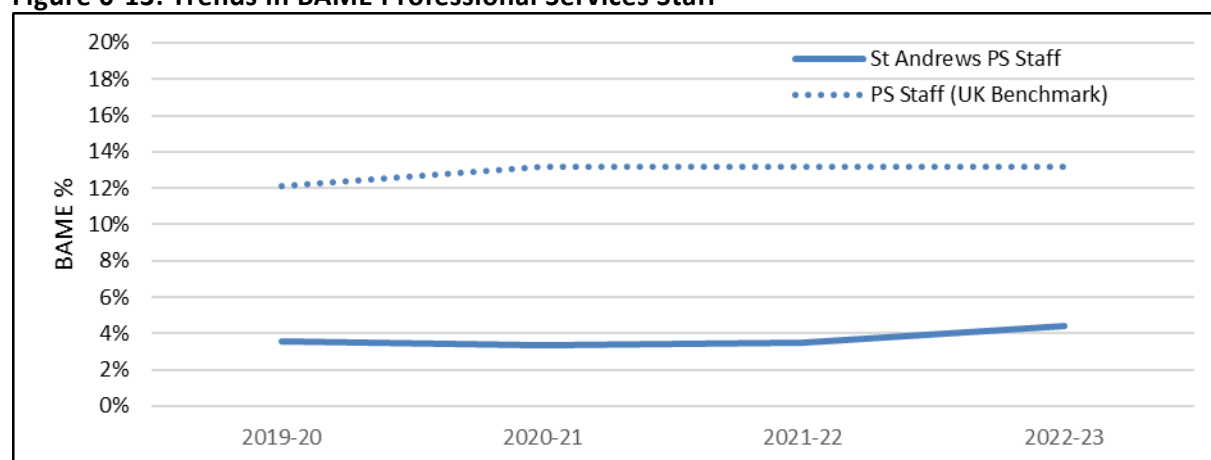
Quote 0-1: REC Survey Respondent—BAME, non-UK identity, male, academic

Table 0-10: Trends in Professional Services Staff Ethnicity

Ethnicity Category	2019-20		2020-21		2021-22		2022-23	
	N	%	N	%	N	%	N	%
BAME	54	3.3%	52	3.2%	57	3.3%	75	4.2%
White	1472	91.0%	1500	91.6%	1568	92.0%	1618	90.5%
Not known	92	5.7%	86	5.3%	80	4.7%	94	5.3%
Total	1618	100.0%	1638	100.0%	1705	100.0%	1787	100.0%
BAME Disaggregation								
Asian		42.6%		40.4%		45.6%		45.3%
Black		7.4%		5.8%		8.8%		9.3%
Mixed		38.9%		40.4%		33.3%		29.3%
Other		11.1%		13.5%		12.3%		16.0%

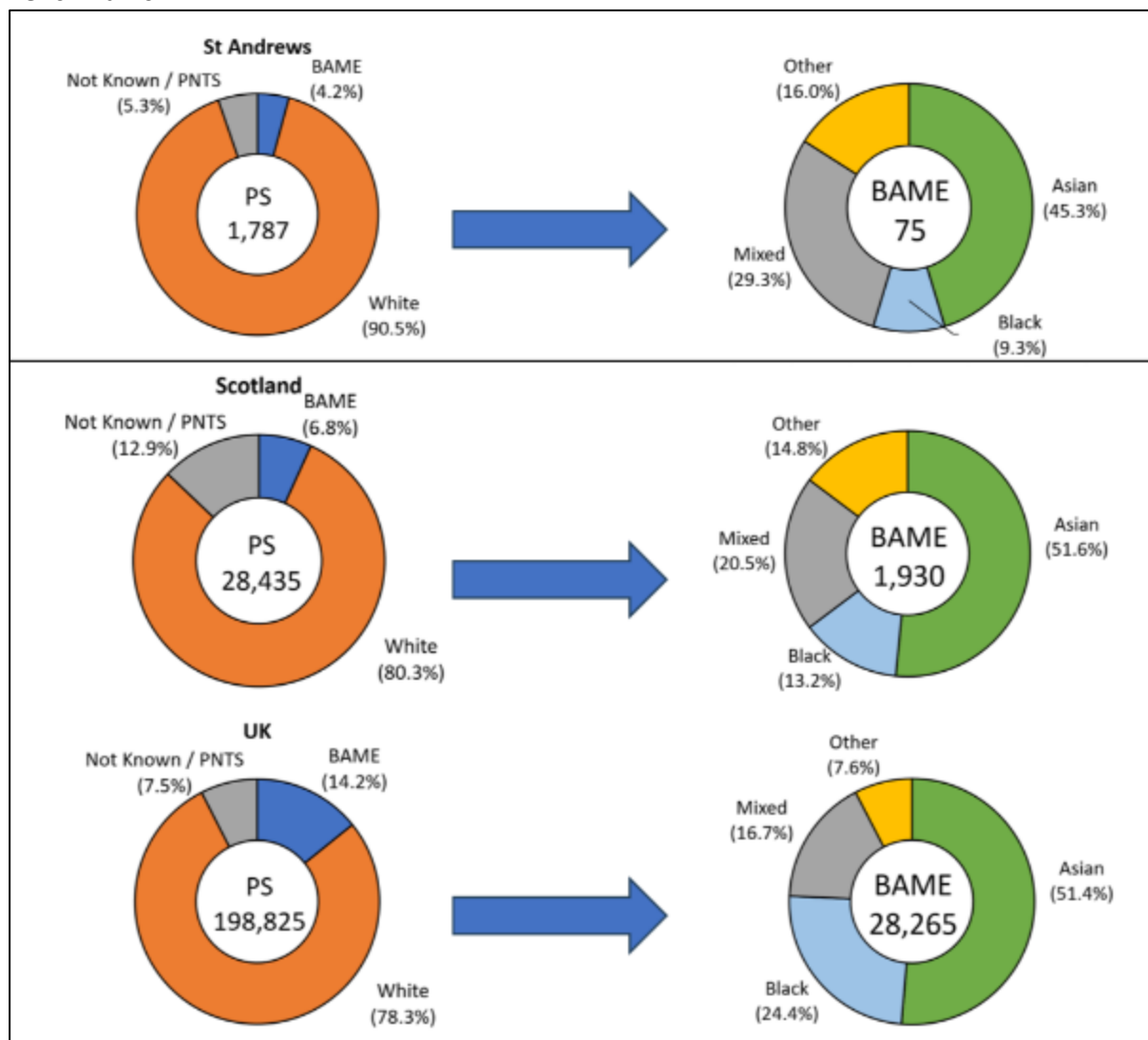
Note: N represents headcount.

Figure 0-13: Trends in BAME Professional Services Staff



Note: Visualised data are based on N presented in Table 0-10, with % calculated excluding 'Not Known' to bring data in line with annual UK benchmark data from Advance HE [Equality in Higher Education: Staff Statistical Report 2022](#) (p. 138). 2020-21 data are used as the benchmark for subsequent years.

Figure 0-14: Professional Services Staff Population in 2022-23, Against Scotland and UK Benchmarks



Note: PS stands for Professional Services. Visualised data for St Andrews are based on Table 0-10. Doughnut plots show PS staff ethnicity (left) and BAME disaggregation (right) with headcount at the centre. Ethnicity response percentages are shown parenthetically. Scotland and UK data are based on PS staff employed by Scottish and UK institutions according to HESA 2022-23.

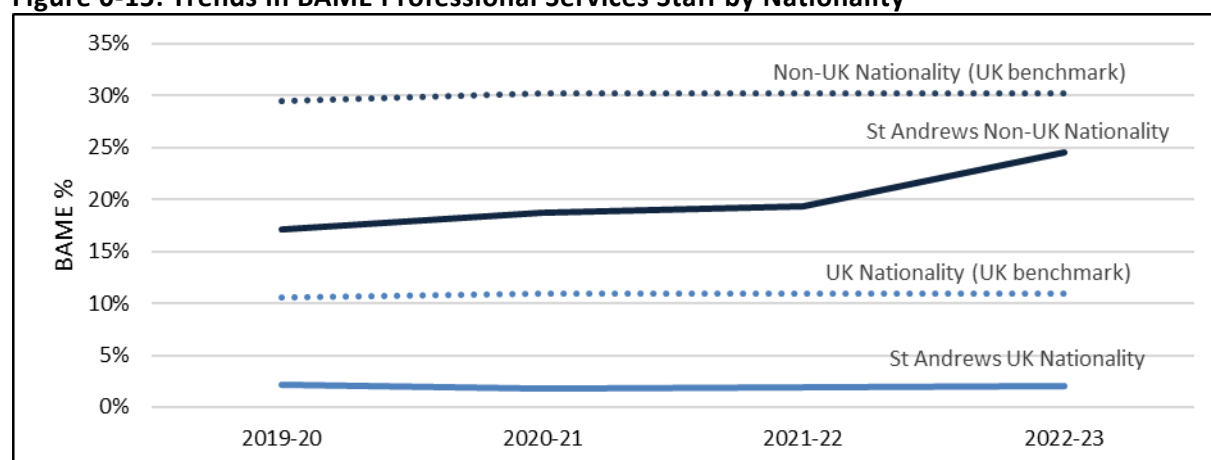
Professional Services Staff by Nationality

UK benchmarks show greater percentages of non-UK BAME PS staff (30%) than UK BAME PS staff (11%). St Andrews data mirror this trend, but with lower overall percentages of BAME PS staff, especially UK staff (Table 0-11, Figure 0-15).

Table 0-11: Trends in Professional Services Staff Ethnicity by Nationality

	2019-20		2020-21		2021-22		2022-23	
	N	%	N	%	N	%	N	%
UK								
BAME	30	2.1%	26	1.8%	28	1.8%	30	1.9%
White	1356	92.7%	1387	93.4%	1447	94.0%	1480	93.5%
Not Known	77	5.3%	72	4.8%	64	4.2%	73	4.6%
Total	1463	100.0%	1485	100.0%	1539	100.0%	1583	100.0%
Non-UK								
BAME	24	15.5%	26	17.0%	29	17.5%	45	22.1%
White	116	74.8%	113	73.9%	121	72.9%	138	67.6%
Not Known	15	9.7%	14	9.2%	16	9.6%	21	10.3%
Total	155	100.0%	153	100.0%	166	100.0%	204	100.0%

Note: N represents headcount.

Figure 0-15: Trends in BAME Professional Services Staff by Nationality

Note: Visualised data are based on data presented in Table 0-11, with % calculated excluding 'Not Known' to bring data in line with UK benchmark data from Advance HE [Equality in Higher Education: Staff Statistical Report 2022](#) (p. 138). 2020-21 data are used as the benchmark for subsequent years.

Professional Services Staff by Gender

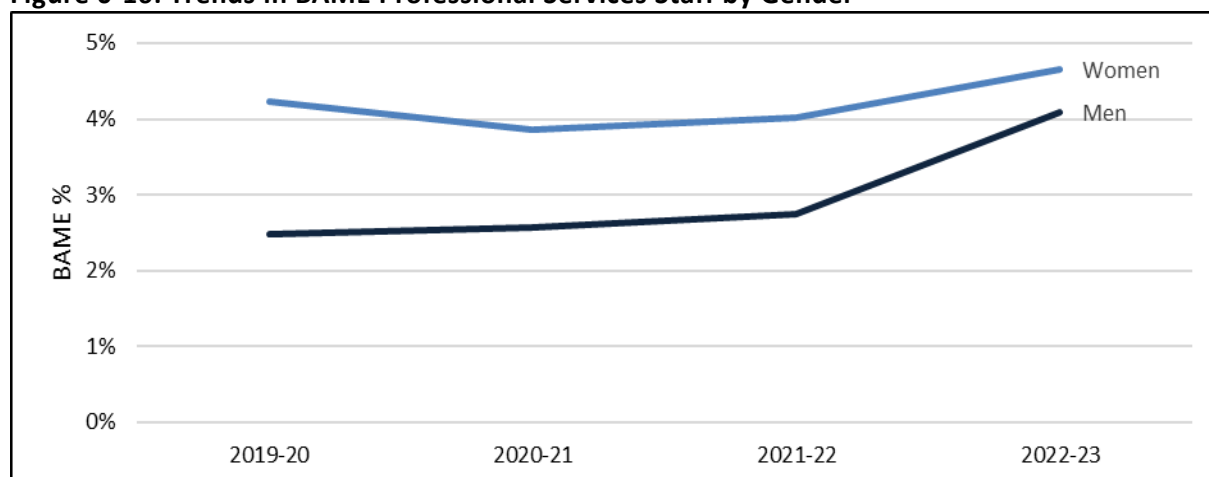
The BAME percentage of men and women is uniformly low (Table 0-12, Figure 0-16).

Table 0-12: Trends in Professional Services Staff Ethnicity by Gender

	2019-20		2020-21		2021-22		2022-23	
	N	%	N	%	N	%	N	%
Women								
BAME	39	4.0%	36	3.7%	39	3.9%	47	4.4%
White	884	90.3%	895	91.2%	930	91.9%	962	90.9%
Not Known	56	5.7%	50	5.1%	43	4.2%	49	4.6%
Total	979	100.0%	981	100.0%	1012	100.0%	1058	100.0%
Men								
BAME	15	2.3%	16	2.4%	18	2.6%	28	3.8%
White	588	92.0%	605	92.1%	638	92.1%	656	90.0%
Not Known	36	5.6%	36	5.5%	37	5.3%	45	6.2%
Total	639	100.0%	657	100.0%	693	100.0%	729	100.0%

Note: N represents headcount.

Figure 0-16: Trends in BAME Professional Services Staff by Gender



Note: Visualised data are based on data presented in Table 0-12, with % calculated excluding 'Not Known'. No benchmark data are provided in the Advance HE [Equality in Higher Education: Staff Statistical Report 2022](#).

Professional Services Staff by Job Family

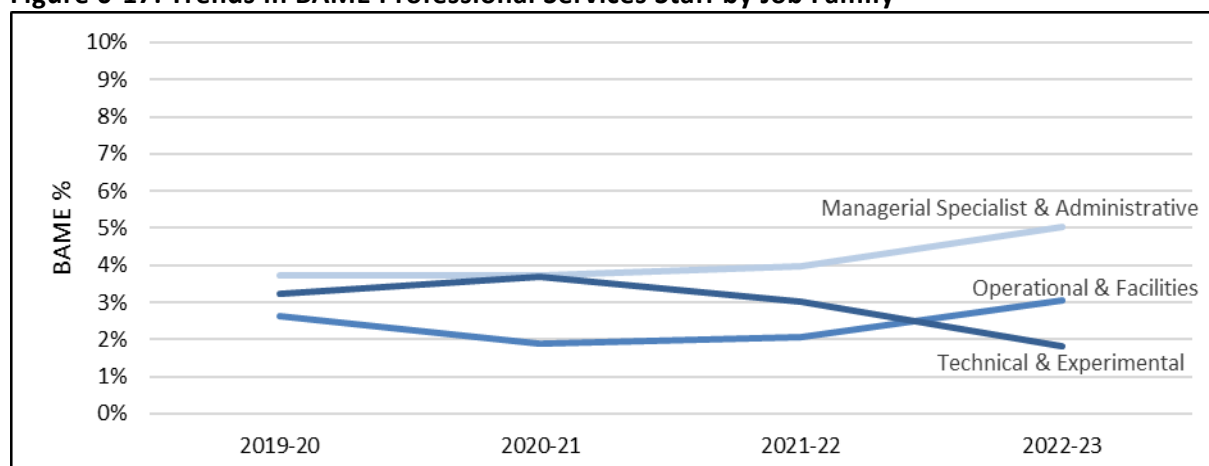
All PS job families have consistently low BAME staff percentages (Table 0-13, Figure 0-17).

Table 0-13: Trends in Professional Services Staff Ethnicity by Job Family

	2019-20		2020-21		2021-22		2022-23	
	N	%	N	%	N	%	N	%
Managerial Specialist & Administrative								
BAME		3.7%		3.7%		4.0%		5.0%
White		91.0%		91.4%		91.7%		89.9%
Not known		5.3%		4.9%		4.3%		5.0%
Total		100.0%		100.0%		100.0%		100.0%
Operational & Facilities								
BAME		2.6%		1.9%		2.1%		3.1%
White		91.5%		92.3%		92.5%		91.2%
Not known		5.9%		5.8%		5.4%		5.7%
Total		100.0%		100.0%		100.0%		100.0%
Technical & Experimental								
BAME		3.2%		3.7%		3.0%		1.8%
White		89.0%		90.7%		92.2%		92.7%
Not known		7.7%		5.6%		4.8%		5.5%
Total		100.0%		100.0%		100.0%		100.0%

Note: N represents headcount.

Figure 0-17: Trends in BAME Professional Services Staff by Job Family



Note: Visualised data are based on those presented in Table 0-13.

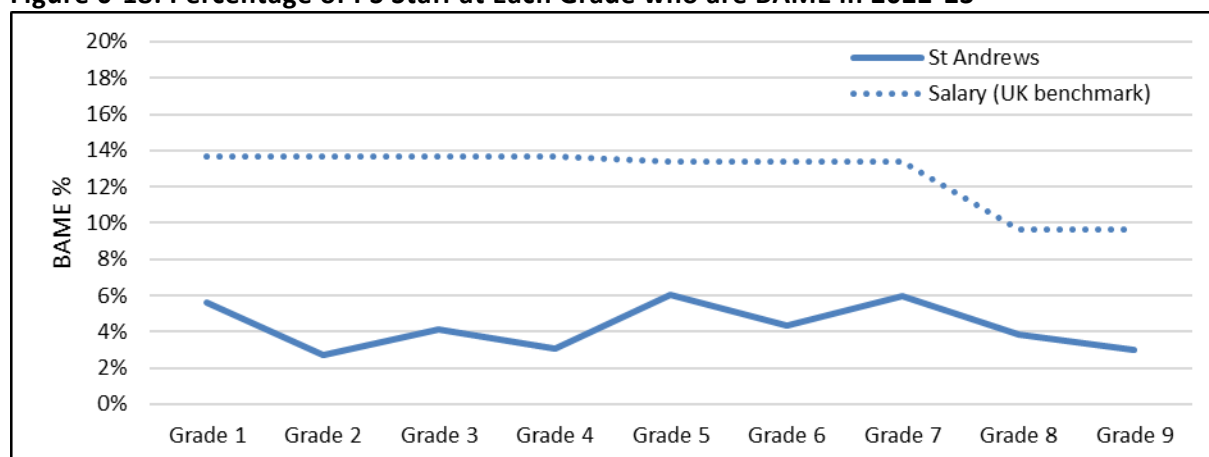
Professional Services Staff by Grade

Across all grades, BAME PS representation is uniformly low (Table 0-14, Figure 0-18). Positively for race equality, when we examine the distributions of BAME and White staff across the grades, we see that they are well aligned, suggesting no differential spread according to ethnicity (Figure 0-19).

Table 0-14: Trends in Professional Services Staff Ethnicity by Grade

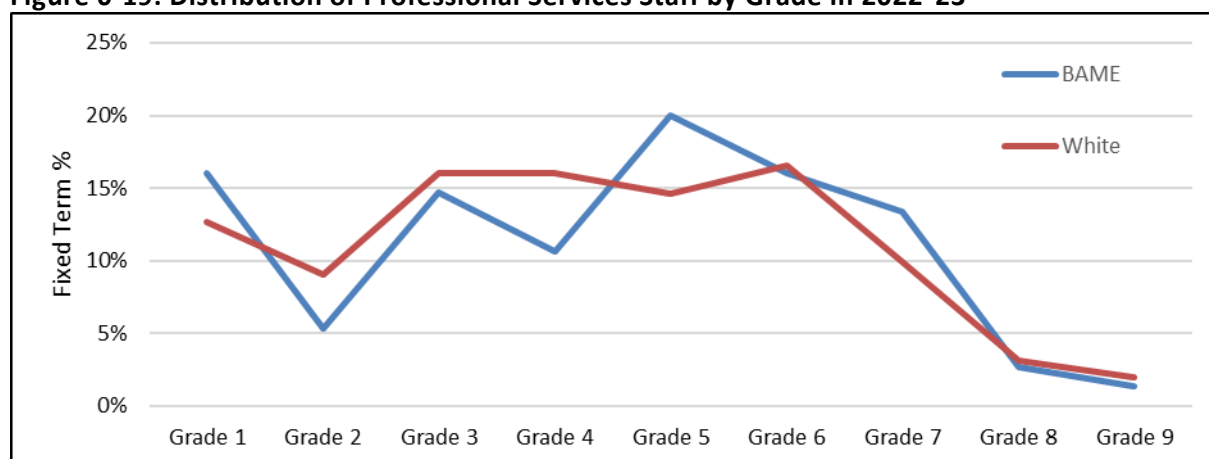
	2019-20		2020-21		2021-22		2022-23	
	N	%	N	%	N	%	N	%
Grade 1-4								
BAME	24	2.7%	22	2.5%	24	2.6%	35	3.8%
White	825	92.5%	832	93.0%	858	93.2%	852	91.3%
Not known	43	4.8%	41	4.6%	39	4.2%	46	4.9%
Total	892	100.0%	895	100.0%	921	100.0%	900	100.0%
Grade 5-6								
BAME	22	4.6%	21	4.4%	24	4.8%	27	4.9%
White	427	89.7%	429	90.5%	455	91.0%	495	90.3%
Not known	27	5.7%	24	5.1%	21	4.2%	26	4.7%
Total	476	100.0%	474	100.0%	500	100.0%	548	100.0%
Grade 7-9								
BAME	8	3.6%	8	3.7%	9	3.6%	13	4.8%
White	199	89.2%	221	90.2%	229	90.5%	239	89.2%
Not known	16	7.2%	15	6.1%	15	5.9%	16	6.0%
Total	223	100.0%	245	100.0%	253	100.0%	268	100.0%

Figure 0-18: Percentage of PS Staff at Each Grade who are BAME in 2022-23



Note: Visualised data are based on N presented in Table 0-14, with % calculated excluding 'Not Known' to bring data in line with 2020-21 snapshot UK benchmark data from Advance HE [Equality in Higher Education: Staff Statistical Report 2022](#) (p. 180). Salary benchmarks are drawn from '<30K' (approximately equivalent to grades 1, 2, 3, 4), '£30-50K' (approximately equivalent to grades 5, 6, and mid-way grade 7), and '>50K' (mid-way grade 7, grades 8 and 9).

Figure 0-19: Distribution of Professional Services Staff by Grade in 2022-23



Note: Visualised data are based on N presented in Table 0-14, showing a recalculation of percentage of BAME and White staff at each grade.

Professional Services Staff by Contract Terms

Across the sector, 14% of PS staff are employed on FTCs. At St Andrews, this is 13%. As with academics, there is no standard route for PS staff to move from FTCs to open contracts, and no standard redeployment route when FTCs end.

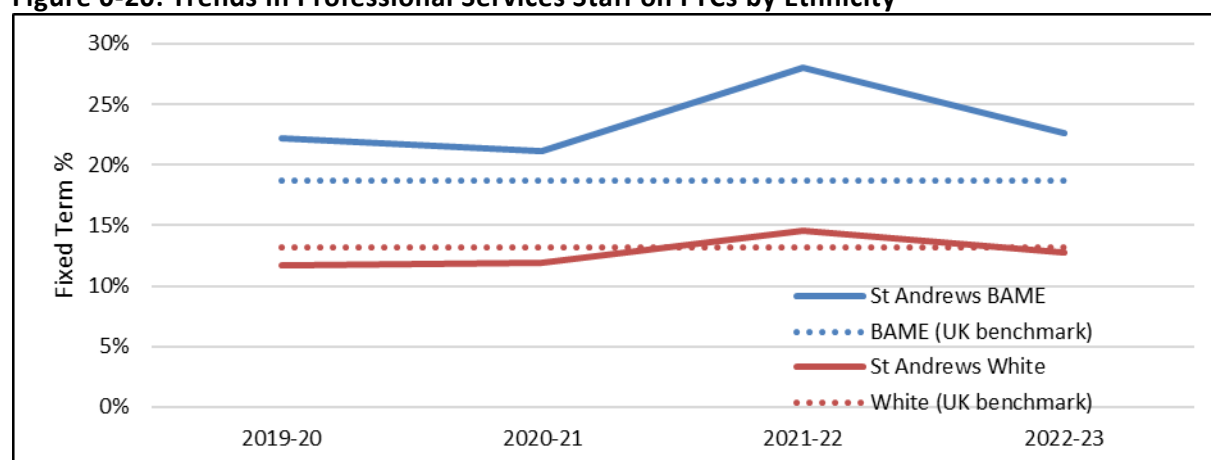
UK benchmarks show greater percentages of BAME PS staff on FTCs relative to White PS staff. This gap is accentuated in St Andrews' data, with BAME PS staff more likely to be on FTCs than in UK benchmarks (Table 0-15, Figure 0-20) [Action-D7 will improve data connectivity to better understand why this is the case]. We examined data further disaggregated by grade, but very small numbers mean these data cannot be interpreted robustly.

Table 0-15: Trends in Professional Services Staff Ethnicity by Contract Terms

	2019-20		2020-21		2021-22		2022-23	
	N	%	N	%	N	%	N	%
Fixed Term								
BAME	12	6.0%	11	5.5%	16	6.2%	17	7.1%
White	173	86.5%	179	89.1%	229	88.4%	207	86.3%
Not known	15	7.5%	11	5.5%	14	5.4%	16	6.7%
Total	200	100.0%	201	100.0%	259	100.0%	240	100.0%
Permanent								
BAME	42	3.0%	41	2.9%	41	2.8%	58	3.7%
White	1299	91.6%	1321	91.9%	1339	92.6%	1411	91.2%
Not known	77	5.4%	75	5.2%	66	4.6%	78	5.0%
Total	1418	100.0%	1437	100.0%	1446	100.0%	1547	100.0%

Note: N represents headcount.

Figure 0-20: Trends in Professional Services Staff on FTCs by Ethnicity



Note: Visualised data are calculated using data presented in Table 0-15. 2020-21 snapshot UK benchmark data from Advance HE [Equality in Higher Education: Staff Statistical Report 2022](#) (p. 141)

Professional Services Staff by Mode of Employment

UK benchmarks show matched percentages of BAME and White staff on part-time contracts. St Andrews employs more PS staff overall on part-time contracts, with a greater percentage of White staff employed part-time than BAME staff (Table 0-16, Figure 0-21).

Table 0-16: Trends in Professional Services Staff Ethnicity by Mode of Employment

	2019-20		2020-21		2021-22		2022-23	
	N	%	N	%	N	%	N	%
Full-time								
BAME	29	3.5%	29	3.5%	31	3.6%	44	4.7%
White	753	90.8%	762	91.4%	799	91.9%	839	90.0%
Not known	47	5.7%	43	5.2%	39	4.5%	49	5.3%
Total	829	100.0%	834	100.0%	869	100.0%	932	100.0%
Part-time								
BAME	25	3.2%	23	2.9%	26	3.1%	31	3.6%
White	719	91.1%	738	91.8%	769	92.0%	779	91.1%
Not known	45	5.7%	43	5.3%	41	4.9%	45	5.3%
Total	789	100.0%	804	100.0%	836	100.0%	855	100.0%

Note: N represents headcount.

Figure 0-21: Trends in Professional Services Staff Who Are Part-time by Ethnicity



Note: Visualised data are calculated using data presented in Table 0-16. 2020-21 snapshot UK benchmark data from Advance HE [Equality in Higher Education: Staff Statistical Report 2022](#) (p. 143)

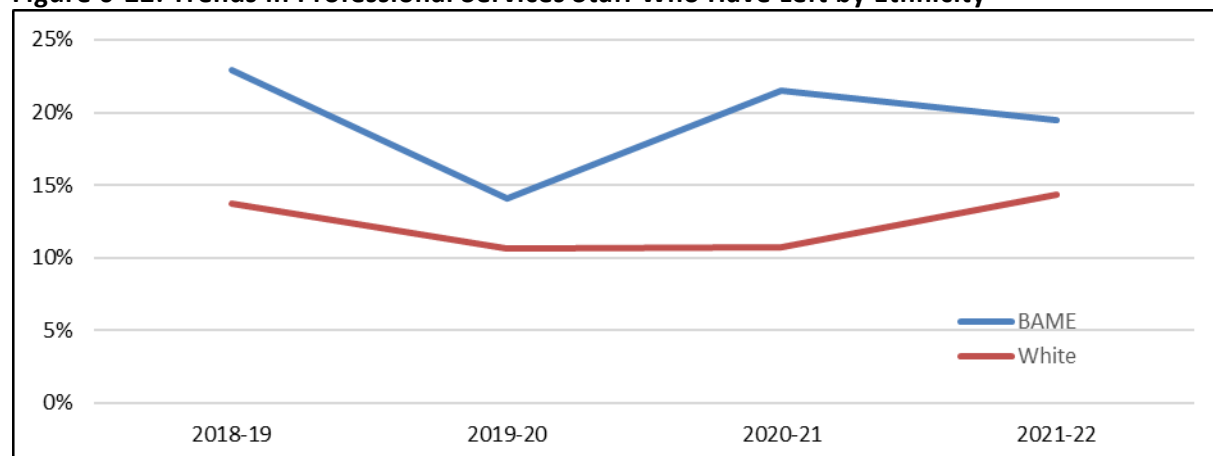
Professional Services Staff Turnover

BAME staff are more likely than White staff to leave PS jobs at the end of each year (Table 0-17, Figure 0-22) due to FTCs ending and resignation (Figure 0-23). As with academics, we will explore the full range of factors contributing to this trend [D7].

Table 0-17: Trends in Professional Services Staff Status at End of Year

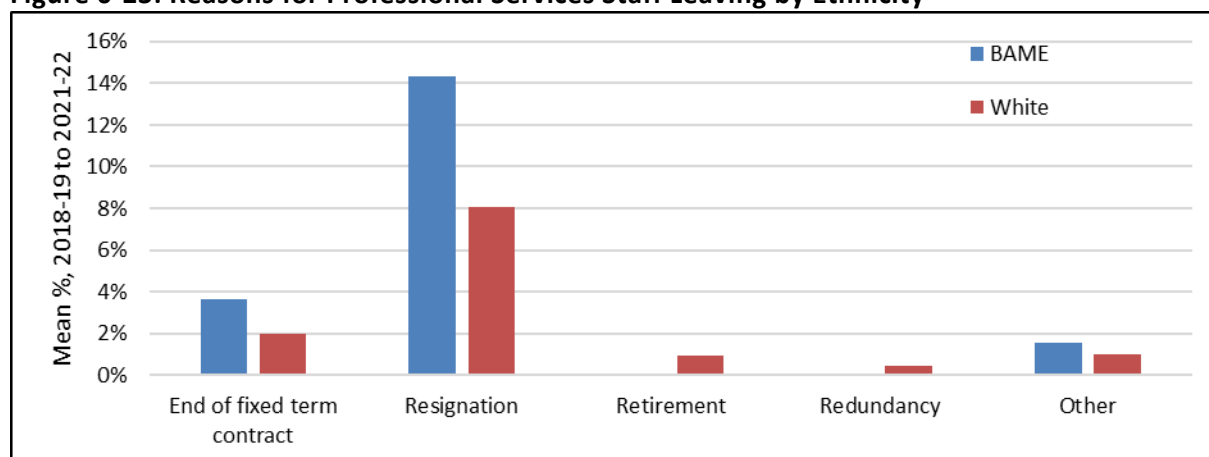
	2018-19		2019-20		2020-21		2021-22	
	N	%	N	%	N	%	N	%
BAME								
Continued employment		77.0%		85.9%		78.5%		80.5%
End of FTC		4.9%		0.0%		3.1%		6.5%
Resignation		18.0%		10.9%		15.4%		13.0%
Retirement		0.0%		0.0%		0.0%		0.0%
Redundancy		0.0%		0.0%		0.0%		0.0%
Other		0.0%		3.1%		3.1%		0.0%
Total		100.0%		100.0%		100.0%		100.0%
White								
Continued employment		86.3%		89.4%		89.2%		85.7%
End of FTC		2.8%		1.8%		1.7%		1.7%
Resignation		8.0%		6.3%		7.2%		10.8%
Retirement		1.2%		0.8%		0.6%		1.2%
Redundancy		0.7%		0.8%		0.1%		0.1%
Other		1.1%		1.0%		1.2%		0.6%
Total		100.0%		100.0%		100.0%		100.0%
Not known								
Continued employment		90.3%		89.1%		85.1%		86.7%
End of FTC		3.2%		1.1%		1.1%		4.1%
Resignation		4.3%		4.3%		8.0%		7.1%
Retirement		0.0%		0.0%		2.3%		1.0%
Redundancy		1.1%		4.3%		0.0%		0.0%
Other		1.1%		1.1%		3.4%		1.0%
Total		100.0%		100.0%		100.0%		100.0%

Note: N represents headcount.

Figure 0-22: Trends in Professional Services Staff Who Have Left by Ethnicity

Note: Visualised data are calculated using data presented in Table 0-17.

Figure 0-23: Reasons for Professional Services Staff Leaving by Ethnicity



Note: Visualised data are calculated using data presented in Table 0-17. Due to low annual numbers, percentage reporting reasons for leaving are meaned over the period 2018-19 to 2021-22.

Relevant Action Outlines

A8: Implement a model of recognition for *staff* that is valued by **staff**

D7: Enhance data linkage and develop an institution-wide staff retention plan

4c Grievances and Disciplinary

Notes:

- **Disciplinary**—ethnicity is of the accused. Confirmed outcomes are where there was a case to answer.
- **Grievances**—ethnicity is of the complainant. Confirmed outcomes are where the complaint was upheld or partly upheld.
- **Other**—includes student complaints and whistleblowing. Ethnicity is of the complainant or whistleblower. Confirmed outcomes are where the complaint was upheld or partly upheld.

Disciplinary cases against BAME people and grievances brought by BAME people occur at greater rates than expected from the baseline university population (Table 0-18, Figure 0-24). Of the grievances between 2019 and 2022, 21% were race- or racism-related. Only 42% of BAME accused staff were found to have a case to answer, compared to 76% of White staff. Grievances brought by BAME staff were upheld at a rate of 13% against a comparable 17% for those brought by White staff.

Survey and focus group responses point to staff and student distrust in institutional procedures to investigate racism (Quote 0-2, Quote 0-3). One interpretation of these data is that there is an institutional environment in which BAME people are more likely to be referred for investigation but also more likely to refer others for investigation. The cases brought against BAME staff are less likely to succeed, suggesting that BAME staff are being held to a higher standard by those accusing them. Equal expectations of performance and behaviour of all staff would reduce this disparity [**Action-C1** will formalise behavioural expectations]. There remains a need to improve confidence in institutional reporting procedures (see Section [3b](#)).

“...I'm not yet convinced that in investigating a claim of racial discrimination the University would definitely proceed without any regard to irrelevant factors (e.g. the seniority of the person against whom the complaint was made, or the likelihood of adverse articles in certain sections of the press)”.

Quote 0-2: REC Survey Respondent—White, UK identity, man, academic

“I don't really want to put myself through reporting an incident to someone who then tells me that I am overreacting if they are White, which I am assuming that they are”.

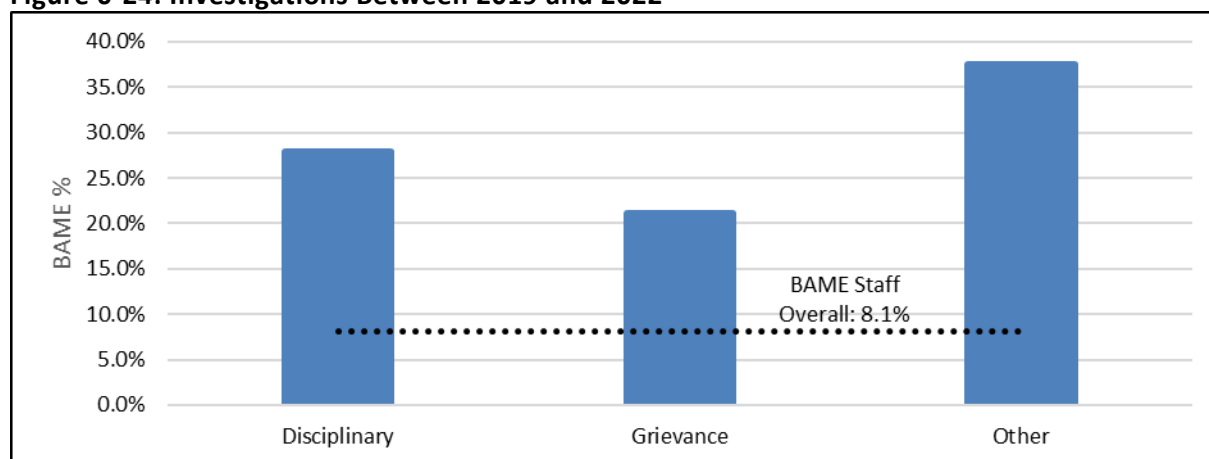
Quote 0-3: Student Experience Focus Group – Student

Table 0-18: Disciplinary and Grievance Investigations Between 2019 and 2022 by Ethnicity

	Disciplinary (Accused)		Grievance (Raising)		Other (Raising)	
	N	%	N	%	N	%
Cases Brought						
BAME		27.9%		21.1%		37.5%
White		67.4%		76.3%		50.0%
Not known		4.7%		2.6%		12.5%
Total		100.0%		100.0%		100.0%
Confirmed						
BAME		18.5%		16.7%		33.3%
White		81.5%		83.7%		66.7%
Not known		0.0%		0.0%		0.0%
Total		100.0%		100.0%		100.0%

Note: N represents headcount.

Figure 0-24: Investigations Between 2019 and 2022



Note: The BAME Staff Overall line represents the mean percentage of BAME staff employed by the University from 2019-20 to 2022-23.

Relevant Action Outlines

C1: Set behavioural expectations of staff and students regarding racism and embed these expectations into the culture of the institution

4d Decision-Making Boards and Committees

There is a very small percentage of BAME people on major decision-making bodies (Table 0-19). Of the internal decision-making bodies, only two groups have recorded BAME members over the past four years. Court has had BAME members, but their ethnicity has not been formally recorded. When recruiting new members, Court makes clear the need for BAME membership to executive search agencies, and within advertisements that contain text encouraging BAME people to apply. Ethnicity is also considered at longlisting and shortlisting; however, the panel frequently reports that the pool of BAME applicants from which to choose is small, especially as some positions are required by ordinance to be filled by University alumni [**Action-A12** will improve data monitoring and amend ordinances that pose a barrier to recruiting BAME people to Court].

The lack of diversity evident in decision-making bodies is a barrier to race equality and is likely acting as a barrier to personal development e.g. promotion (Table 0-20). It has been identified as a priority for action in the Diverse Action Plan, People Strategy, and REC Action Plan [**Action-A10** guarantees senior management team sponsorship of BAME staff; **Action-A12** and **Action-A7** commit to advancing BAME representation on key institutional committees and the senior management team].

Table 0-19: Trends in Ethnicity by Decision-Making Board or Committee

	2019-20		2020-21		2021-22		2022-23	
	N	%	N	%	N	%	N	%
Court								
Senate								
Principal's Office								
Regrading Panel members								
Academic Promotion Panel (all members)								
Average across all boards and committees								
BAME		0.0%		0.8%		2.7%		0.8%
White		74.8%		75.1%		74.7%		79.5%
Not known		25.8%		24.1%		22.6%		19.7%
Total		100.0%		100.0%		100.0%		100.0%

Note: N represents headcount. Regrading panel members are those who sit on the panels that undertake the full regrading review. The total number of people on regrading panels varies each year depending on the number of applications that are reviewed.

Table 0-20: Trends in Academic Promotion Panels by Faculties

	2020-21		2021-22		2022-23	
	N	%	N	%	N	%
Academic Promotion Panel (Arts & Divinity)						
BAME		0.0%		10.0%		0.0%
White		90.0%		80.0%		88.9%
Not known		10.0%		10.0%		11.1%
Total		100.0%		100.0%		100.0%
Academic Promotion Panel (Science & Medicine)						
BAME		0.0%		10.0%		0.0%
White		70.0%		70.0%		90.0%
Not known		30.0%		20.0%		10.0%
Total		100.0%		100.0%		100.0%

Note: N represents headcount. The Ns listed above do not sum to the Ns listed for Academic Promotion Panel (all members) in Table 0-19 as there are panel members who sit on both panels.

Relevant Action Outlines

A7: Advance the representation of BAME people in Senior Management Team positions, and the consideration of BAME voices in decision-making

A10: Expand participation of Principal's Office members in Advance HE Diversifying Leadership as sponsors

A12: Prioritise the recruitment of BAME people to key institutional committees

4e Equal Pay

Ethnicity Pay Gap Overall

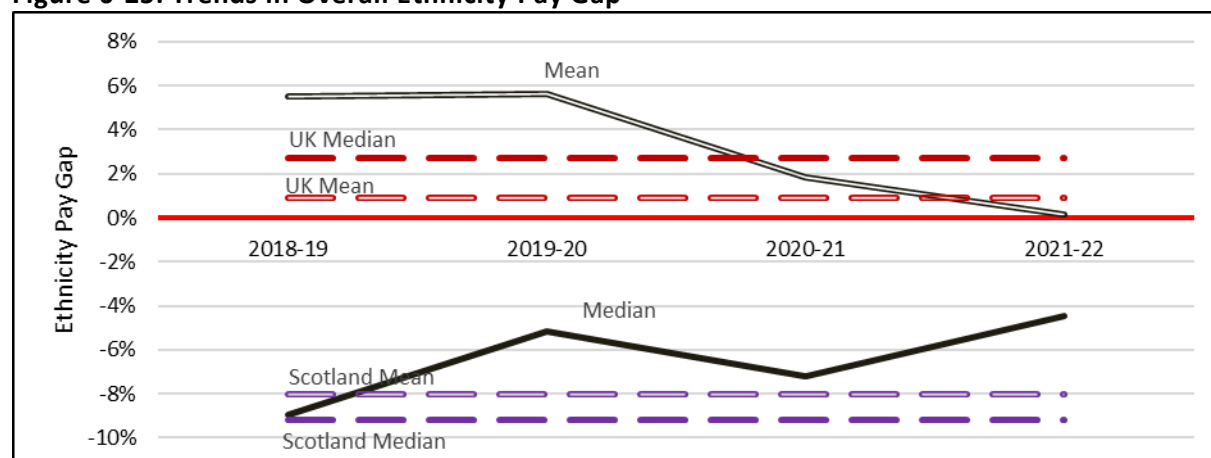
St Andrews has a negative median ethnicity pay gap (EPG), -4.4%—by median hourly pay, BAME staff earn 4.4% more than White staff. There is a mean EPG of 0.0%—mean hourly pay is even (Figure 0-25). In line with Scottish institutions St Andrews shows a more positive mean than median EPG, though EPGs are less negative overall (Figure 0-25).

Examining BAME disaggregations, Asian and 'Other' BAME staff have shown consistently negative median EPGs (Figure 0-26). Most groups have shown mean EPGs decreasing towards 0 over the past four years (Figure 0-27). Black staff show the largest EPGs across both measures, though low numbers make these data particularly volatile. St Andrews publishes an EPG report (last published in 2020, next report later in 2024 and thereafter annually) and action is planned to further reduce pay gaps through national sector-wide intervention [**Action-D6**].

Table 0-21: Trends in Ethnicity Pay Gap

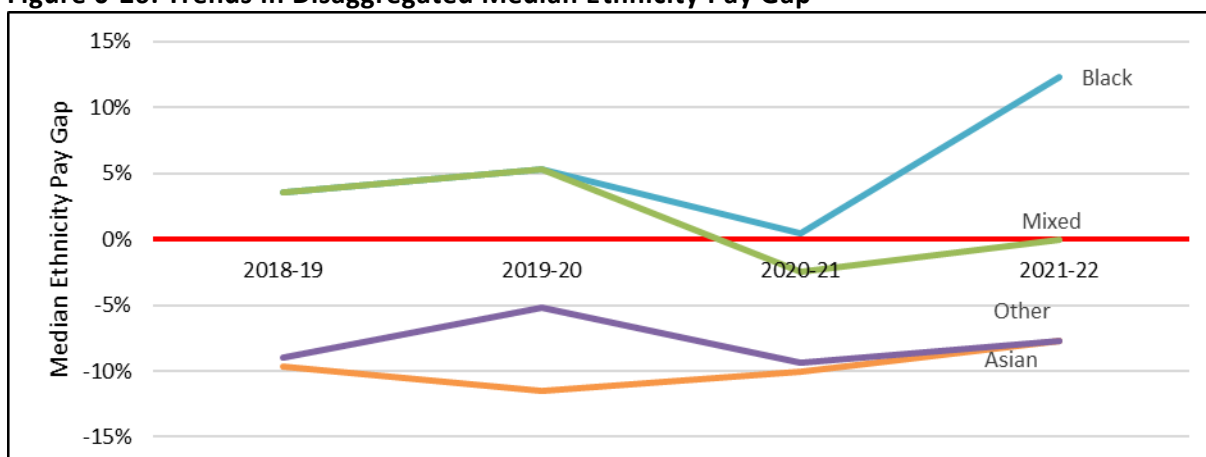
	2018-19		2019-20		2020-21		2021-22	
	hourly rate	pay gap	hourly rate	pay gap	hourly rate	pay gap	hourly rate	pay gap
Median								
Ethnicity Category								
White	£15.03	-	£15.41	-	£16.29	-	£16.90	-
BAME	£16.38	-9.0%	£16.21	-5.2%	£17.46	-7.2%	£17.65	-4.4%
Not known	£14.50	3.5%	£14.59	5.3%	£14.59	10.4%	£13.00	23.1%
BAME Disaggregation								
Asian	£16.48	-9.6%	£17.19	-11.6%	£17.93	-10.1%	£18.20	-7.7%
Black	£14.50	3.5%	£14.59	5.3%	£16.21	0.5%	£14.82	12.3%
Mixed	£14.50	3.5%	£14.59	5.3%	£16.69	-2.5%	£16.90	0.0%
Other	£16.38	-9.0%	£16.21	-5.2%	£17.82	-9.4%	£18.20	-7.7%
Mean								
Ethnicity Category								
White	£17.73	-	£18.00	-	£19.01	-	£19.06	-
BAME	£16.75	5.5%	£16.99	5.6%	£18.66	1.9%	£19.04	0.1%
Not known	£16.08	9.3%	£17.25	4.2%	£16.54	13.0%	£14.96	21.5%
BAME Disaggregation								
Asian	£17.09	3.6%	£17.70	1.7%	£19.07	-0.3%	£19.64	-3.0%
Black	£14.73	16.9%	£14.66	18.6%	£16.07	15.5%	£15.61	18.1%
Mixed	£15.65	11.7%	£16.34	9.2%	£18.26	3.9%	£18.92	0.7%
Other	£17.76	-0.2%	£16.64	7.6%	£18.98	0.2%	£19.28	-1.2%

Figure 0-25: Trends in Overall Ethnicity Pay Gap



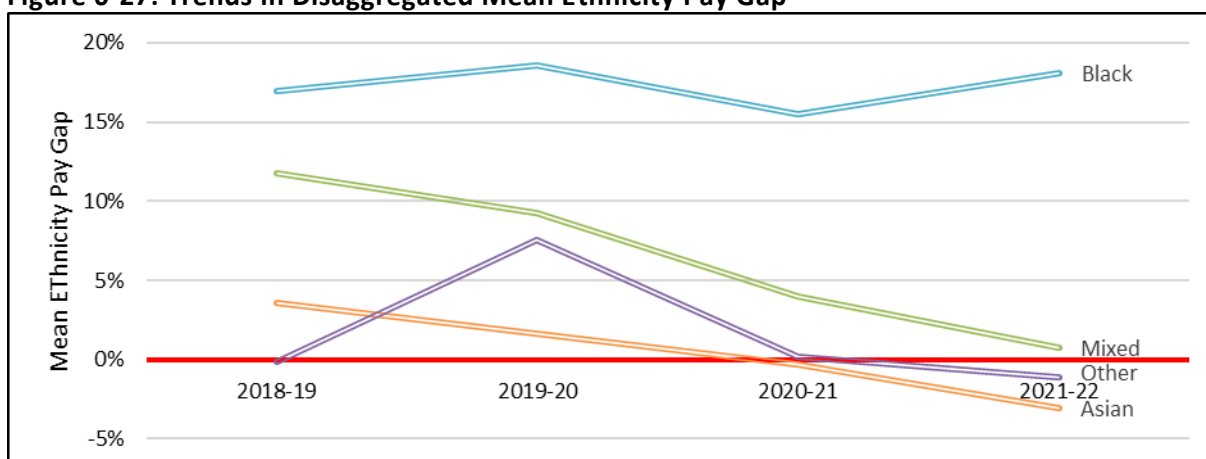
Note: Visualised data are based on data presented in Table 0-21. Scotland and UK 2020-21 snapshot benchmark data from Advance HE [Equality in Higher Education: Staff Statistical Report 2022](#) (p. 186).

Figure 0-26: Trends in Disaggregated Median Ethnicity Pay Gap



Note: Visualised data are based on data presented in Table 0-21.

Figure 0-27: Trends in Disaggregated Mean Ethnicity Pay Gap



Note: Visualised data are based on data presented in Table 0-21.

Ethnicity Pay Gap by Job Type

Disaggregating EPG by job type shows a large academic EPG that is consistently far higher than in benchmarks (Table 0-22, Figure 0-28, Figure 0-29). Potential reasons include higher turnover (BAME staff occupying lower spine points within grades) and lower promotion rates (BAME staff occupying lower grades) relative to White academics.

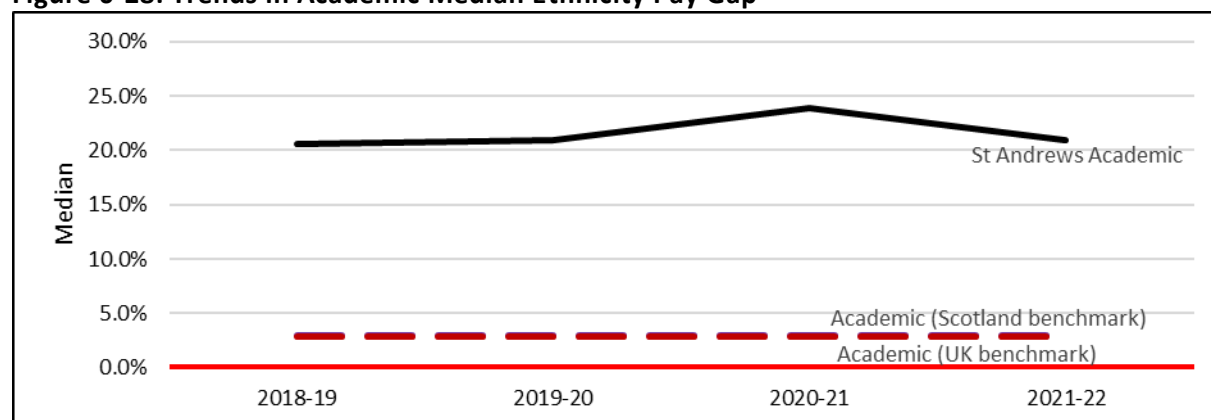
PS staff show negative EPGs (Table 0-22, Figure 0-30, Figure 0-31) which reflects the slightly lower proportions of BAME PS staff below grade 5, set against similar distributions of BAME and White staff across higher grades (Figure 0-19).

Table 0-22: Trends in Ethnicity Pay Gap by Job Family

		2018-19		2019-20		2020-21		2021-22	
		hourly rate	pay gap	hourly rate	pay gap	hourly rate	pay gap	hourly rate	pay gap
Academic									
Median									
	White	£24.46	-	£24.47	-	£24.35	-	£24.79	-
	BAME	£19.43	20.6%	£19.34	21.0%	£18.52	24.0%	£19.58	21.0%
Mean									
	White	£26.17	-	£26.65	-	£26.18	-	£26.42	-
	BAME	£21.28	18.7%	£21.08	20.9%	£20.81	20.5%	£21.69	17.9%
Professional Services									
Median									
	White	£12.14	-	£12.60	-	£12.71	-	£13.27	-
	BAME	£15.38	-26.7%	£14.71	-16.7%	£14.75	-16.1%	£14.65	-10.4%
Mean									
	White	£14.20	-	£14.63	-	£14.73	-	£15.11	-
	BAME	£15.01	-5.7%	£15.24	-4.2%	£15.42	-4.7%	£15.04	0.5%

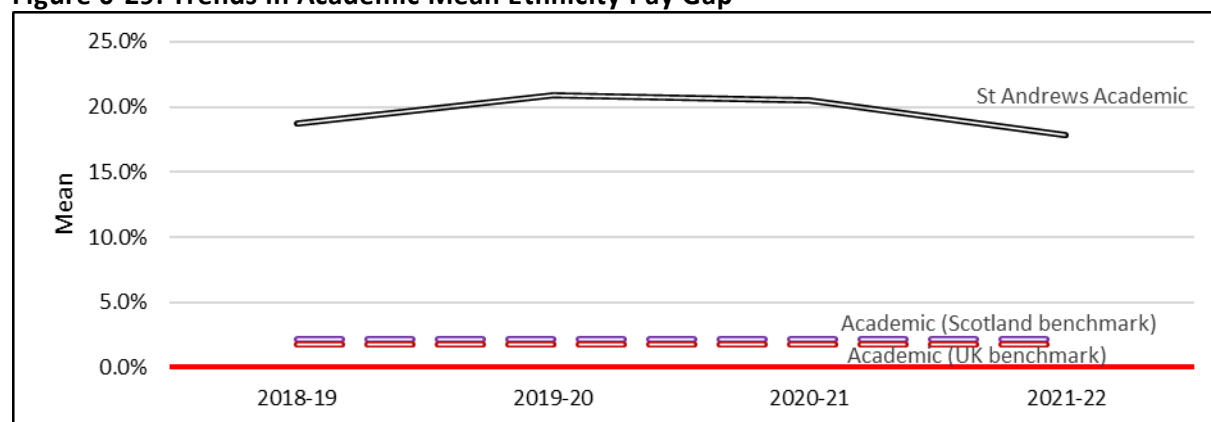
Note: There are too few BAME staff in Technical and Experimental to show this job family's pay gap.

Figure 0-28: Trends in Academic Median Ethnicity Pay Gap



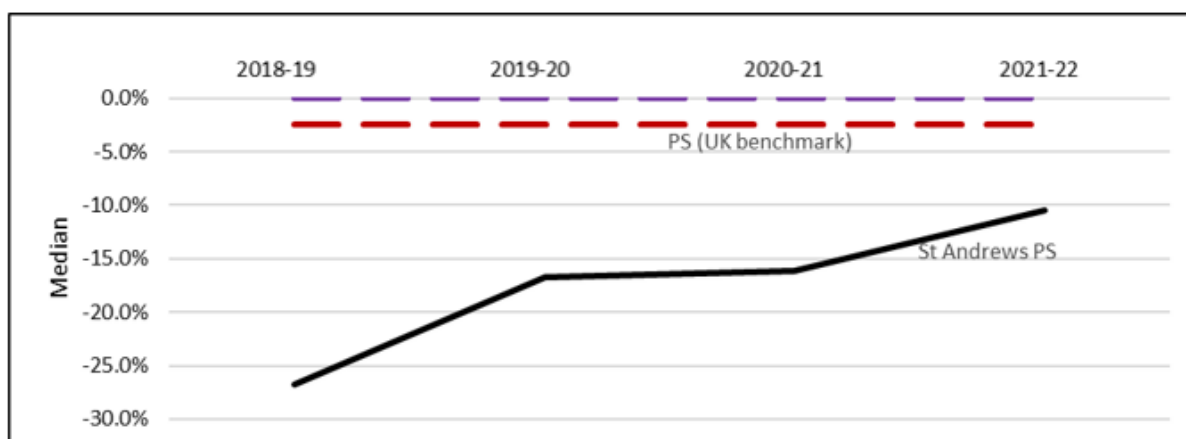
Note: Visualised data are based on data presented in Table 0-22. Scotland and UK 2020-21 snapshot benchmark data from Advance HE [Equality in Higher Education: Staff Statistical Report 2022](#) (p. 186).

Figure 0-29: Trends in Academic Mean Ethnicity Pay Gap



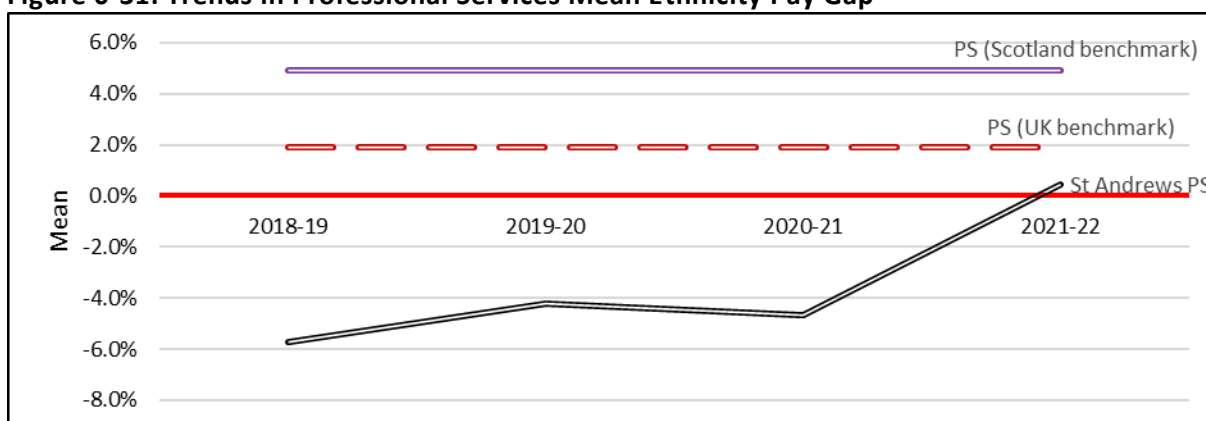
Note: Visualised data are based on data presented in Table 0-22. Scotland and UK 2020-21 snapshot benchmark data from Advance HE [Equality in Higher Education: Staff Statistical Report 2022](#) (p. 186).

Figure 0-30: Trends in Professional Services Median Ethnicity Pay Gap



Note: Visualised data are based on data presented in Table 0-22. Scotland and UK 2020-21 snapshot benchmark data from Advance HE [Equality in Higher Education: Staff Statistical Report 2022](#) (p. 186).

Figure 0-31: Trends in Professional Services Mean Ethnicity Pay Gap



Note: Visualised data are based on data presented in Table 0-22. Scotland and UK 2020-21 snapshot benchmark data from Advance HE [Equality in Higher Education: Staff Statistical Report 2022](#) (p. 186).

Ethnicity Pay Gap by Grade

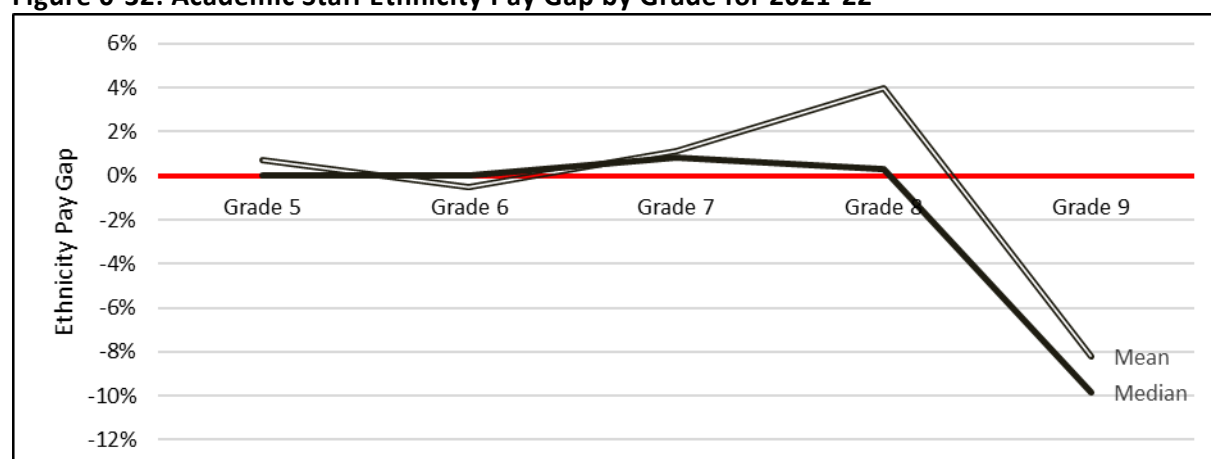
Disaggregating academic staff EPGs by grade reveals EPGs below 4.0% at grades 8 and below (Table 0-23, Figure 0-32). There are negative EPGs at grade 9, but the small numbers of BAME staff at this grade make these data hard to interpret (Figure 0-7).

Disaggregation of professional services staff EPGs by grade is presented for completeness (Table 0-24, Figure 0-33) though numbers are too small for robust interpretation (Figure 0-19).

Table 0-23: Trends in Ethnicity Pay Gap by Grade in Academic Staff

			2018-19		2019-20		2020-21		2021-22	
			hourly rate	pay gap	hourly rate	pay gap	hourly rate	pay gap	hourly rate	pay gap
Median										
Grade 5	White		£15.35		£15.47		£14.65		£14.81	
	BAME		£14.48	5.7%	£15.03	2.9%	£14.65	0.0%	£14.81	0.0%
	Not known		-	-	£14.59	5.7%	£14.65	0.0%	£15.03	-1.5%
Grade 6	White		£17.41		£17.51		£17.51		£17.93	
	BAME		£17.78	-2.1%	£17.70	-1.1%	£17.70	-1.1%	£17.93	0.0%
	Not known		£17.89	-2.7%	£18.35	-4.8%	£18.35	-4.8%	£16.90	5.7%
Grade 7	White		£23.31		£23.50		£23.69		£23.11	
	BAME		£23.14	0.7%	£23.07	1.8%	£23.37	1.3%	£22.91	0.8%
	Not known		£23.25	0.3%	£23.76	-1.1%	£24.24	-2.3%	£24.07	-4.1%
Grade 8	White		£27.32		£27.54		£28.23		£28.66	
	BAME		£26.72	2.2%	£27.23	1.1%	£28.05	0.7%	£28.56	0.3%
	Not known		£27.27	0.2%	£28.36	-3.0%	£28.36	-0.5%	£27.83	2.9%
Grade 9	White		£39.15		£39.16		£39.01		£38.74	
	BAME		£38.93	0.5%	£39.79	-1.6%	£42.71	-9.5%	£42.55	-9.8%
	Not known		£40.65	-3.8%	£40.98	-4.6%	£38.68	0.8%	£39.17	-1.1%
Mean										
Grade 5	White		£15.27		£15.50		£14.76		£15.15	
	BAME		£14.94	2.2%	£15.17	2.1%	£14.78	-0.1%	£15.04	0.7%
	Not known		-	-	£14.66	5.4%	£14.63	0.9%	£14.83	2.1%
Grade 6	White		£17.61		£17.57		£17.71		£18.04	
	BAME		£17.79	-1.0%	£17.75	-1.1%	£17.72	-0.1%	£18.13	-0.5%
	Not known		£18.10	-2.8%	£18.23	-3.8%	£18.14	-2.4%	£17.86	1.0%
Grade 7	White		£23.08		£22.84		£22.87		£22.91	
	BAME		£22.95	0.6%	£22.76	0.3%	£22.72	0.7%	£22.66	1.1%
	Not known		£23.06	0.1%	£23.28	-2.0%	£24.04	-5.1%	£23.59	-3.0%
Grade 8	White		£27.11		£27.33		£27.64		£27.82	
	BAME		£26.75	1.3%	£26.99	1.3%	£27.37	1.0%	£26.71	4.0%
	Not known		£27.33	-0.8%	£27.97	-2.3%	£27.93	-1.1%	£26.18	5.9%
Grade 9	White		£41.77		£41.44		£41.10		£40.85	
	BAME		£42.00	-0.5%	£44.13	-6.5%	£45.26	-10.1%	£44.20	-8.2%
	Not known		£41.35	1.0%	£41.44	0.0%	£40.80	0.7%	£41.80	-2.3%

Figure 0-32: Academic Staff Ethnicity Pay Gap by Grade for 2021-22

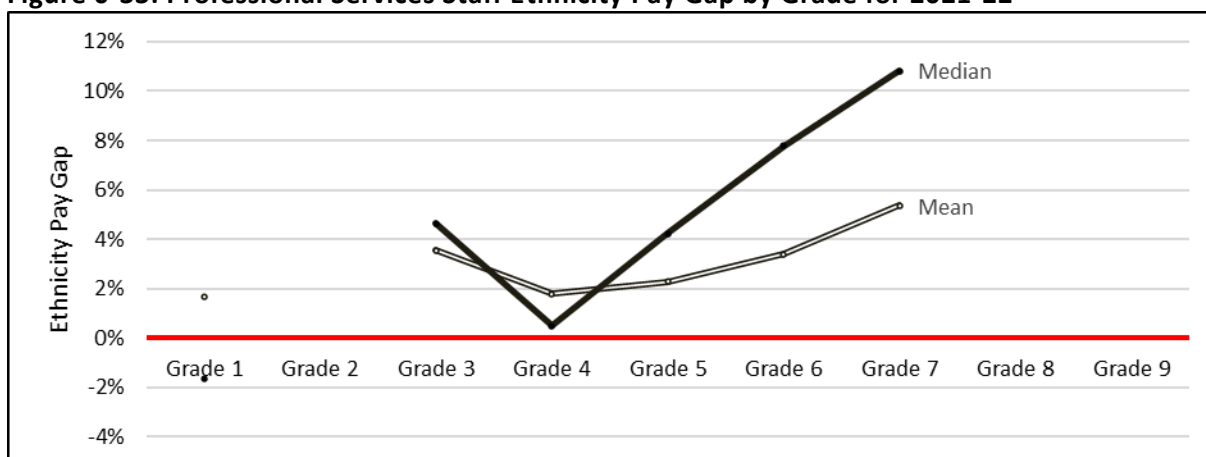


Note: Visualised data are based on data presented in Table 0-23.

Table 0-24: Trends in Ethnicity Pay Gap by Grade in Professional Services Staff

		2018-19		2019-20		2020-21		2021-22	
		hourly rate	pay gap	hourly rate	pay gap	hourly rate	pay gap	hourly rate	pay gap
Median									
Grade 1	White	£9.09		£9.30		£9.56		£9.90	
	BAME	£9.09	0.0%	£9.30	0.0%	£9.58	-0.1%	£9.74	1.7%
	Not known	£9.09	0.0%	£9.30	0.0%	£9.56	0.0%	£9.90	0.0%
Grade 2	White	£9.24		£9.49		£9.67		£10.06	
	BAME	-	-	-	-	-	-	-	-
	Not known	£9.12	1.3%	£9.75	-2.7%	-	-	£9.90	1.6%
Grade 3	White	£10.58		£10.90		£11.00		£11.18	
	BAME	-	-	£10.69	2.0%	£10.80	1.8%	£10.66	4.6%
	Not known	£10.87	-2.8%	£10.97	-0.6%	£11.06	-0.6%	£10.77	3.6%
Grade 4	White	£12.50		£12.69		£12.69		£12.89	
	BAME	-	-	-	-	£12.69	0.0%	£12.82	0.5%
	Not known	£12.98	-3.8%	£13.07	-3.0%	£12.69	0.0%	-	-
Grade 5	White	£15.03		£15.59		£15.64		£15.68	
	BAME	£14.12	6.1%	£15.14	2.9%	£15.20	2.8%	£15.02	4.2%
	Not known	£15.48	-3.0%	£16.06	-3.0%	£16.11	-3.0%	£15.57	0.7%
Grade 6	White	£18.42		£18.78		£18.78		£18.88	
	BAME	£17.89	2.9%	£17.82	5.1%	£17.82	5.1%	£17.41	7.8%
	Not known	£17.89	2.9%	£18.78	0.0%	£19.21	-2.3%	£19.52	-3.4%
Grade 7	White	£23.06		£22.70		£23.07		£23.30	
	BAME	£20.74	10.1%	£21.75	4.2%	£22.40	2.9%	£20.78	10.8%
	Not known	£24.73	-7.2%	£24.47	-7.8%	£24.47	-6.1%	£24.79	-6.4%
Mean									
Grade 1	White	£8.86		£9.14		£9.44		£9.86	
	BAME	£8.88	-0.2%	£9.06	0.9%	£9.39	0.4%	£9.70	1.7%
	Not known	£8.98	-1.3%	£9.16	-0.2%	£9.41	0.2%	£9.84	0.2%
Grade 2	White	£8.86		£9.14		£9.44		£9.86	
	BAME	£8.88	-	£9.06	-	£9.39	-	£9.70	-
	Not known	£8.98	-1.3%	£9.16	-0.2%	£9.41	-	£9.84	0.2%
Grade 3	White	£10.53		£10.80		£10.85		£11.07	
	BAME	-	-	£10.71	0.8%	£10.70	1.4%	£10.68	3.6%
	Not known	£10.50	0.3%	£10.78	0.1%	£14.36	-32.4%	£10.97	0.9%
Grade 4	White	£12.52		£12.69		£12.73		£12.84	
	BAME	-	-	-	-	£12.84	-0.8%	£12.61	1.8%
	Not known	£12.63	-0.9%	£12.98	-2.3%	£11.93	6.3%	-	-
Grade 5	White	£15.52		£15.88		£15.54		£15.81	
	BAME	£14.54	6.3%	£15.07	5.1%	£15.22	2.1%	£15.44	2.3%
	Not known	£15.37	1.0%	£16.50	-3.9%	£16.28	-4.7%	£15.42	2.5%
Grade 6	White	£18.22		£18.49		£18.23		£18.54	
	BAME	£18.07	0.8%	£18.05	2.3%	£17.51	3.9%	£17.91	3.4%
	Not known	£18.22	0.0%	£19.15	-3.6%	£19.06	-4.5%	£19.56	-5.5%
Grade 7	White	£22.81		£22.65		£22.68		£22.98	
	BAME	£21.28	6.7%	£21.63	4.5%	£22.05	2.8%	£21.75	5.4%
	Not known	£24.52	-7.5%	£24.21	-6.9%	£24.31	-7.2%	£25.07	-9.1%

Figure 0-33: Professional Services Staff Ethnicity Pay Gap by Grade for 2021-22



Note: Visualised data are based on data presented in Table 0-24. No data are shown for grades at which there are no BAME staff employed.

Relevant Action Outline

D6: Model impact of different interventions on ethnicity pay gap and associated costs

5. Academic Staff: Recruitment, Progression and Development

Section Summary: BAME people are disadvantaged at recruitment and promotion, particularly in Science & Medicine. Actions to reform internal processes are proposed.

5a Academic Recruitment

Academic Recruitment Overall

The University advertises academic posts on vacancies.st-andrews.ac.uk, jobs.ac.uk, and discipline-specific sites. Recruitment reviewed the success of posting to BAME-targeted recruitment sites e.g. blackfemaleprofessorsforum.org and found response rates to be poor so no longer do this. Standardised text regarding minority ethnic recruitment and EDI is included in job advertisements (Quote 0-1) and some Schools require applicants to demonstrate commitment to equalities work in application materials (see Section [8a](#)). Positive action is not currently a standard component of the selection process; however, this will be introduced [**Action-D2**] as one component of a broader programme to modernise recruitment [**Action-D1**].

Applications are particularly welcome from people from Black, Asian and Minority Ethnic (BAME) backgrounds, and other protected characteristics who are under-represented in professional posts at the University.

Equality, diversity and inclusion are at the heart of the St Andrews experience. We strive to create a fair and inclusive culture demonstrated through our commitment to diversity awards (Athena Swan, Carer Positive, LGBT Charter and Race Charters). We celebrate diversity by promoting profiles of BAME, LGBTIQ+ staff and supporting networks including the Staff BAME Network; Staff with Disabilities Network; Staff LGBTIQ+ Network; and the Staff Parents & Carers Network. Full details available online: <https://www.st-andrews.ac.uk/hr/edi/>

Quote 0-1: Standard text used in job advertisements

Work to tackle recruitment biases is primarily undertaken at School level, with School EDI teams using Planning data and working with School and institutional leadership teams to develop actions. This affords opportunity for targeted local action (e.g. Psychology & Neuroscience have amended essential and desirable criteria to include commitments to EDI) but also results in a lack of institutional procedural uniformity. Recruitment has been identified as a key priority in the People Strategy 2023-27 with a series of actions to support a modern and inclusive approach.

BAME staff were more likely than White staff to consider the ethnic/racial diversity of the University (Figure 0-6A; though this is not an exclusively BAME concern; Quote 0-2) and expressed marginally less favourable perceptions of recruitment (Figure 0-1). Some staff expressed that their Schools have poor track-records of recruiting BAME staff (Quote 0-3).

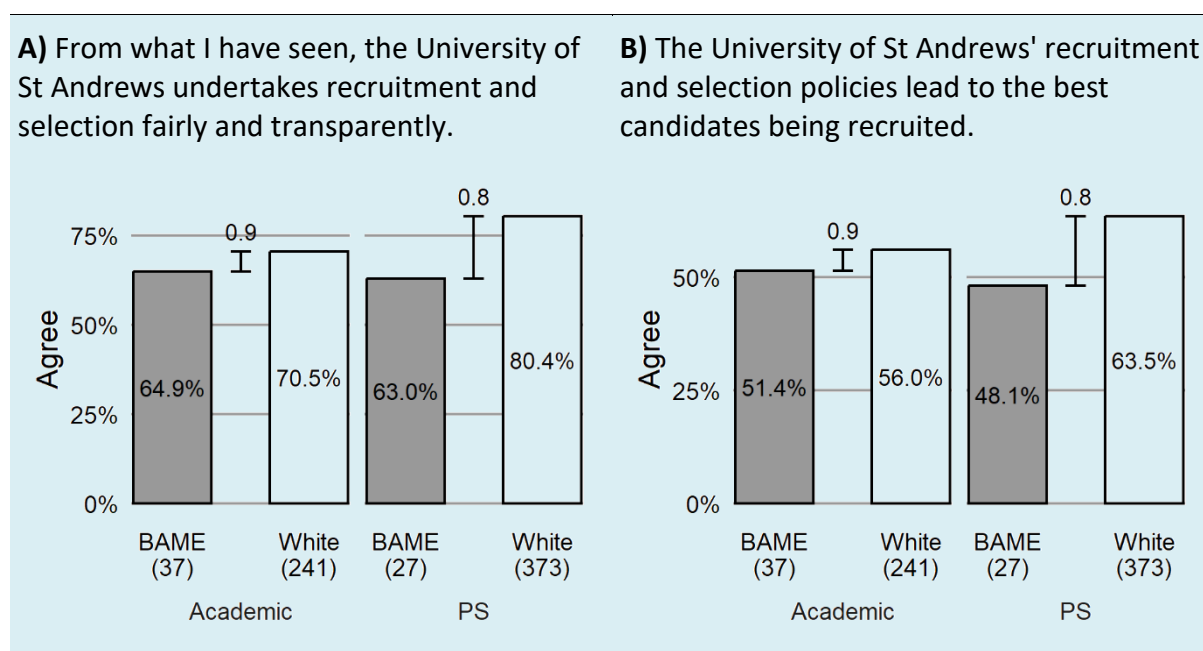
“Before joining the University of St Andrews, I thought of it as a ‘very White institution’ and I felt uncomfortable with the exclusionary privilege of the university.”

Quote 0-2: REC Survey Respondent—White, academic

“[W]e have not recruited a single other member of staff from an ethnic minority [to my large department] in all my time here. 100% of our recruitment is White people... We don't even try to address the underrepresentation of minorities in my department.”

Quote 0-3: REC Survey Respondent— BAME, UK identity, man, academic

Figure 0-1: Perceptions of Recruitment Processes Amongst Academic and PS Staff



Below, we show percentages ethnicity at application, shortlist, and offer. We refer to the reduction in percentages of BAME candidates at recruitment stage as BAME attrition (Table 0-1, Figure 0-2).

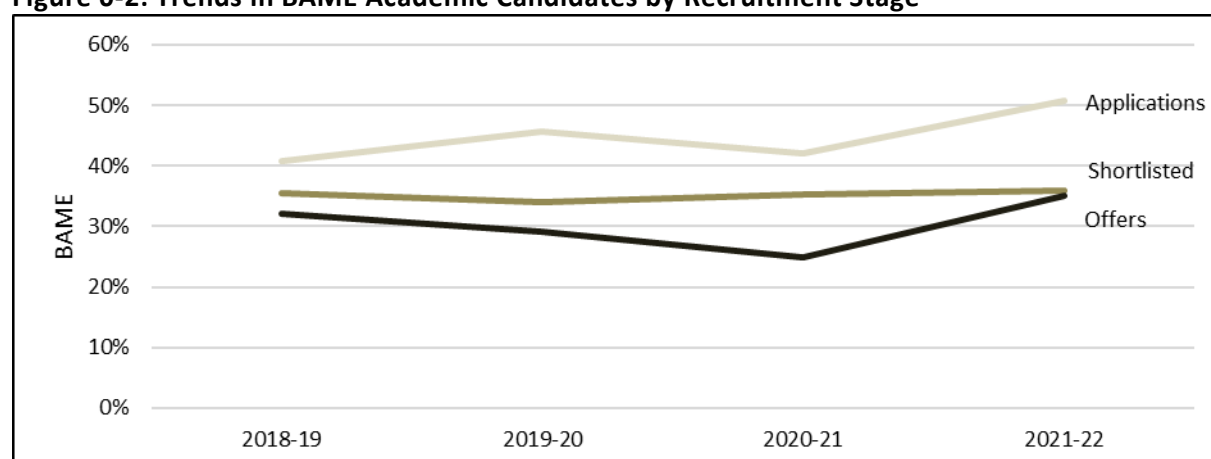
Despite a recent increase in application rates, BAME attrition is evident regardless of nationality (Table 0-2, Figure 0-3), faculty (Table 0-3, Figure 0-4, Figure 0-5), and gender (Table 0-4, Figure 0-6, Figure 0-7). The nationality disaggregation suggests that BAME attrition is not explained by familiarity with the UK system (it is particularly severe in UK candidates). It also appears particularly prominently in Science & Medicine. Attrition is not driven by candidate withdrawals, which occurred at ~3.5%/vacancy, and was less likely in BAME applicants.

Tackling BAME candidate attrition will increase BAME representation and is a priority for recruitment reform [**Action-D1**]. Given high BAME applicant levels, efforts will initially be directed to internal processes, rather than broadening the advertisement reach.

Table 0-1: Trends in Recruitment to Academic Posts by Stage and Ethnicity

	2018-19		2019-20		2020-21		2021-22	
	N	%	N	%	N	%	N	%
BAME								
Applications	1166	40.7%	1530	45.7%	1802	42.2%	1796	50.7%
Shortlisted	185	35.4%	176	34.1%	206	35.3%	223	36.0%
Offers	53	32.1%	45	29.0%	45	25.0%	71	35.1%
White								
Applications	1541	53.8%	1648	49.2%	2244	52.5%	1565	44.1%
Shortlisted	302	57.9%	313	60.7%	348	59.7%	363	58.6%
Offers	105	63.6%	104	67.1%	125	69.4%	122	60.4%
Not known								
Applications	155	5.4%	171	5.1%	227	5.3%	184	5.2%
Shortlisted	35	6.7%	27	5.2%	29	5.0%	33	5.3%
Offers	7	4.2%	6	3.9%	10	5.6%	9	4.5%
Total								
Applications	2862	100.0%	3349	100.0%	4273	100.0%	3545	100.0%
Shortlisted	522	100.0%	516	100.0%	583	100.0%	619	100.0%
Offers	165	100.0%	155	100.0%	180	100.0%	202	100.0%

Note: N represents number of applicants at each stage.

Figure 0-2: Trends in BAME Academic Candidates by Recruitment Stage

Note: Visualised data are based on data presented in Table 0-1.

Academic Recruitment by Nationality

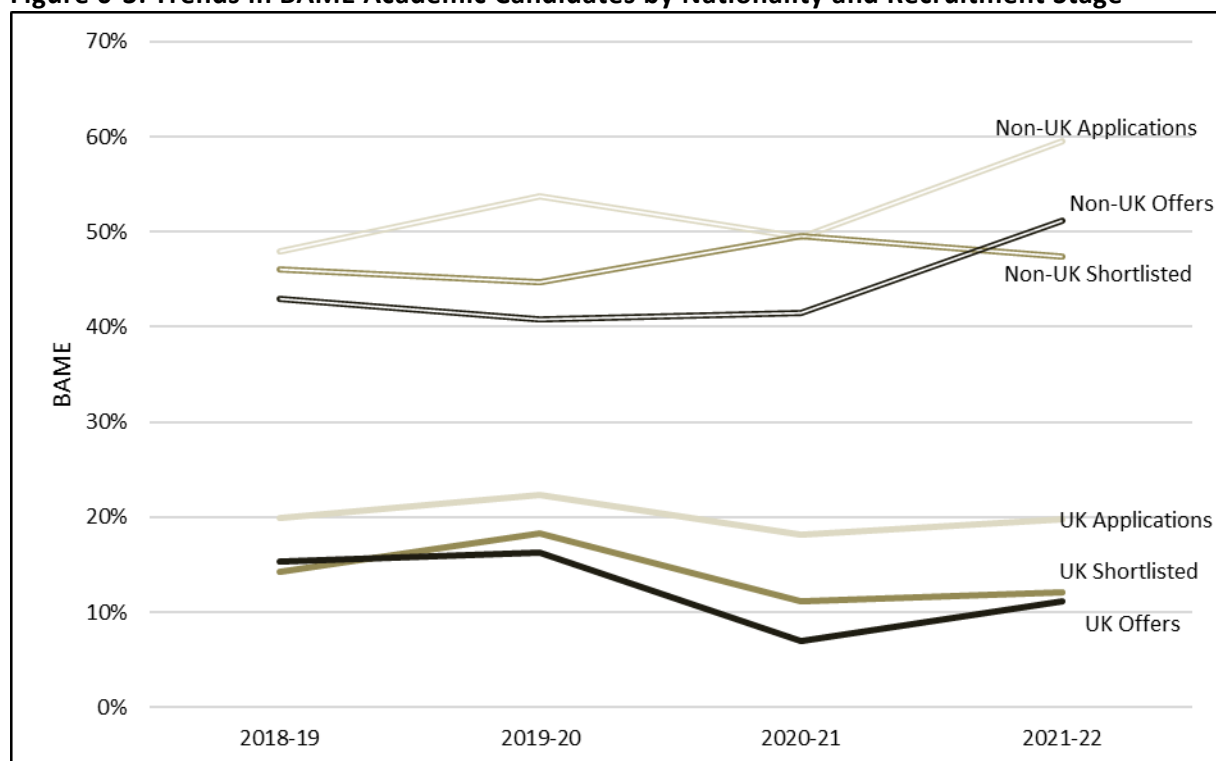
Table 0-2, Figure 0-2 and Figure 0-3 show that there is BAME attrition in non-UK and UK BAME candidates. The 2021-22 UK BAME offer share, .56 of the applicant share, is lower than the non-UK BAME offer share, .86. Counter to narratives around familiarity with the UK system, UK BAME candidates appear particularly disadvantaged by internal processes.

Table 0-2: Trends in Recruitment to Academic Posts by Stage, Ethnicity, and Nationality

			2018-19		2019-20		2020-21		2021-22	
			N	%	N	%	N	%	N	%
UK										
BAME	Applications			19.9%		22.3%		18.1%		19.8%
	Shortlisted			14.3%		18.4%		11.1%		12.1%
	Offers			15.4%		16.2%		7.0%		11.1%
White	Applications			76.6%		74.0%		78.2%		75.6%
	Shortlisted			80.6%		78.3%		84.7%		79.9%
	Offers			83.1%		81.1%		87.2%		81.5%
Not known	Applications			3.5%		3.7%		3.7%		4.6%
	Shortlisted			5.1%		3.4%		4.2%		8.0%
	Offers			1.5%		2.7%		5.8%		7.4%
Total	Applications			100.0%		100.0%		100.0%		100.0%
	Shortlisted			100.0%		100.0%		100.0%		100.0%
	Offers			100.0%		100.0%		100.0%		100.0%
Non-UK										
BAME	Applications			48.0%		53.8%		49.4%		59.5%
	Shortlisted			46.1%		44.7%		49.6%		47.4%
	Offers			43.0%		40.7%		41.5%		51.2%
White	Applications			45.9%		40.6%		44.8%		35.1%
	Shortlisted			46.4%		48.9%		45.0%		48.6%
	Offers			51.0%		54.3%		53.2%		46.3%
Not known	Applications			6.1%		5.6%		5.8%		5.4%
	Shortlisted			7.5%		6.5%		5.4%		4.0%
	Offers			6.0%		4.9%		5.3%		2.5%
Total	Applications			100.0%		100.0%		100.0%		100.0%
	Shortlisted			100.0%		100.0%		100.0%		100.0%
	Offers			100.0%		100.0%		100.0%		100.0%

Note: N represents number of applicants at each stage.

Figure 0-3: Trends in BAME Academic Candidates by Nationality and Recruitment Stage



Note: Visualised data are based on data presented in Table 0-2.

Academic Recruitment by Faculty

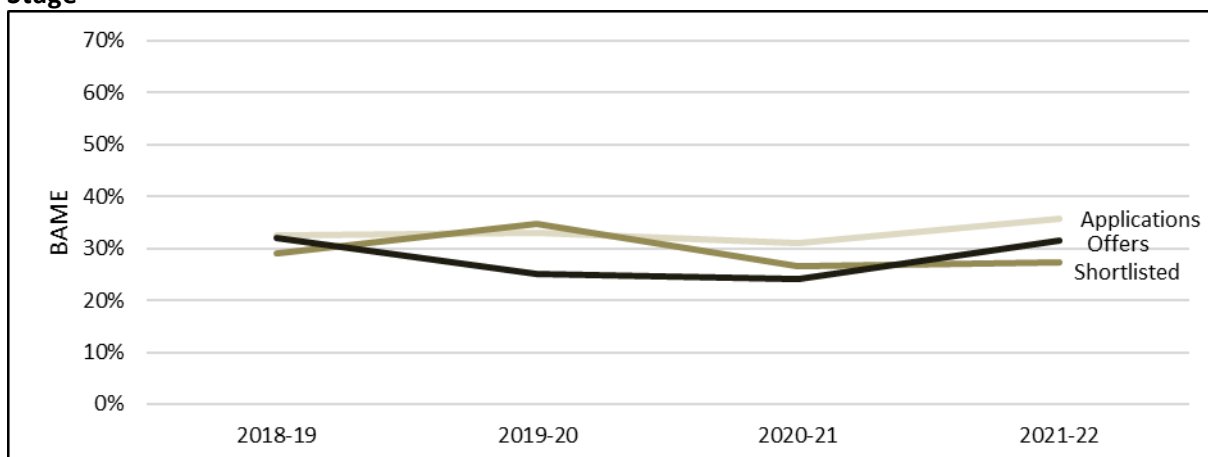
There are higher levels of BAME attrition in Science & Medicine (Table 0-3, Figure 0-5; offer share .59 of applicant share) than Arts & Divinity (Figure 0-4; offer share .87). Such is the magnitude of Science & Medicine BAME attrition that successful targeted intervention would greatly improve the institutional picture. There are no differences in recruitment processes across faculties, so further investigation of process implementation and culture [**Action-D1**], and targeted positive action [**Action-D2**] are priorities.

Table 0-3: Trends in Recruitment to Academic Posts by Stage, Ethnicity, and Faculty

		2018-19		2019-20		2020-21		2021-22	
		N	%	N	%	N	%	N	%
Arts & Divinity									
BAME									
	Applications		32.4%		33.1%		30.9%		35.8%
	Shortlisted		29.0%		34.8%		26.5%		27.3%
	Offers		32.0%		25.0%		24.0%		31.4%
White									
	Applications		62.3%		61.4%		62.6%		56.8%
	Shortlisted		65.2%		59.5%		67.5%		64.5%
	Offers		66.0%		72.5%		72.0%		64.3%
Not known									
	Applications		5.3%		5.6%		6.5%		7.5%
	Shortlisted		5.8%		5.7%		6.0%		8.2%
	Offers		2.0%		2.5%		4.0%		4.3%
Total									
	Applications	1265	100.0%	1458	100.0%	2351	100.0%	1610	100.0%
	Shortlisted		100.0%		100.0%		100.0%		100.0%
	Offers		100.0%		100.0%		100.0%		100.0%
Science & Medicine									
BAME									
	Applications		47.3%		55.4%		56.0%		63.0%
	Shortlisted		38.1%		33.8%		38.8%		40.9%
	Offers		32.2%		30.4%		25.4%		37.1%
White									
	Applications		47.2%		39.8%		40.1%		33.6%
	Shortlisted		54.8%		61.2%		56.6%		55.4%
	Offers		62.6%		65.2%		68.5%		58.3%
Not known									
	Applications		5.5%		4.8%		3.9%		3.3%
	Shortlisted		7.1%		5.0%		4.6%		3.8%
	Offers		5.2%		4.3%		6.2%		4.5%
Total									
	Applications	1597	100.0%	1891	100.0%	1906	100.0%	1935	100.0%
	Shortlisted		100.0%		100.0%		100.0%		100.0%
	Offers		100.0%		100.0%		100.0%		100.0%

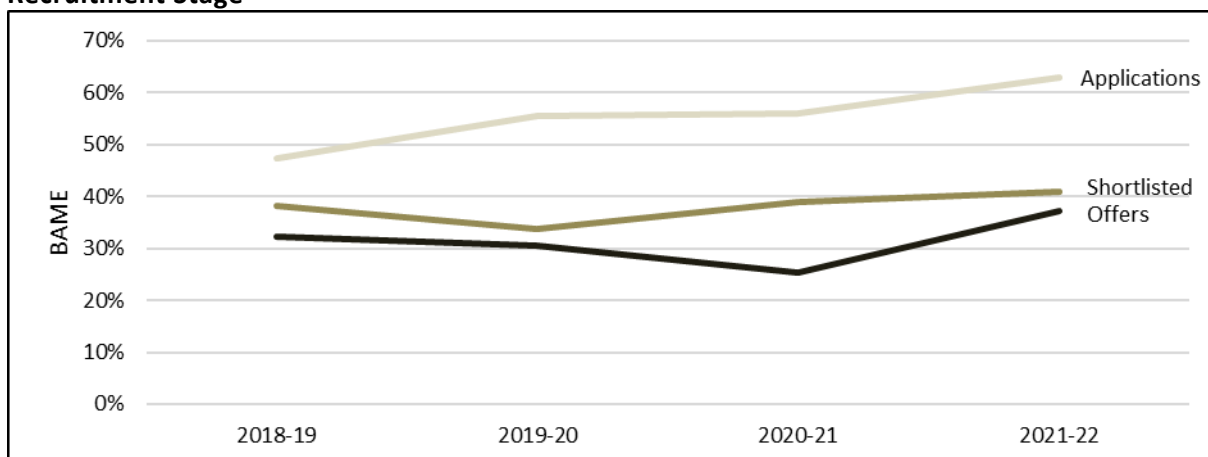
Note: N represents number of applicants at each stage.

Figure 0-4: Trends in BAME Candidates for Arts & Divinity Academic Posts by Recruitment Stage



Note: Visualised data are based on data presented in Table 0.3.

Figure 0-5: Trends in BAME Candidates for Science & Medicine Academic Posts by Recruitment Stage



Note: Visualised data are based on data presented in Table 0.3.

Academic Recruitment by Gender

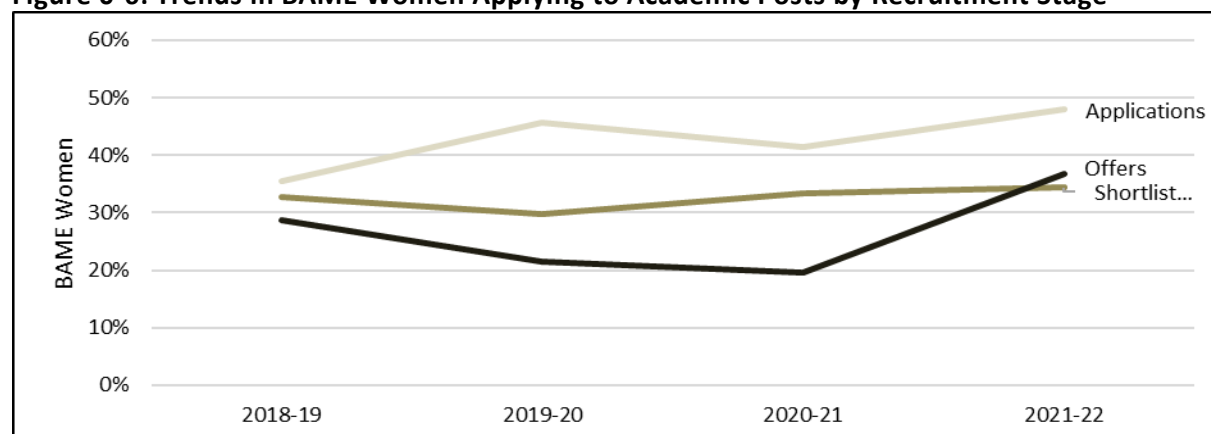
There is no specific disadvantage to BAME women (Table 0-4, Figure 0-6; offer share .77 of applicant share) compared to BAME men (Figure 0-7; offer share .68). This could be explained by the ongoing Athena Swan work, which placed ethnicity as a 2024 Silver Award intersectional priority.

Table 0-4: Trends in Recruitment to Academic Posts by Stage, Ethnicity, and Gender

		2018-19		2019-20		2020-21		2021-22	
		N	%	N	%	N	%	N	%
Women									
BAME	Applications	398	35.4%	544	45.7%	624	41.4%	598	47.9%
	Shortlisted	69	32.7%	66	29.7%	81	33.5%	90	34.4%
	Offers	19	28.8%	18	21.4%	16	19.5%	35	36.8%
White	Applications	704	62.7%	625	52.5%	859	57.0%	631	50.6%
	Shortlisted	138	65.4%	153	68.9%	158	65.3%	168	64.1%
	Offers	47	71.2%	66	78.6%	65	79.3%	60	63.2%
Men									
BAME	Applications	750	46.5%	971	48.3%	1160	45.1%	1186	55.5%
	Shortlisted	114	40.1%	108	39.6%	123	38.8%	132	40.4%
	Offers	34	37.0%	26	40.0%	28	31.1%	36	37.5%
White	Applications	825	51.1%	1002	49.9%	1352	52.6%	902	42.2%
	Shortlisted	163	57.4%	158	57.9%	186	58.7%	191	58.4%
	Offers	58	63.0%	38	58.5%	60	66.7%	59	61.5%

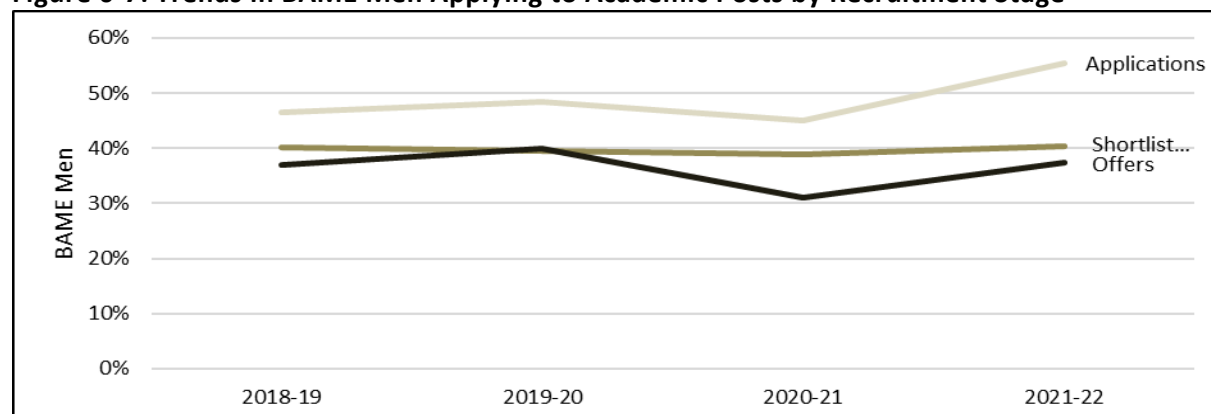
Note: N represents number of applicants at each stage. Applicants who did not give ethnicity and/or gender information are not shown.

Figure 0-6: Trends in BAME Women Applying to Academic Posts by Recruitment Stage



Note: Visualised data are based on data presented in Table 0-4.

Figure 0-7: Trends in BAME Men Applying to Academic Posts by Recruitment Stage



Note: Visualised data are based on data presented Table 0-4.

Relevant Action Outlines

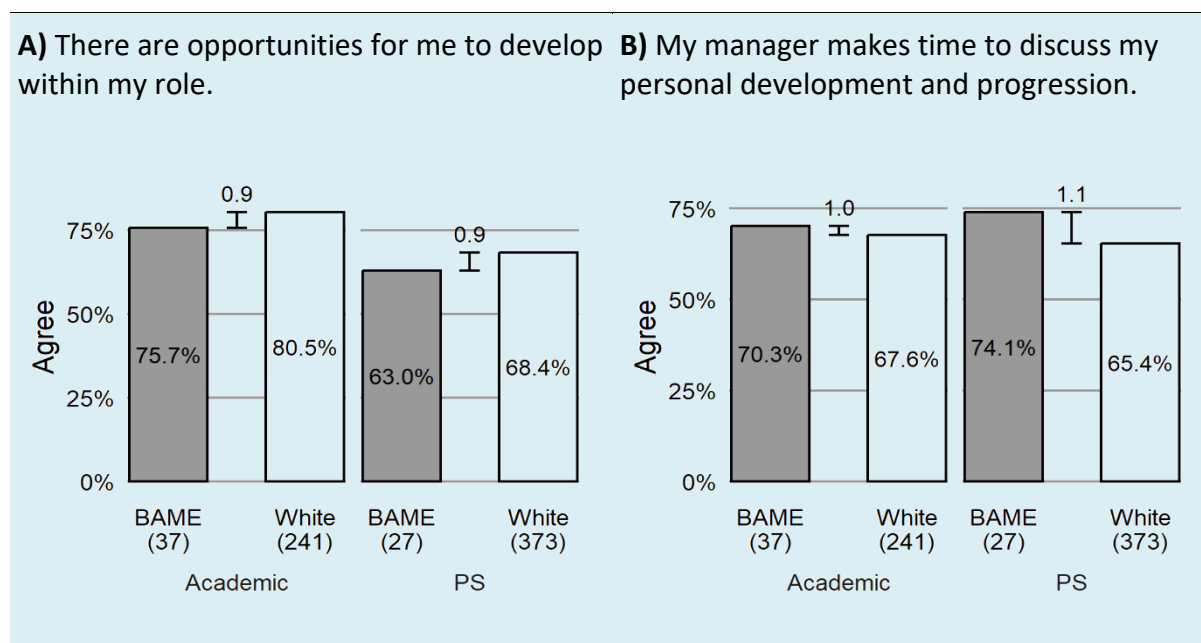
D1: Evaluate and reform recruitment and selection processes

D2: Develop an institutional positive action plan

5b Training

BAME and White academic staff agree equally that they can develop within their roles and have opportunities to discuss their development (Figure 0-8).

Figure 0-8: Attitudes Towards Training and Development Amongst Academic and PS Staff



Academic staff access internal development content via Organisational and Staff Development Services (OSDS). OSDS is introduced at induction, and send regular all-staff emails. Training includes:

- Passport to Management Excellence (targeting all staff): structured manager development.
- Passport to Research Futures (primarily research staff): project management, leadership, securing funding, building research profile, public engagement.
- LinkedIn Learning (all staff): 16,000 self-directed online courses.
- Enterprise Programmes (all staff): entrepreneurship, starting businesses/social enterprises.
- Elizabeth Garrett Mentoring (academic women): academic leadership.

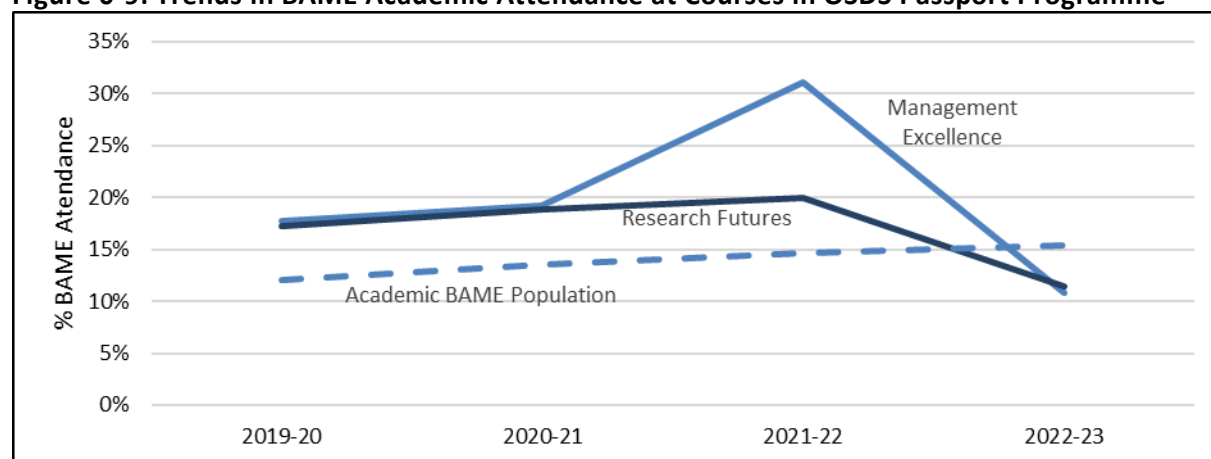
BAME academics are over-represented on “Passport to...” programmes relative to the institutional 15% population (Table 0-5, Figure 0-9). This argues against ‘deficit models’ of BAME under-representation e.g. at grades 8 and 9, and suggests that institutional race equality requires interventions targeted at internal selection processes and culture change. We will implement transformative training in anti-discriminatory behaviours amongst White staff [Action-B1] and institutional priorities for better representation in leadership positions [Action-A7, Action-A12].

Table 0-5: Trends in Academic Staff Attendance at Courses in OSDS Passport Programmes by Ethnicity

	2019-20		2020-21		2021-22		2022-23	
	N	%	N	%	N	%	N	%
Passport to Management Excellence								
BAME	8	17.8%	16	19.3%	19	31.1%	5	10.9%
White	37	82.2%	60	72.3%	42	68.9%	39	84.8%
Not known	<5	0.0%	7	8.4%	<5	0.0%	<5	4.3%
Total	45	100.0%	83	100.0%	61	100.0%	46	100.0%
Passport to Research Futures								
BAME	68	17.3%	85	18.9%	66	19.9%	43	11.4%
White	297	75.4%	329	73.1%	234	70.7%	294	78.2%
Not known	29	7.4%	36	8.0%	31	9.4%	39	10.4%
Total	394	100.0%	450	100.0%	331	100.0%	376	100.0%

Note: N is headcount.

Figure 0-9: Trends in BAME Academic Attendance at Courses in OSDS Passport Programme



Note: Visualised data are based on data presented in Table 5-6. Academic BAME population is drawn from Table 0-1.

External training provision includes:

- Advance HE Aurora (women): leadership development. 6% of academics supported over four years are BAME (Table 0-6). Of BAME staff, one changed role internally, one continues in role with senior leadership commitments, one left.
- Advance HE Diversifying Leadership (early career BAME staff): Supported seven BAME academics to date. Since participating, BAME staff, have had leadership commitments, are working at a higher grade, or have moved to roles at other organisations.

BAME academic participants in Aurora are under-represented relative to the University population, and Diversifying Leadership recruitment is currently carried out by word of mouth. Recruitment will be formalised to ensure fairer allocation [**Action-A6**].

Table 0-6: Trends in Academic Aurora Participants by Ethnicity

	2018-19		2019-20		2020-21		2021-22	
	N	%	N	%	N	%	N	%
BAME		0.0%		10.0%		0.0%		9.1%
White		84.6%		80.0%		100.0%		81.8%
Not known		15.4%		10.0%		0.0%		9.1%
Total		100.0%		100.0%		100.0%		100.0%

Note: N is headcount. Gender not recorded in dataset, but Aurora is restricted to those who identify as women.

Relevant Action Outlines

A6: Invest in leadership training for academic and PS staff, via Advance HE Diversifying Leadership programme, to build and grow a network of BAME leaders

A7: Advance the representation of BAME people in Senior Management Team positions, and the consideration of BAME voices in decision-making

A12: Prioritise the recruitment of BAME people to key institutional committees

B1: Establish a REC MAIT subcommittee on culture and transformative training

5c Appraisal/Development Review

The University runs the [Academic Review and Development Scheme \(ARDS\)](#) for academics. This was developed alongside the [Review and Development Scheme \(RDS\)](#) for professional services (PS) staff, in liaison with local trade unions. Both schemes are designed to be light touch, providing an annual opportunity for individuals to discuss progress and development needs with their line manager.

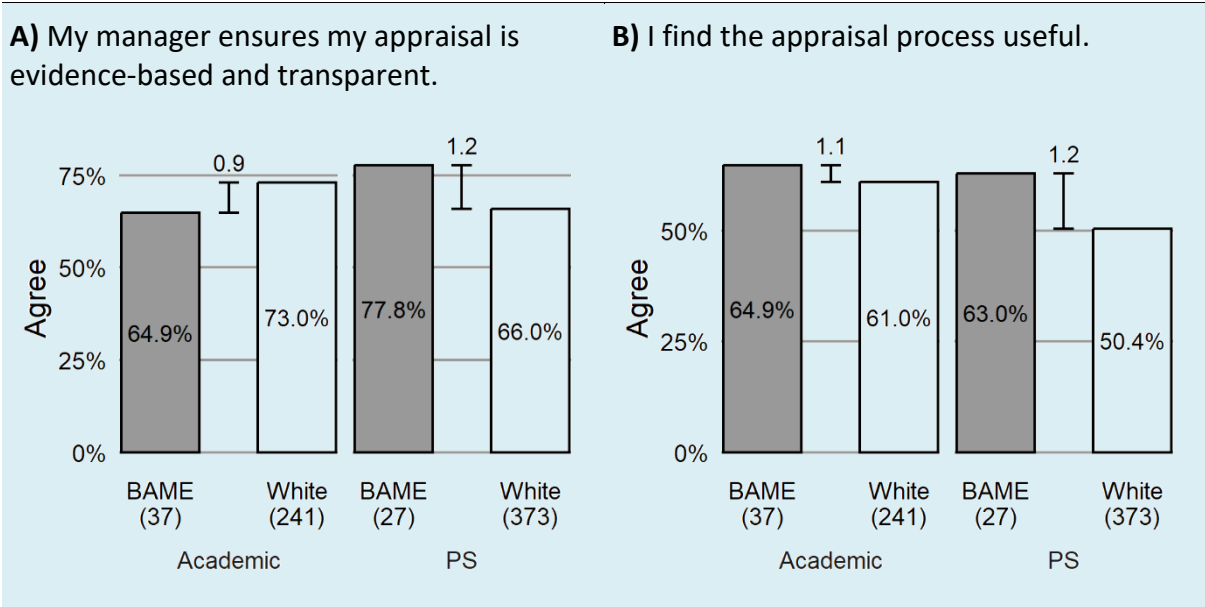
ARDS encourages staff to reflect on achievements, set objectives, discuss issues and identify training needs. It is not a performance evaluation. It is administered locally, on local annual cycles, making central monitoring difficult (no appraisal data is presented below). Longer term, there may be a move towards centralised monitoring, but this is not proposed here.

In the items relating to appraisal in the REC survey, BAME and White academic staff were as likely to agree that ARDS was evidence-based and transparent, and that it was useful (Figure 0-10). Nevertheless, survey respondents also noted that appraisal takes a ‘colour-blind’ approach, ignoring issues relating to race and ethnicity that may impact their work (Quote 0-4).

“There is never any consideration of the additional issues I have because of my ethnicity in my appraisal. This part of my identity is never acknowledged.”

Quote 0-4: REC Survey Respondent— BAME, non-UK, man, academic

Figure 0-10: Attitudes Towards Appraisal Amongst Academic and PS Staff



5d Academic Promotion

Academic Promotion Overall

Candidates self-nominate for promotion, with a written assessment from their Head of School, during an annual call communicated [online](#) and by email. Faculty promotion panels comprise Principal’s Office members and faculty professors (Table 0-20). Promotion criteria are “outstanding performance and practice in combinations of the following areas: i) Research and Scholarship, ii) Teaching and Pedagogical Activities, iii) Impact, Outreach, Knowledge Transfer and Technology Transfer, and iv) Service and Leadership.” Evidence of service/leadership can include a “sustained/significant/leading contribution to the development and achievement of the School/University’s equality and diversity objectives.” Decisions are not made such that the contribution of each criterion to promotion outcomes can be quantified. Nevertheless, there is anecdotal evidence of successful candidates attributing their promotion to EDI activities (Quote 0-5).

“Since 2017, I have held successive EDI roles, which was a contributing factor to my successful promotion in 2019 and 2022. My contributions to EDI at St Andrews have been clearly recognised and rewarded, and these roles have created significant opportunities to develop my career.”

Quote 0-5: Email correspondence — White, woman, academic

Some Schools have promotion application feedback/improvement processes, but there is inconsistency due to varying local priorities. Promotion guidance instructs Heads of School to “monitor the Equality and Diversity profile of promotion applications to check that it is in line with the profile of the School as a whole”. Heads of School are instructed to consult the EDI team to develop an action plan to address any significant discrepancies. We are not aware of any active action plans and, due to changes in EDI personnel, are unsure of the

extent to which discrepancies have been monitored historically [**Action-D4** will embed academic promotion diversity monitoring into Schools' annual planning].

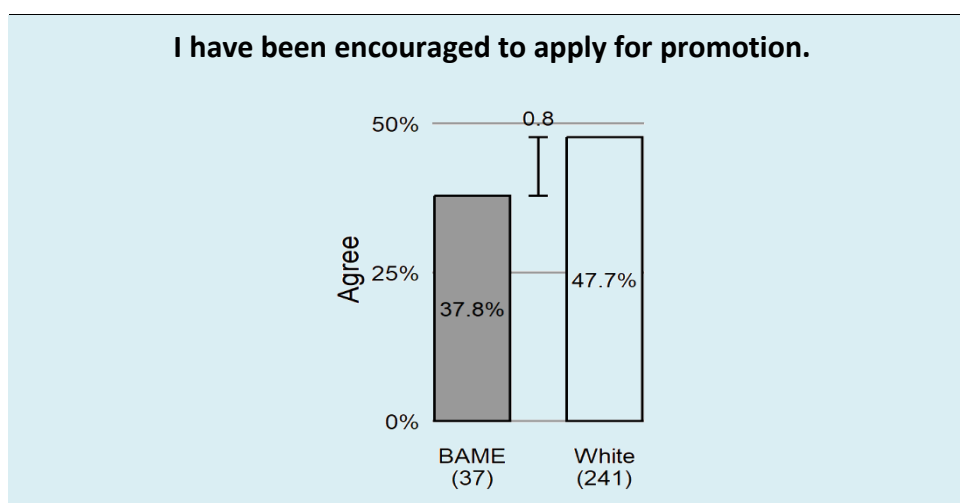
BAME people report the following local issues with promotion:

- External groups ask them to speak to or advocate for minoritised staff and students. These 'invisible' activities are not recognised in workload models or in promotion criteria.
- Promotion criteria do not include external, non-academic EDI/culture-building work that enhances the local community.

'Academic citizenship' will be included in revised promotion criteria, to deal with the above [**Action-D3**].

BAME academics are as likely as White staff to agree that opportunities for development are allocated fairly (Figure 0-8), but less likely to agree that they had been encouraged to apply for promotion (Figure 0-11).

Figure 0-11: Encouragement to Apply for Promotion in Academics

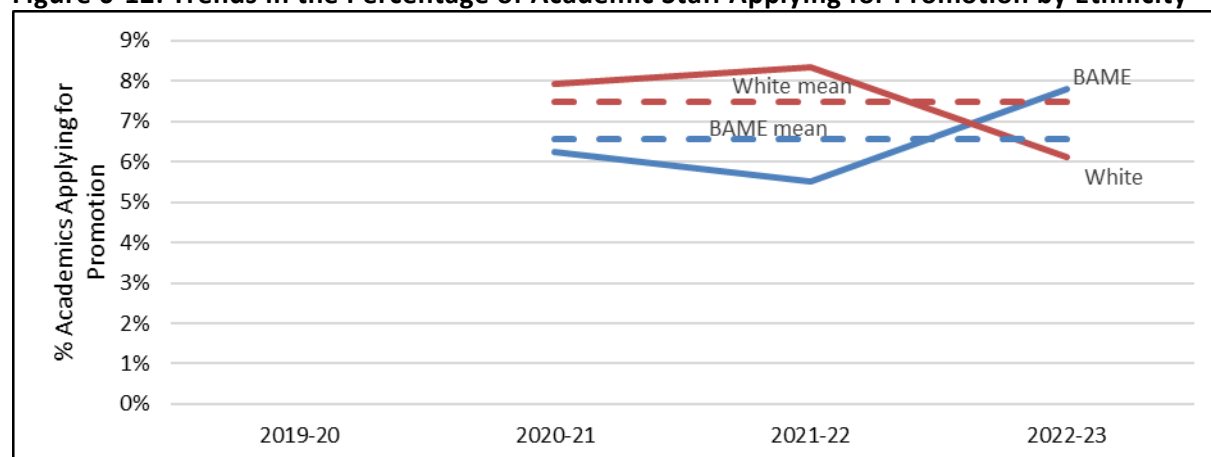


Promotion applications and success rates by ethnicity are similar. Percentages of eligible staff applying over the previous three years are roughly equivalent: 6.6% BAME, 7.5% White (Table 0-7). Success rates over the same period are identical: 6.1% (Table 0-8). These equivalences are positive, but mask differences particularly according to faculty.

Table 0-7: Trends in Promotion Applications by Ethnicity

		2019-20		2020-21		2021-22		2022-23	
		N	%	N	%	N	%	N	%
Promotion Applications	BAME	-	-	11	10.1%	11	10.6%	16	19.3%
	White	-	-	81	74.3%	88	84.6%	63	75.9%
	Not known	-	-	17	15.6%	5	4.8%	4	4.8%
	Total	-	-	109	100.0%	104	100.0%	83	100.0%
Academic Headcount	BAME	148	12.1%	176	13.5%	199	14.7%	205	15.4%
	White	972	79.7%	1020	78.3%	1053	78.0%	1031	77.6%
	Not known	100	8.2%	106	8.1%	98	7.3%	92	6.9%
	Total	1220	100.0%	1302	100.0%	1350	100.0%	1328	100.0%
Academic Staff Applying for Promotion	BAME		-		6.3%		5.5%		7.8%
	White		-		7.9%		8.4%		6.1%
	Not known		-		16.0%		5.1%		4.3%
	Overall		-		8.4%		7.7%		6.3%

Note: N represents number of applicants at each stage or headcount. Due to the COVID-19 pandemic, there was not a promotions round in 2019-20. % Promotion Applications represents the percentage of those applying for promotion of each listed ethnicity category. % Academic Staff Applying for Promotion represents the percentage of the academic staff in that ethnicity category who applied for promotion that year.

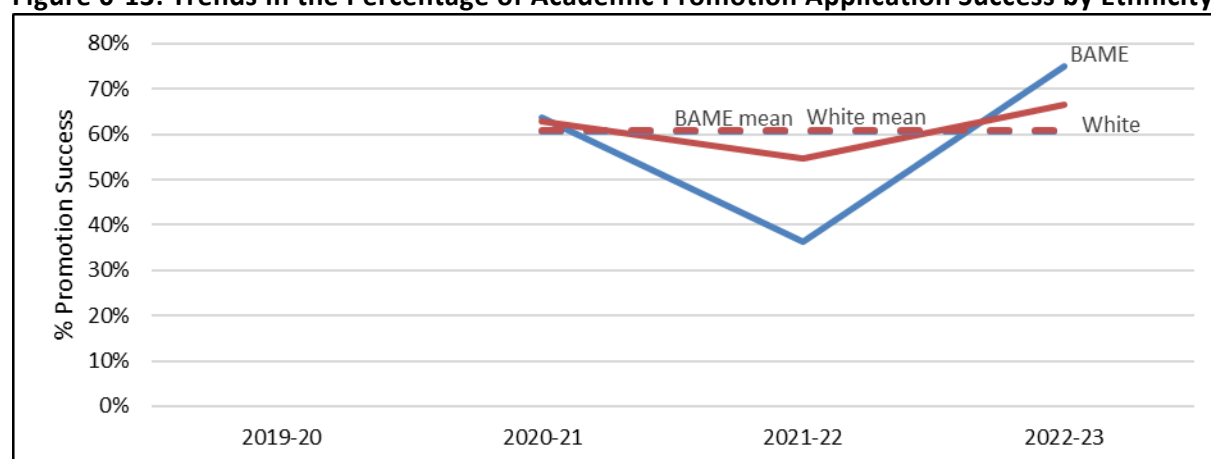
Figure 0-12: Trends in the Percentage of Academic Staff Applying for Promotion by Ethnicity

Note: Visualised data are based on data presented in Table 0-7.

Table 0-8: Trends in Promotion Application Success by Ethnicity

		2020-21 to 2022-23	
		N	%
BAME			
Successful		23	60.5%
Unsuccessful		15	39.5%
Total		38	100.0%
White			
Successful		141	60.8%
Unsuccessful		91	39.2%
Total		232	100.0%
Not known			
Successful		22	84.6%
Unsuccessful		<5	15.4%
Total		26	100.0%

Figure 0-13: Trends in the Percentage of Academic Promotion Application Success by Ethnicity



Note: Visualised data are based on data presented in Table 0-8.

Academic Promotion by Nationality

Disaggregations hereafter deal with small numbers. We present annual data in tables and figures, but also summarise key trends across years in text and figures.

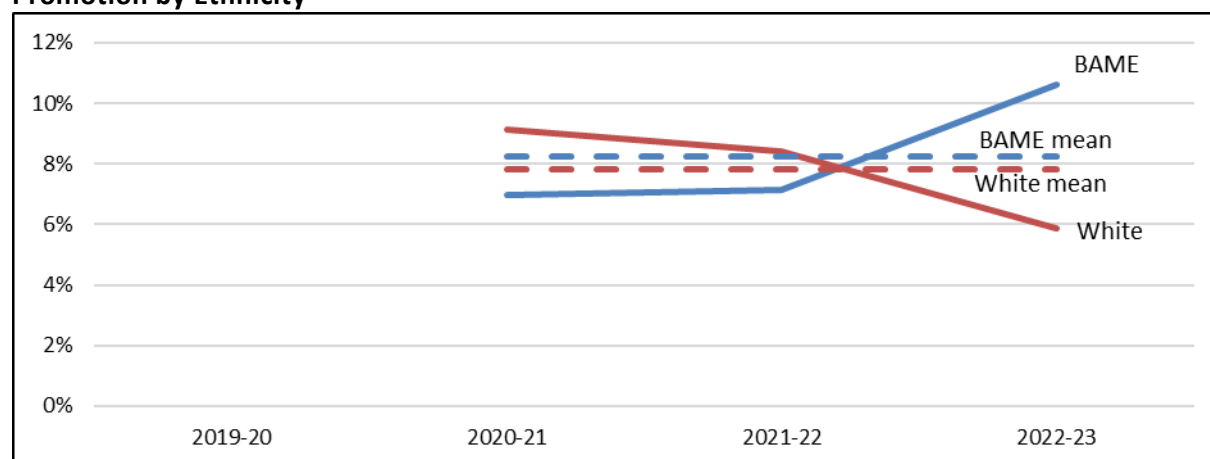
UK staff are marginally more likely to apply for promotion than non-UK staff (7.8% vs. 6.7%), but within these groups, application rates by ethnicity are comparable (Table 0-9, Figure 0-14, Figure 0-15). Nationality does not affect success rates, with all demographic groups succeeding at a mean rate of ~60% (Table 0-10, Figure 0-16, Figure 0-17).

Table 0-9: Trends in Promotion Applications by Ethnicity and Nationality

		2019-20		2020-21		2021-22		2022-23	
		N	%	N	%	N	%	N	%
UK									
Academic Staff Applying for Promotion	BAME		-		7.0%		7.1%		10.6%
	White		-		9.1%		8.4%		5.9%
	Not known		-		14.9%		2.1%		6.5%
	Overall		-		9.4%		8.0%		6.2%
Non-UK									
Academic Staff Applying for Promotion	BAME		-		6.0%		5.1%		7.0%
	White		-		6.0%		8.2%		6.5%
	Not known		-		16.9%		8.0%		2.2%
	Overall		-		7.1%		7.4%		6.3%

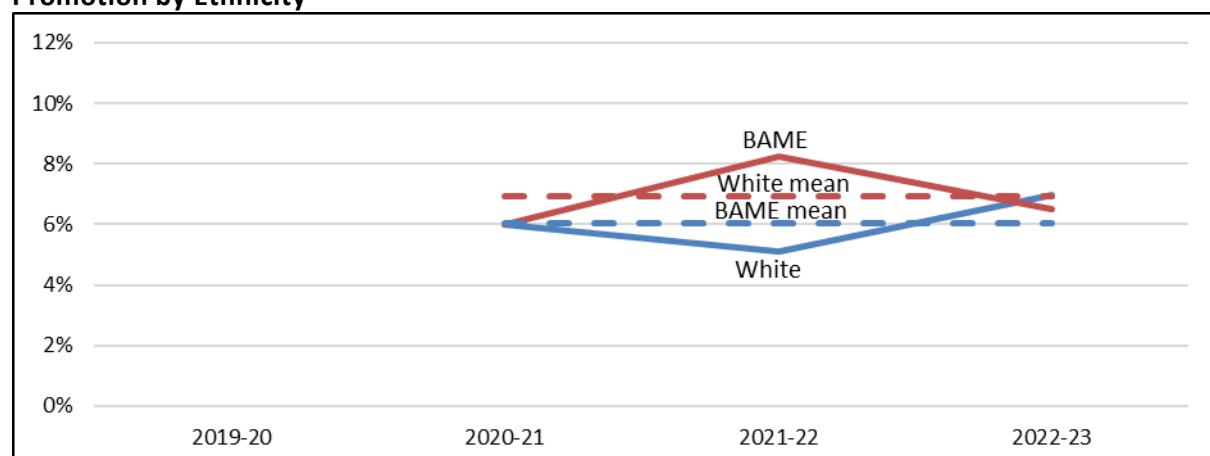
Note: % Academic Staff Applying for Promotion represents the percentage of the academic staff in that ethnicity category who applied for promotion that year.

Figure 0-14: Trends in the Percentage of UK Nationality Academic Staff Applying for Promotion by Ethnicity



Note: Visualised data are based on data presented in Table 0-9.

Figure 0-15: Trends in the Percentage of Non-UK Nationality Academic Staff Applying for Promotion by Ethnicity



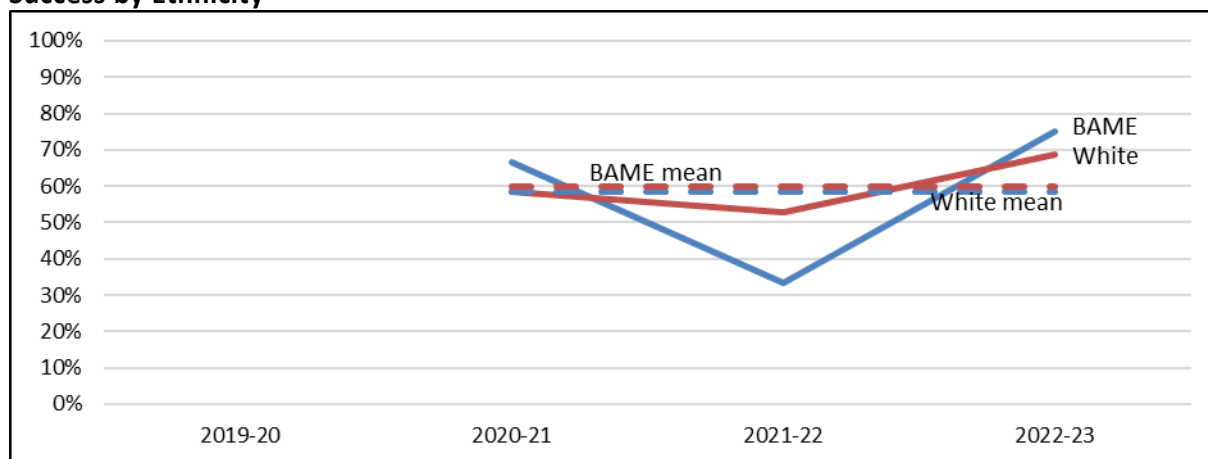
Note: Visualised data are based on data presented in Table 0-9.

Table 0-10: Trends in Promotion Application Success by Ethnicity and Nationality

2020-21 to 2022-23			
		N	%
UK			
BAME			
Successful		15	62.5%
Unsuccessful		9	37.5%
Total		24	100.0%
White			
Successful		66	60.0%
Unsuccessful		44	40.0%
Total		110	100.0%
Not known			
Successful		11	100.0%
Unsuccessful		0	
Total		11	100.0%
Non-UK			
BAME			
Successful		8	57.1%
Unsuccessful		6	42.9%
Total		14	
White			
Successful		71	60.2%
Unsuccessful		47	39.8%
Total		118	100.0%
Not known			
Successful		11	73.3%
Unsuccessful		4	26.7%
Total		15	100.0%

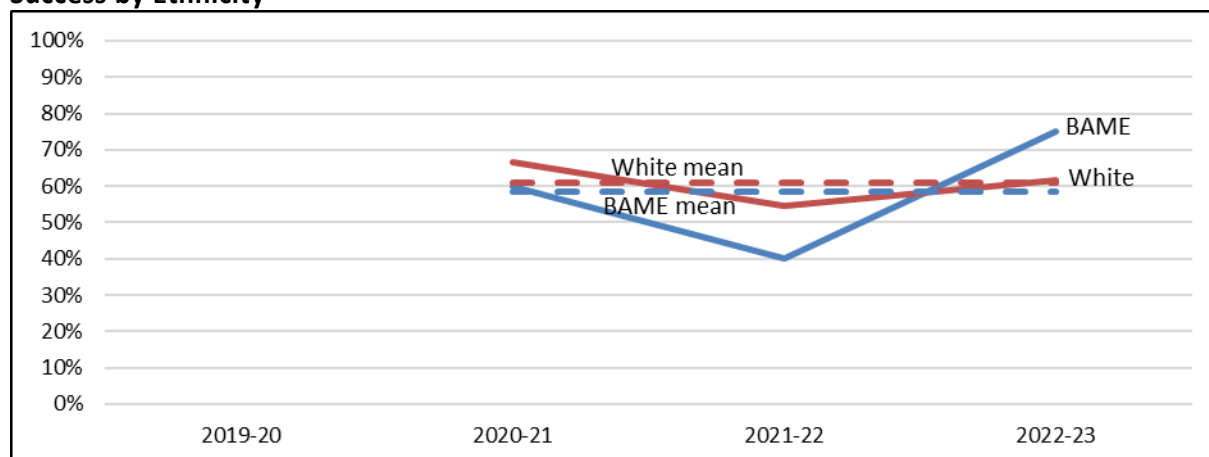
Note: N represents number of applications.

Figure 0-16: Trends in the Percentage of UK Nationality Academic Promotion Application Success by Ethnicity



Note: Visualised data are based on data presented in Table 0-10.

Figure 0-17: Trends in the Percentage of Non-UK Nationality Academic Promotion Application Success by Ethnicity



Note: Visualised data are based on data presented in Table 0-10.

Academic Promotion by Faculty

Application rates are higher in Arts & Divinity than in Science & Medicine (8.8% vs. 6.2%). BAME academics are more likely than White academics to apply for promotion in Arts & Divinity (10.9% vs. 8.4%), but less likely in Science & Medicine (3.9% vs. 6.7%; Table 0-11, Figure 0-18, Figure 0-19). We can find no systematic differences in procedure, nor any insights from disaggregated data e.g. by job family. The faculty a BAME academic works in influences their likelihood of applying for promotion by a factor of >2.

BAME applicants are more likely to be successful than White applicants in Arts & Divinity (81.8% vs. 62.7%), but less likely to be successful in Science & Medicine (51.9% vs 57.0%; Table 0-12, Figure 0-20, Figure 0-21). Combining application and success rates, the likelihood of a BAME academic applying for and successfully gaining promotion in Arts & Divinity is 8.9% compared to 2.0% in Science & Medicine. (For White staff this is 5.3% in Arts & Divinity and 3.8% in Science & Medicine.) There are no differences in procedure according to faculty-specific promotion panel, though we note the possibility that procedure may be being implemented differently. Actions to improve the ethnic diversity panel membership via the senior management team [**Action-A7**] and other panel members [**Action-A12**], to support for BAME academic career development through mentoring [**Action-A5**], and to improve promotions criteria [**Action-D3**] are planned.

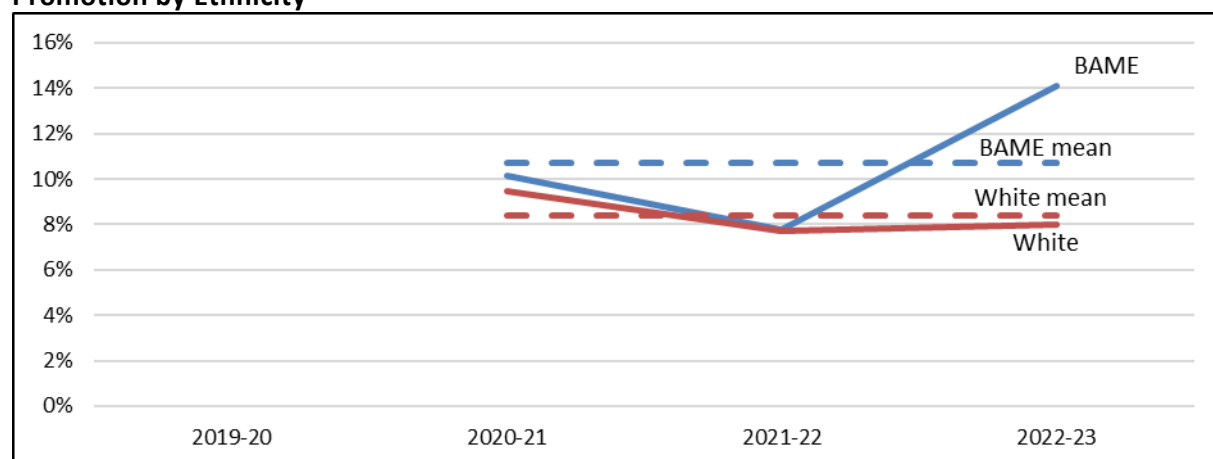
Table 0-11: Trends in Promotion Applications by Ethnicity and Faculty

2020-21 to 2022-23			
		N	%
Arts & Divinity			
Promotion Applications	BAME	24	16.5%
	White	110	75.9%
	Not known	11	7.6%
	Total	145	100.0%
Science & Medicine			
Promotion Applications	BAME	14	9.5%
	White	118	80.3%
	Not known	15	10.2%
	Total	147	100.0%

		2019-20		2020-21		2021-22		2022-23	
		N	%	N	%	N	%	N	%
Arts & Divinity									
Academic Staff Applying for Promotion	BAME	-	-	10.2%	7.8%	14.1%			
	White	-	-	9.5%	7.7%	8.0%			
	Not known	-	-	14.6%	5.4%	5.6%			
	Overall	-	-	10.0%	7.6%	8.8%			
Science & Medicine									
Academic Staff Applying for Promotion	BAME	-	-	4.3%	4.1%	3.3%			
	White	-	-	6.7%	8.8%	4.5%			
	Not known	-	-	17.5%	4.9%	3.6%			
	Overall	-	-	7.1%	7.7%	4.2%			

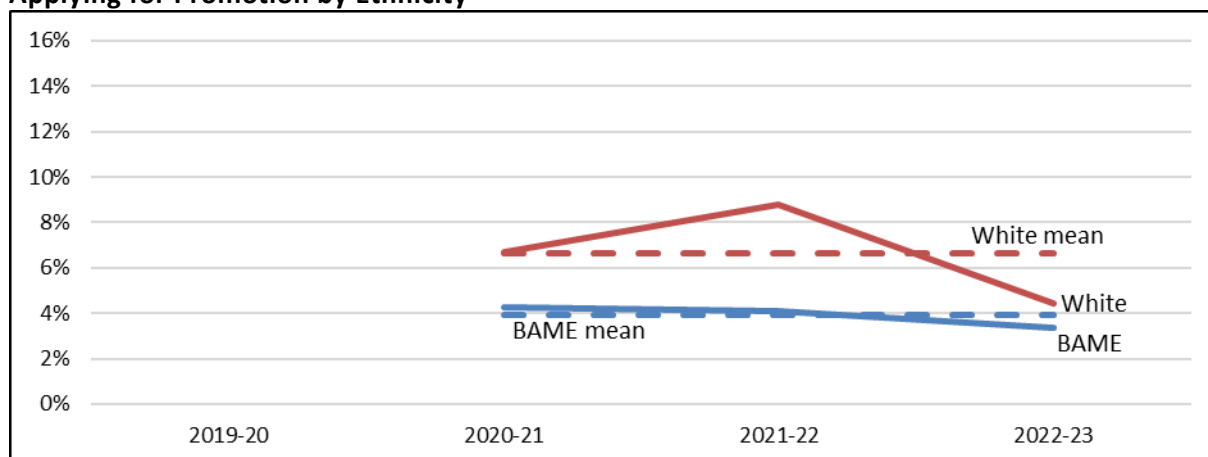
Note: N represents number of applicants at each stage or headcount. % Promotion Applications represents the percentage of those applying for promotion of each listed ethnicity category. % Academic Staff Applying for Promotion represents the percentage of the academic staff in that ethnicity category who applied for promotion that year.

Figure 0-18: Trends in the Percentage of Arts & Divinity Academic Staff Applying for Promotion by Ethnicity



Note: Visualised data are based on data presented in Table 0-11.

Figure 0-19: Trends in the Percentage of Science & Medicine Nationality Academic Staff Applying for Promotion by Ethnicity



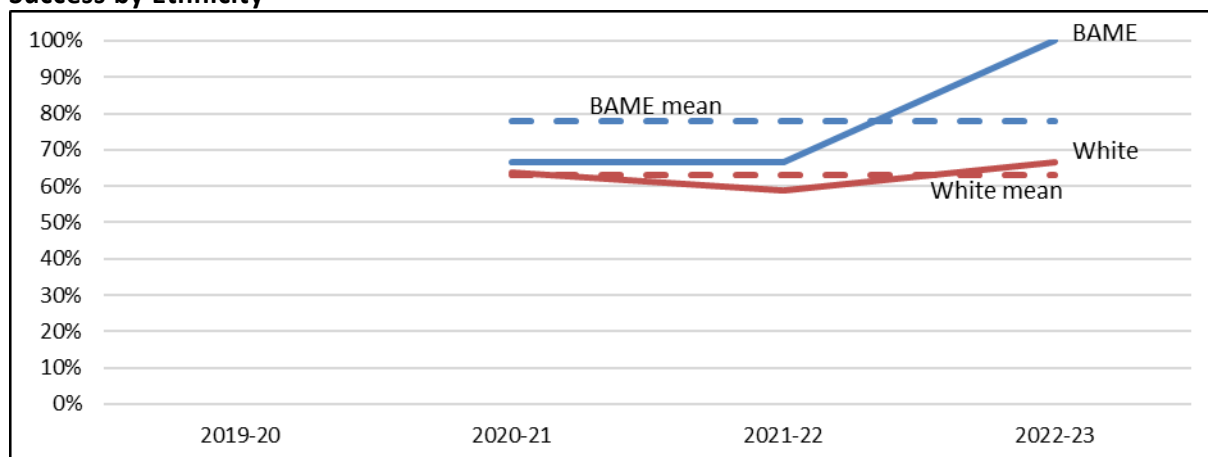
Note: Visualised data are based on data presented in Table 0-11.

Table 0-12: Trends in Promotion Application Success by Ethnicity and Faculty

2020-21 to 2022-23			
		N	%
Arts & Divinity			
BAME			
Successful	9	81.8%	
Unsuccessful	2	18.2%	
Total	11	100.0%	
White			
Successful	96	62.7%	
Unsuccessful	57	37.3%	
Total	153	100.0%	
Not known			
Successful	10	90.9%	
Unsuccessful	1	9.1%	
Total	11	100.0%	
Science & Medicine			
BAME			
Successful	14	51.9%	
Unsuccessful	13	48.1%	
Total	27	100.0%	
White			
Successful	45	57.0%	
Unsuccessful	34	43.0%	
Total	79	100.0%	
Not known			
Successful	12	80.0%	
Unsuccessful	3	20.0%	
Total	15	100.0%	

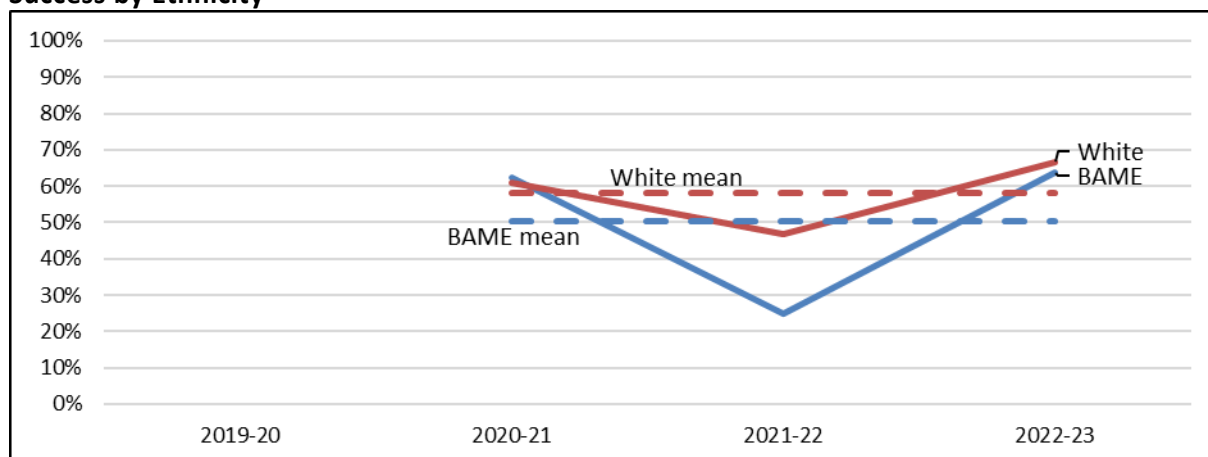
Note: N represents number of applications.

Figure 0-20: Trends in the Percentage of Arts & Divinity Academic Promotion Application Success by Ethnicity



Note: Visualised data are based on data presented in Table 0-12.

Figure 0-21: Trends in the Percentage of Science & Medicine Academic Promotion Application Success by Ethnicity



Note: Visualised data are based on data presented in Table 0-12.

Academic Promotion by Grade

We present application (Table 0-13, Figure 0-22-Figure 0-24) and success rates by grade (Table 0-14, Figure 0-25-Figure 0-27), but numbers are small and rely on inexact assumptions (e.g. not all who apply for promotion to grade 9 are doing so from grade 8). We do not interpret these data further.

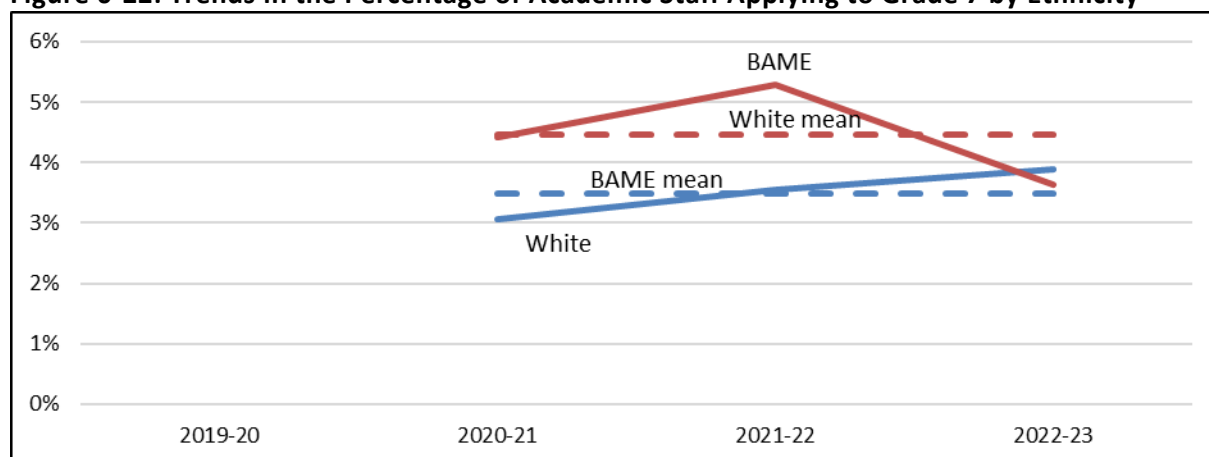
Table 0-13: Trends in Promotion Applications by Grade of Post Applied For and Ethnicity

2020-21 to 2022-23			
		N	%
Grade 7			
Promotion Applications	BAME	11	22.0%
	White	39	78.0%
	Not known	0	
	Total	50	100.0%
Grade 8			
Promotion Applications	BAME	19	12.7%
	White	115	76.7%
	Not known	16	10.6%
	Total	150	100.0%
Grade 9			
Promotion Applications	BAME	8	8.3%
	White	78	81.3%
	Not known	10	10.4%
	Total	96	100.0%

		2019-20		2020-21		2021-22		2022-23	
		N	%	N	%	N	%	N	%
Grade 7									
Grade 6 Staff Applying for Promotion	BAME	-	-		3.1%		3.5%		3.9%
	White	-	-		4.4%		5.3%		3.6%
	Not known	-	-		0.0%		0.0%		0.0%
	Overall	-	-		3.8%		4.5%		3.4%
Grade 8									
Grade 7 Staff Applying for Promotion	BAME		-		14.7%		9.8%		18.2%
	White		-		17.1%		18.5%		10.8%
	Not known		-		39.3%		23.5%		7.7%
	Overall		-		18.8%		17.6%		12.0%
Grade 9									
Grade 8 Staff Applying for Promotion	BAME		-		15.8%		13.0%		8.3%
	White		-		10.8%		11.4%		11.2%
	Not known		-		35.3%		5.6%		15.0%
	Overall		-		12.7%		11.2%		11.2%

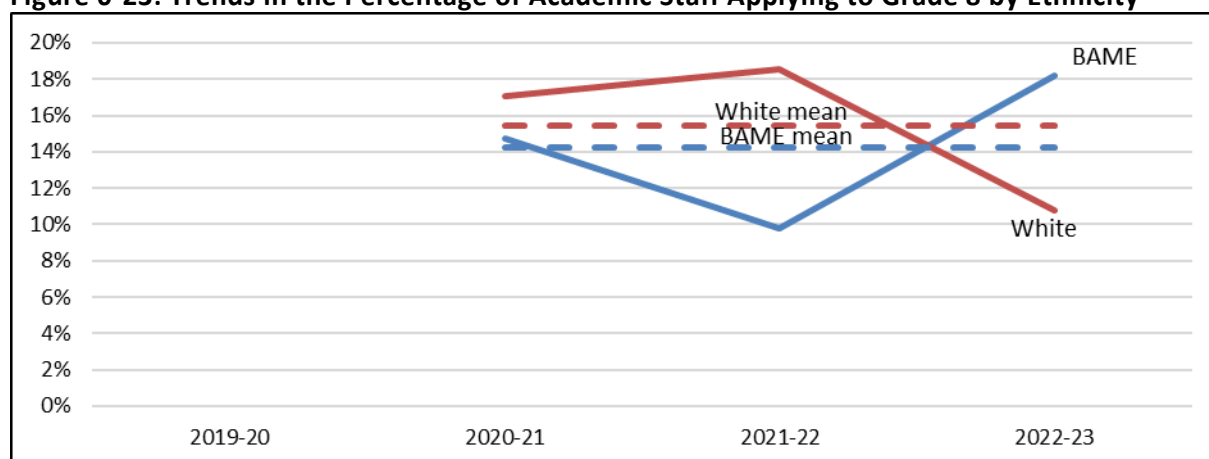
Note: N represents number of applicants at each stage or headcount. % Promotion Applications represents the percentage of those applying for promotion of each listed ethnicity category. Grade 7 headcount is an approximation of staff numbers eligible for promotion. % Grade X Staff Applying for Promotion represents the percentage of the academic staff who applied for promotion that year, in that ethnicity category, as a percentage of Grade X headcount.

Figure 0-22: Trends in the Percentage of Academic Staff Applying to Grade 7 by Ethnicity



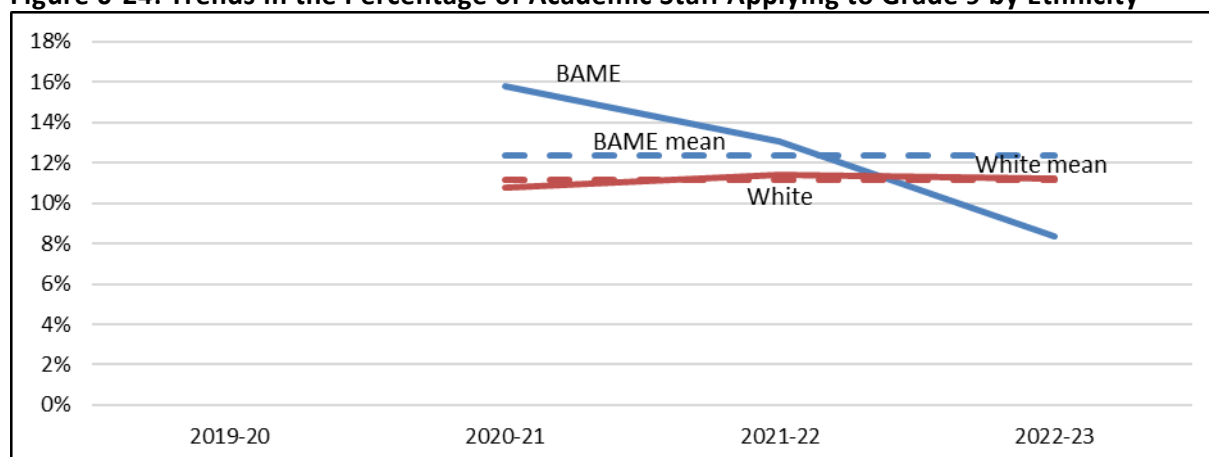
Note: Visualised data are based on data presented in Table 0-13.

Figure 0-23: Trends in the Percentage of Academic Staff Applying to Grade 8 by Ethnicity



Note: Visualised data are based on data presented in Table 0-13.

Figure 0-24: Trends in the Percentage of Academic Staff Applying to Grade 9 by Ethnicity



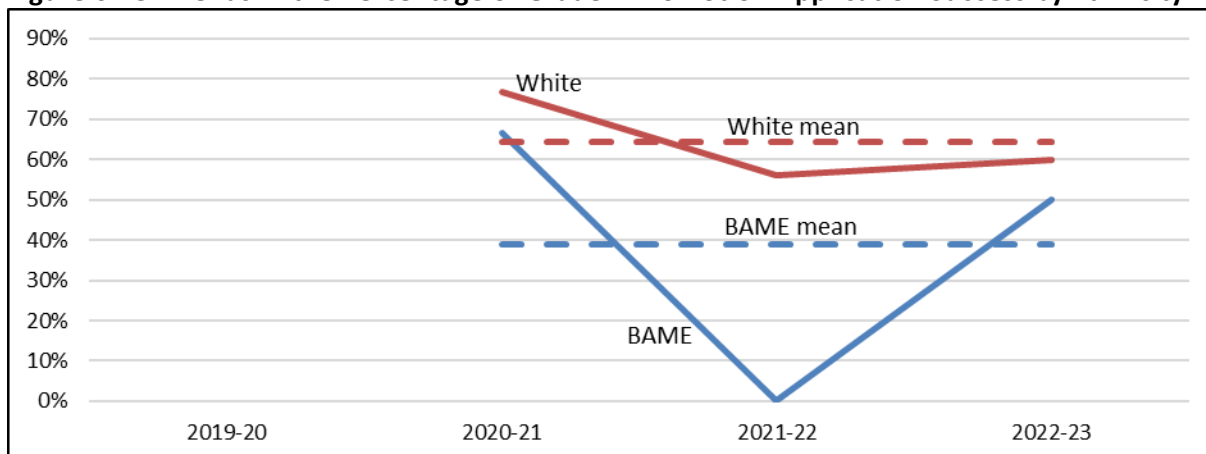
Note: Visualised data are based on data presented in Table 0-13.

Table 0-14: Trends in Promotion Application Success by Ethnicity and Grade of Post Applied For

		2020-21 to 2022-23	
		N	%
Grade 7			
BAME			
	Successful	4	36.4%
	Unsuccessful	7	63.4%
	Total	11	100.0%
White			
	Successful	25	64.1%
	Unsuccessful	14	35.9%
	Total	39	100.0%
Grade 8			
BAME			
	Successful	15	78.9%
	Unsuccessful	4	21.1%
	Total	19	100.0%
White			
	Successful	71	61.7%
	Unsuccessful	44	38.3%
	Total	115	100.0%
Not known			
	Successful	12	75.0%
	Unsuccessful	4	25.0%
	Total	16	100.0%
Grade 9			
BAME			
	Successful	4	50.0%
	Unsuccessful	4	50.0%
	Total	8	100.0%
White			
	Successful	45	57.7%
	Unsuccessful	33	42.3%
	Total	78	100.0%
Not known			
	Successful	10	100.0%
	Unsuccessful	0	
	Total	10	100.0%

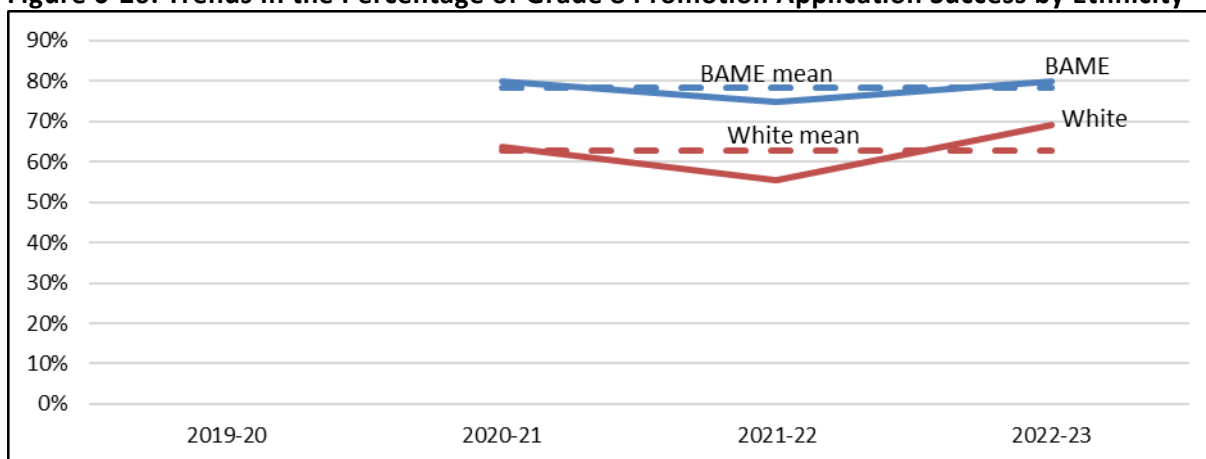
Note: N represents number of applications.

Figure 0-25: Trends in the Percentage of Grade 7 Promotion Application Success by Ethnicity



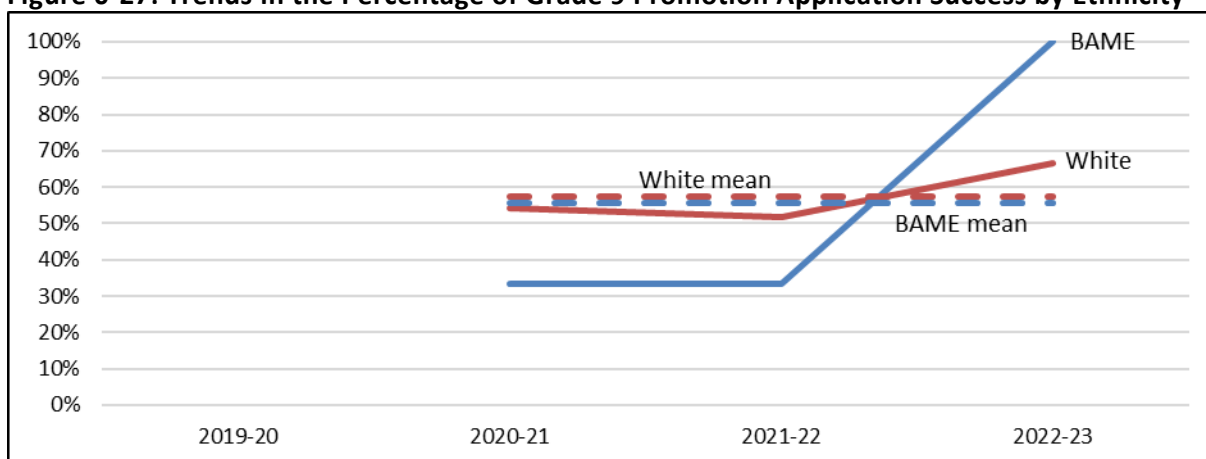
Note: Visualised data are based on data presented in Table 0-14.

Figure 0-26: Trends in the Percentage of Grade 8 Promotion Application Success by Ethnicity



Note: Visualised data are based on data presented in Table 0-14.

Figure 0-27: Trends in the Percentage of Grade 9 Promotion Application Success by Ethnicity



Note: Visualised data are based on data presented in Table 0-14.

Relevant Action Outlines

A5: Identify and implement a mentoring scheme that will help with the advancement of BAME staff members' career ambitions

A7: Advance the representation of BAME people in Senior Management Team positions, and the consideration of BAME voices in decision-making

A12: Prioritise the recruitment of BAME people to key institutional committees

D3: Expand academic promotions criteria to include 'academic citizenship'

D4: Embed academic promotion diversity monitoring into Schools' annual operational planning

5e Research Excellence Framework (REF)

St Andrews submitted 100% of eligible staff who met the definition of an independent researcher to REF 2021 (Table 0-15). To determine eligibility, the University formed an Institutional REF Equality and Diversity (IRED) Review Group, who developed centralised, REF criterion-relevant EDI policy and made decisions on independence and/or circumstances. IRED reviews were initiated by the individuals in question.

Table 0-15: Staff Submitted to REF 2021 by Ethnicity and Nationality

	N	% N	FTE	% FTE
UK				
Ethnicity Category				
BAME	19	4.4%	19	4.8%
White	377	88.1%	347.4	88.3%
Not known	32	7.5%	27	6.9%
Total	428	100.0%	393.4	100.0%
Non-UK				
Ethnicity Category				
BAME	38	13.2%	37.2	13.7%
White	218	76.0%	203.9	75.1%
Not known	31	10.8%	30.5	11.2%
Total	287	100.0%	271.6	100.0%

Note: N represents submissions by headcount. FTE represents submissions by full-time equivalent.

5f Support Given to Early Career Researchers

There is no provision specific to BAME early career researchers. In addition to the resources outlined in Section [5b](#), the University provides the following nonspecific provision:

- 'Postgraduate Certificate in Academic Practice' (teaching staff, inc. postdoctoral staff, and PGRs): Curriculum and assessment design.
- 'Academic Probationers Mentoring Scheme' (newly appointed staff): School-level mentoring.
- Subject alliance network training (dependent on scheme): e.g. Scottish Alliance for Geoscience, Environment and Society (SAGES), Scottish Imaging Network (SINAPSE), Scottish Universities Physics Alliance (SUPA) and Scottish Informatics and Computer Science Alliance (SICSA).

The University follows the Concordat to Support the Career Development of Researchers and holds an HR Excellence in Research award, which includes an action plan with a focus on career development. The Research Staff Forum, chaired by the Vice-Principal for Research, Collections and Innovation, addresses topics relevant to research careers.

The University's [workload guidance](#) recommends reduced teaching, service, and leadership loads for early career staff in the first two years of appointment. Schools provide regular updates on opportunities and support for early career researchers. The University provides each School with an annual research data analysis, primarily focused on internal and external funding. This analysis will be updated to include gender and ethnicity to allow better monitoring and targeted action [**Action-D8**].

The University strongly encourages Schools to ensure that contract researchers have an appraisal under the Academic Review and Development Scheme and that academic line managers discuss career plans with researchers approaching the end of FTCs. Clarified promotion criteria and initiatives, such as the Community for Evidence-Led Practice in Education (CELPiE) and education development leave, have been implemented to support education-focused staff. However, these staff members often find it challenging to protect time for research and develop external contacts.

As a first step in provision specific to BAME early career researchers, the institution will implement a BAME mentoring scheme, before reviewing what further support may be needed to meet outstanding needs [**Action-A5**].

Relevant Action Outlines

A5: Identify and implement a mentoring scheme that will help with the advancement of BAME staff members' career ambitions

D8: Improve equalities data packs, prepared by Planning, provided to Schools and Units annually to streamline data provision and incorporate ethnicity data where **numbers permit**

5g Profile-Raising Opportunities

A variety of events raise the profile of race equality and BAME speakers. They include core institutional business e.g. honorary degrees—12% of recent awardees (2019-2023) have been BAME people, School events e.g. Biology's Distinguished Public Lecture 'Fighting racial myths' by Angela Saini (2023), and student society events, partially funded by the EDI Project Fund, that attract outstanding participants and large audiences e.g. the African Caribbean Society's Black History Month 2023 Panel of Power (Figure 0-28).

Institutional support for staff and student events comes via the [EDI Project Fund](#), which provides matched funds for staff and fully funds student applications. Small projects (<£500) are considered on a rolling basis, while large applications (<£2,500) are considered through two annual calls. Institutional support for event publicity comes from the Senior Communications Manager for People and Diversity in Corporate Communications.

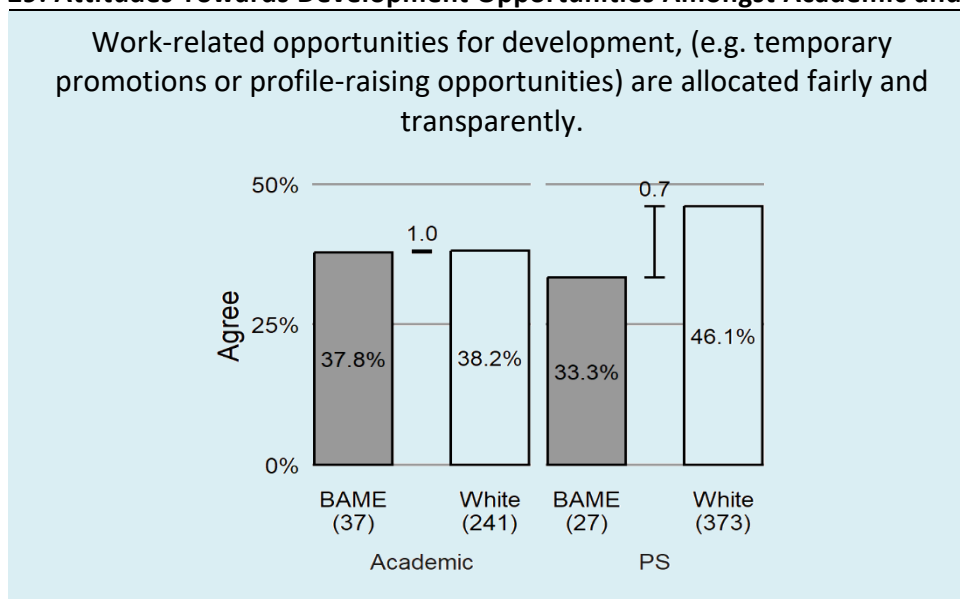
Although there are no institutional processes for allocating opportunities or measuring their impact, BAME and White academics similarly agree that work-related opportunities for development, including profile-raising opportunities, are allocated fairly (Figure 0-29).

Figure 0-28: Examples of Events to Raise the Profile of BAME People and Race Equality



Note: From left to right, Joan Armatrading following award of Doctor of Music degree in 2022, material publicising Angela Saini's Distinguished Public Lecture, and the African Caribbean Society's Panel of Power.

Figure 0-29: Attitudes Towards Development Opportunities Amongst Academic and PS Staff



6. Professional and Support Staff: Recruitment, Progression and Development

Section Summary: BAME people are disadvantaged during recruitment, and frustrated at career development prospects. Actions to modernise these processes are proposed.

6a Professional and Support Staff Recruitment

Professional Services Recruitment Overall

The University advertises PS posts on vacancies.st-andrews.ac.uk, [Indeed](https://www.indeed.co.uk), and [jobs.ac.uk](https://www.jobs.ac.uk) for jobs of a higher grade, and trade-specific sites e.g. [Caterer](https://www.caterer.co.uk) for jobs in Residential and Business Services. Sites such as [Black Leadership Job Board](https://www.blackleadershipjobboard.co.uk) have been trialled and response rates are being reviewed. The same EDI-focused text is used for both academic and PS jobs (Quote 0-1). Recruitment modernisation [**Action-D1**], including via positive action [**Action-D2**], is planned.

BAME PS staff were less favourable than White staff in attitudes towards recruitment (more so than academics; Figure 0-1). Feedback included frustration and suggestions for improving race equality in recruitment procedures (Quote 0-1, Quote 0-2).

As with academic recruitment, and invariant of a recent overall increase in BAME applicants, BAME attrition is significant (Table 0-1, Figure 0-2). It is evident regardless of nationality (Table 0-2, Figure 0-2), job family (Table 0-3, Figure 0-3-Figure 0-5), and gender (Table 0-4, Figure 0-6, Figure 0-7). Withdrawals occur at <5%/vacancy and are generally less likely in BAME applicants.

Given the overall percentages of BAME applicants applying for PS jobs (most recently 24%), PS BAME under-recruitment cannot be justified by local demographics (2.5% BAME in Fife; Table 0-5). Improving BAME candidate retention through internal recruitment reform [**Action-D1**] will begin to tackle BAME under-representation in PS staff, and is a priority.

“I've seen, many times, a selection panel or individual unfairly advantage a candidate during a recruitment process. One time I raised this I was out-ranked by a fellow panellist who dismissed my complaint”

Quote 0-1: REC Survey Respondent— White, UK identity, man, PS staff

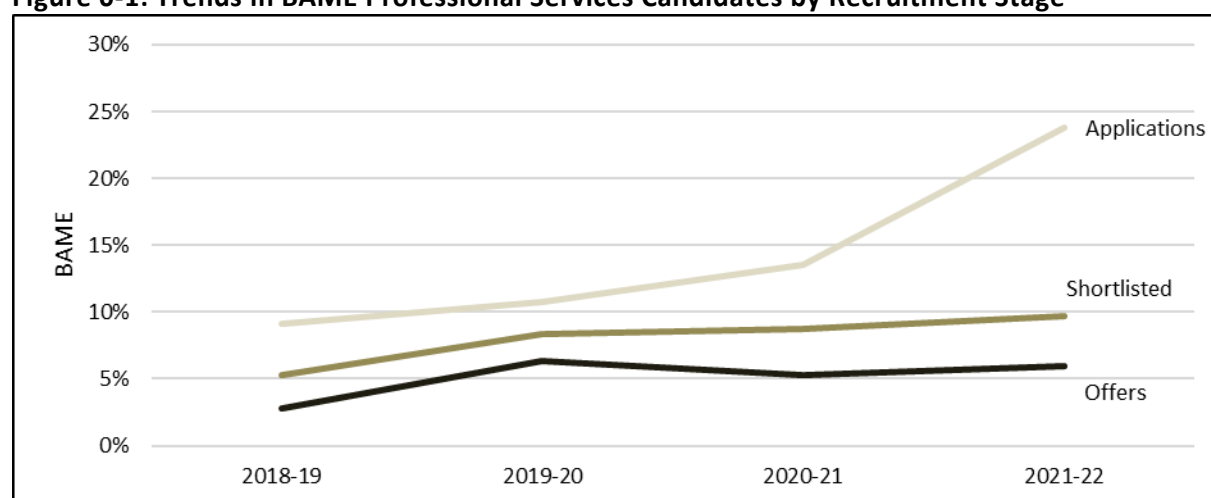
“I think there is a lot more we could do to make recruitment and selection more open, including how we word adverts, making job descriptions more open, blind shortlisting etc.”

Quote 0-2: REC Survey Respondent— White, UK identity, woman, PS staff

Table 0-1: Trends in Recruitment to Academic Posts by Stage and Ethnicity

	2018-19		2019-20		2020-21		2021-22	
	N	%	N	%	N	%	N	%
BAME								
Applications	366	9.1%	378	10.7%	642	13.5%	622	23.8%
Shortlisted	56	5.3%	75	8.3%	92	8.8%	97	9.7%
Offers	8	2.8%	16	6.3%	15	5.2%	19	6.0%
White								
Applications	3564	88.5%	3068	87.0%	4005	84.3%	1899	72.8%
Shortlisted	973	91.7%	800	89.0%	936	89.1%	868	86.7%
Offers	271	94.8%	231	91.3%	267	93.4%	287	90.0%
Not known								
Applications	98	2.4%	80	2.3%	102	2.1%	88	3.4%
Shortlisted	32	3.0%	24	2.7%	22	2.1%	36	3.6%
Offers	7	2.4%	6	2.4%	<5	1.4%	13	4.1%
Total								
Applications	4028	100.0%	3526	100.0%	4749	100.0%	2609	100.0%
Shortlisted	1061	100.0%	899	100.0%	1050	100.0%	1001	100.0%
Offers	286	100.0%	253	100.0%	286	100.0%	319	100.0%

Note: N represents number of applicants at each stage.

Figure 0-1: Trends in BAME Professional Services Candidates by Recruitment Stage

Note: Visualised data are based on data presented in Table 0-1.

Professional Services Recruitment by Nationality

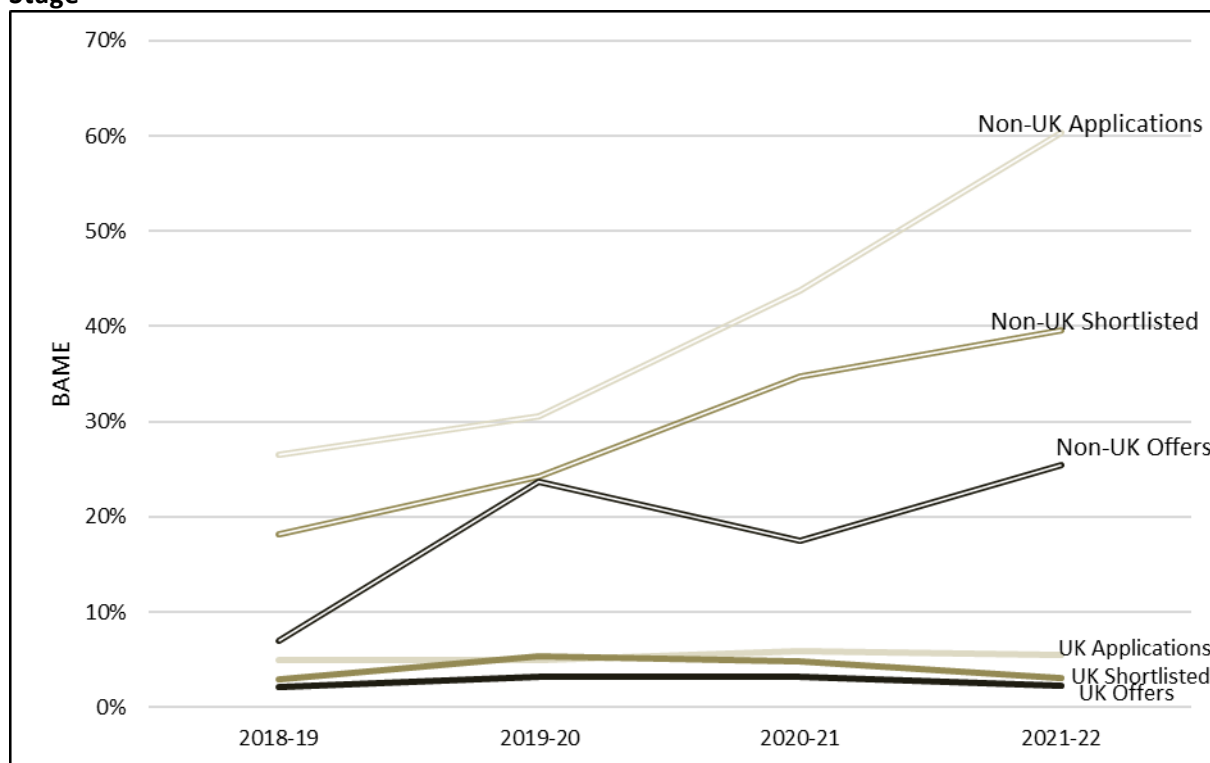
There is equivalent BAME attrition in BAME UK and non-UK applicants (2021-22 offer shares .40 and .42 of the applicant shares respectively; Table 0-2, Figure 0-2). Importantly, candidates for PS jobs are willing to relocate to St Andrews nationally and internationally. BAME under-representation can therefore be reduced through improved internal processes (though this is complicated by Home Office requirements, which will be addressed in a review of UK Visas and Immigration requirement implementation [**Action-B9**]).

Table 0-2: Trends in Recruitment to Professional Services Posts by Stage, Ethnicity, and Nationality

		2018-19		2019-20		2020-21		2021-22	
		N	%	N	%	N	%	N	%
UK									
BAME	Applications		4.9%		5.0%		5.9%		5.5%
	Shortlisted		2.9%		5.4%		4.8%		3.1%
	Offers		2.1%		3.3%		3.3%		2.2%
White	Applications		93.1%		93.1%		92.4%		92.6%
	Shortlisted		95.1%		93.0%		93.5%		95.5%
	Offers		96.3%		95.8%		95.9%		95.9%
Not known	Applications		1.9%		1.9%		1.6%		2.0%
	Shortlisted		2.0%		1.6%		1.6%		1.5%
	Offers		1.6%		0.9%		0.8%		1.9%
Total									
	Applications	3253	100.0%	2733	100.0%	3800	100.0%	1735	100.0%
	Shortlisted		100.0%		100.0%		100.0%		100.0%
	Offers		100.0%		100.0%		100.0%		100.0%
Non-UK									
BAME	Applications		26.5%		30.5%		43.8%		60.3%
	Shortlisted		18.2%		24.3%		34.8%		39.6%
	Offers		7.0%		23.7%		17.5%		25.5%
White	Applications		69.0%		66.0%		51.9%		33.5%
	Shortlisted		73.3%		67.1%		60.1%		47.3%
	Offers		86.0%		65.8%		77.5%		58.8%
Not known	Applications		4.5%		3.5%		4.2%		6.2%
	Shortlisted		8.5%		8.6%		5.1%		13.2%
	Offers		7.0%		10.5%		5.0%		15.7%
Total									
	Applications	775	100.0%	793	100.0%	949	100.0%	874	100.0%
	Shortlisted		100.0%		100.0%		100.0%		100.0%
	Offers		100.0%		100.0%		100.0%		100.0%

Note: N represents number of applicants at each stage.

Figure 0-2: Trends in BAME Professional Services Candidates by Nationality and Recruitment Stage



Note: Visualised data are based on data presented in Table 0-2.

Professional Services Recruitment by Job Family

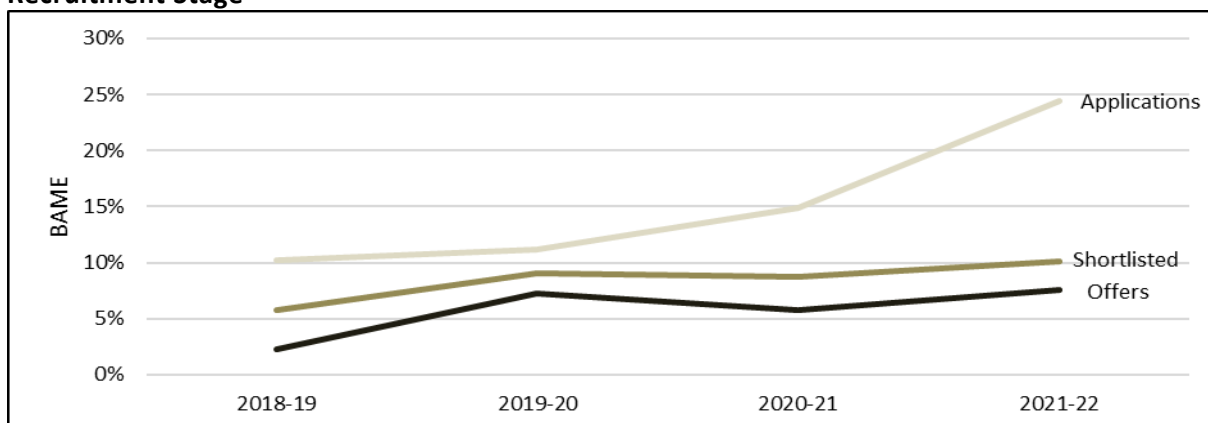
BAME attrition is present in all job families (Table 0-3, Figure 0-3-Figure 0-5). It is particularly pronounced in technical and experimental jobs where, over four years only one BAME candidate has been offered a position. We will implement transformative training to encourage anti-discriminatory behaviour [**Action-B1**], facilitate Schools and Units engaging in intercultural training to improve their practices [**Action-B2**] and employ positive action [**Action-D2**].

Table 0-3: Trends in Recruitment to Academic Posts by Stage, Ethnicity, and Job Family

			2018-19		2019-20		2020-21		2021-22	
			N	%	N	%	N	%	N	%
Managerial Specialist & Administrative										
BAME										
	Applications			10.2%		11.2%		14.8%		24.4%
	Shortlisted			5.8%		9.0%		8.8%		10.2%
	Offers			2.3%		7.2%		5.7%		7.6%
White										
	Applications			87.0%		86.4%		82.6%		71.8%
	Shortlisted			90.9%		88.1%		89.2%		85.5%
	Offers			95.4%		90.0%		92.7%		88.1%
Not known										
	Applications			2.8%		2.4%		2.6%		3.7%
	Shortlisted			3.3%		2.8%		2.1%		4.3%
	Offers			2.3%		2.8%		1.6%		4.3%
Total										
	Applications		2801	100.0%	2767	100.0%	3369	100.0%	2001	100.0%
	Shortlisted			100.0%		100.0%		100.0%		100.0%
	Offers			100.0%		100.0%		100.0%		100.0%
Operational & Facilities										
BAME										
	Applications			5.2%		7.0%		7.3%		17.1%
	Shortlisted			4.2%		5.5%		7.0%		7.6%
	Offers			3.9%		5.0%		4.1%		3.4%
White										
	Applications			93.4%		91.3%		92.1%		81.3%
	Shortlisted			93.7%		93.3%		93.0%		91.1%
	Offers			94.1%		93.3%		95.9%		94.3%
Not known										
	Applications			1.4%		1.7%		0.6%		1.6%
	Shortlisted			2.1%		1.2%		0.0%		1.3%
	Offers			2.0%		1.7%		0.0%		2.3%
Total										
	Applications		1002	100.0%	471	100.0%	1062	100.0%	433	100.0%
	Shortlisted			100.0%		100.0%		100.0%		100.0%
	Offers			100.0%		100.0%		100.0%		100.0%
Technical & Experimental										
BAME										
	Applications			12.4%		12.2%		20.1%		33.7%
	Shortlisted			4.2%		8.5%		13.1%		12.1%
	Offers			0.0%		0.0%		5.0%		0.0%
White										
	Applications			84.9%		85.8%		76.7%		62.9%
	Shortlisted			91.7%		86.4%		79.8%		84.5%
	Offers			88.9%		100.0%		90.0%		90.9%
Not known										
	Applications			2.7%		2.1%		3.1%		3.4%
	Shortlisted			4.2%		5.1%		7.1%		3.4%
	Offers			11.1%		0.0%		5.0%		9.1%
Total										
	Applications		225	100.0%	288	100.0%	318	100.0%	175	100.0%
	Shortlisted			100.0%		100.0%		100.0%		100.0%
	Offers			100.0%		100.0%		100.0%		100.0%

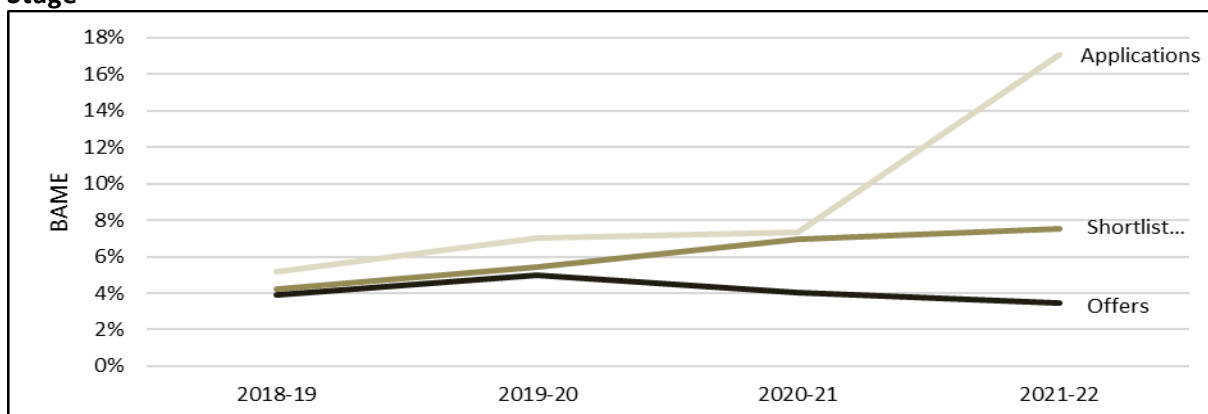
Note: N represents number of applicants at each stage.

Figure 0-3: Trends in BAME Candidates for Managerial Specialist and Administrative Posts by Recruitment Stage



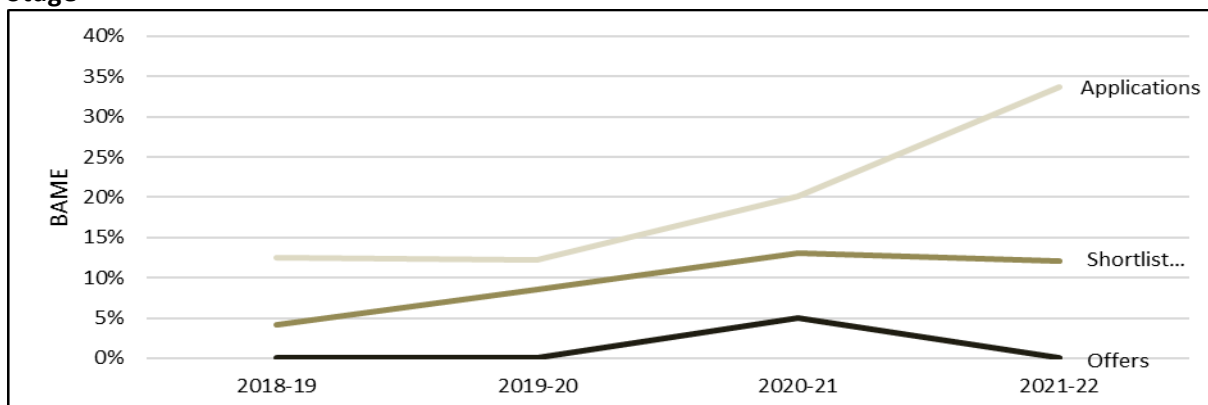
Note: Visualised data are based on data presented in Table 0-3.

Figure 0-4: Trends in BAME Candidates for Operational and Facilities Posts by Recruitment Stage



Note: Visualised data are based on data presented in Table 0-3.

Figure 0-5: Trends in BAME Candidates for Technical and Experimental Posts by Recruitment Stage



Note: Visualised data are based on data presented in Table 0-3.

Professional Services Recruitment by Gender

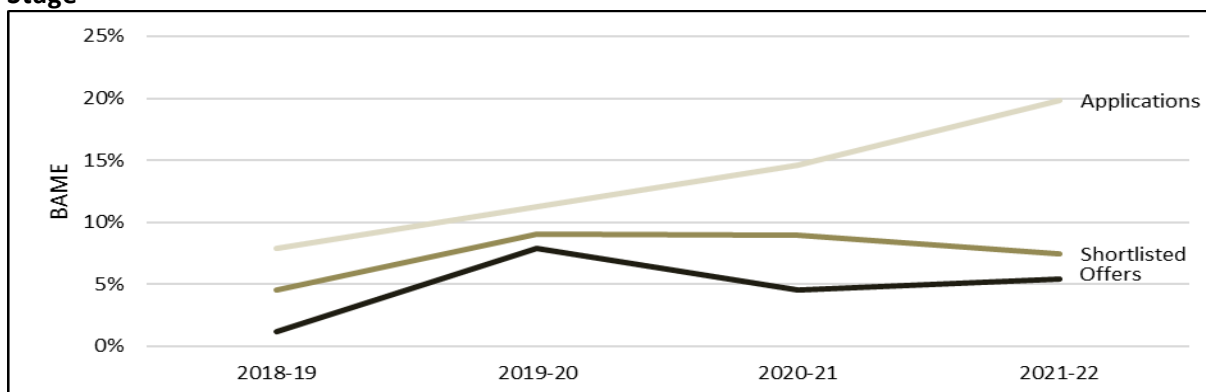
BAME attrition is roughly equivalent in women (2021-22 offer share .27 of the application share) and men (offer share .24 of application share; Table 0-4, Figure 0-6, Figure 0-7).

Table 0-4: Trends in Recruitment to Professional Services Posts by Stage, Ethnicity, and Gender

		2018-19		2019-20		2020-21		2021-22	
		N	%	N	%	N	%	N	%
Woman									
BAME	Applications		7.9%		11.2%		14.6%		19.9%
	Shortlisted		4.5%		9.1%		9.0%		7.5%
	Offers		1.2%		7.9%		4.5%		5.4%
White	Applications		91.3%		88.2%		84.4%		79.5%
	Shortlisted		94.7%		90.6%		90.7%		91.1%
	Offers		97.6%		91.6%		95.5%		93.6%
Not known	Applications		0.8%		0.5%		1.0%		0.7%
	Shortlisted		0.8%		0.3%		0.3%		1.5%
	Offers		1.2%		0.6%		0.0%		1.0%
Total	Applications	2151	100.0%	2085	100.0%	2655	100.0%	1460	100.0%
	Shortlisted		100.0%		100.0%		100.0%		100.0%
	Offers		100.0%		100.0%		100.0%		100.0%
Man									
BAME	Applications		11.0%		10.5%		12.6%		31.1%
	Shortlisted		6.9%		7.6%		8.9%		14.3%
	Offers		5.5%		2.9%		6.8%		7.5%
White	Applications		88.4%		88.7%		86.2%		68.0%
	Shortlisted		91.9%		91.7%		89.5%		84.6%
	Offers		93.6%		97.1%		92.2%		90.6%
Not known	Applications		0.6%		0.8%		1.2%		0.9%
	Shortlisted		1.3%		0.7%		1.6%		1.1%
	Offers		0.9%		0.0%		1.0%		1.9%
Total	Applications	1786	100.0%	1356	100.0%	1987	100.0%	1056	100.0%
	Shortlisted		100.0%		100.0%		100.0%		100.0%
	Offers		100.0%		100.0%		100.0%		100.0%
Other/Gender not given									
Total		91		85		107		93	
	Applications								
	Shortlisted Offers								

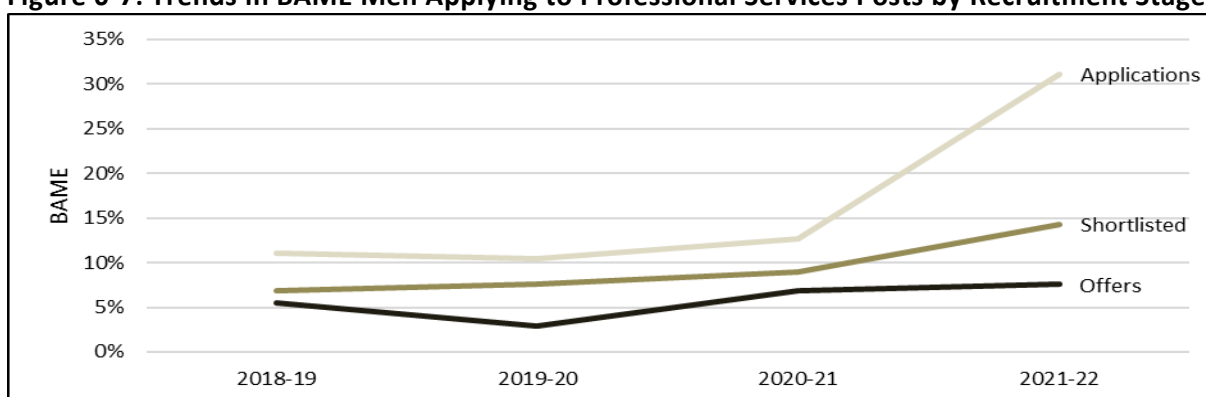
Note: N represents number of applicants at each stage.

Figure 0-6: Trends in BAME Women Applying to Professional Services Posts by Recruitment Stage



Note: Visualised data are based on data presented in Table 0-4.

Figure 0-7: Trends in BAME Men Applying to Professional Services Posts by Recruitment Stage



Note: Visualised data are based on data presented in Table 0-4.

Relevant Action Outlines

- B1:** Establish a REC MAIT subcommittee on culture and transformative training
- B2:** Expand EDI Project Fund so that Schools and Units can apply for intercultural training
- B9:** Review implementation of UK Visas and Immigration requirements, associated communications, and job advertisements
- D1:** Evaluate and reform recruitment and selection processes
- D2:** Develop an institutional positive action plan

6b Training

BAME and White PS staff are similarly likely to agree that they can develop within their roles and have opportunities to discuss their development (Figure 0-8).

PS staff access training via Organisational and Staff Development Services (see Section 5b). Training programmes overlap with those offered to academics, though PS staff are eligible for the Professional Staff Mentoring scheme rather than the Elizabeth Garrett Mentoring scheme.

BAME PS staff are over-represented on “Passport to...” programmes relative to the institutional 4% population (though the numbers are small; Table 0-5, Figure 0-8). These

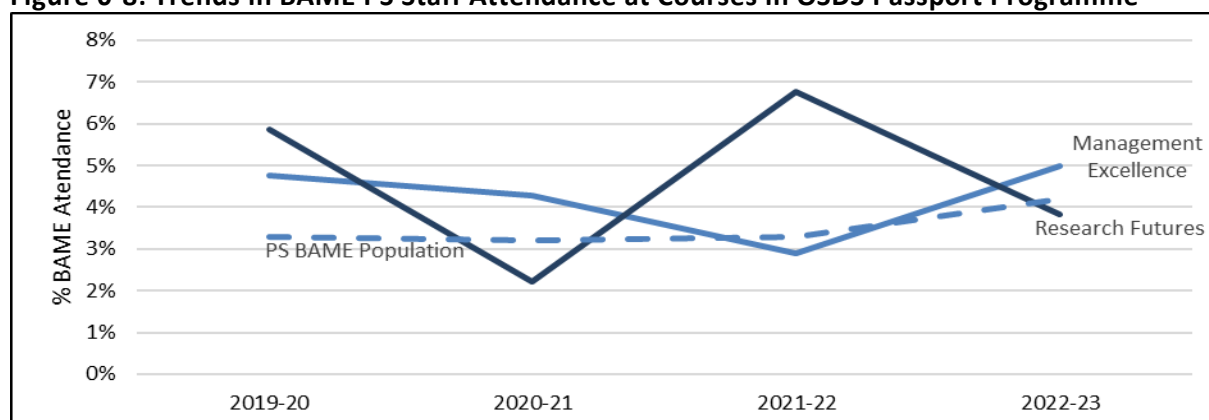
data suggest BAME staff could benefit from targeted interventions including mentoring [Action-A5], alongside in-house training aimed at promoting anti-discriminatory behaviours in White staff [Action-B1].

Table 0-5: Trends in PS Staff Attendance at Courses in OSDS Passport Programmes by Ethnicity

	2019-20		2020-21		2021-22		2022-23	
	N	%	N	%	N	%	N	%
Passport to Management Excellence								
Ethnicity Category								
BAME	33	4.8%	34	4.3%	24	2.9%	24	5.0%
White	634	91.6%	726	91.4%	778	93.6%	424	88.1%
Not known	25	3.6%	34	4.3%	29	3.5%	33	6.9%
Total	692	100.0%	794	100.0%	831	100.0%	481	100.0%
BAME Disaggregation								
Asian		57.6%		50.0%		29.2%		20.8%
Black		0.0%		0.0%		0.0%		4.2%
Mixed		33.3%		50.0%		62.5%		70.8%
Other		9.1%		0.0%		8.3%		4.2%
Total		100.0%		100.0%		100.0%		100.0%
Passport to Research Futures								
Ethnicity Category								
BAME	19	5.9%	6	2.2%	18	6.8%	29	3.8%
White	271	83.6%	255	93.8%	240	90.2%	671	88.9%
Not known	34	10.5%	11	4.0%	8	3.0%	55	7.3%
Total	324	100.0%	272	100.0%	266	100.0%	755	100.0%
BAME Disaggregation								
Asian		52.6%		50.0%		55.6%		44.8%
Black		0.0%		0.0%		5.6%		3.4%
Mixed		36.8%		50.0%		38.9%		37.9%
Other		10.5%		0.0%		0.0%		13.8%
Total		100.0%		100.0%		100.0%		100.0%

Note: N is headcount.

Figure 0-8: Trends in BAME PS Staff Attendance at Courses in OSDS Passport Programme



Note: Visualised data are based on data presented in Table 0-5. PS BAME population is drawn from Table 0-10.

External training provision includes:

- Advance HE Aurora (women): leadership development. 4% of PS staff supported over four years are BAME (Table 0-6).
- Advance HE Diversifying Leadership (early career BAME staff): PS staff supported.

The University is a signatory of the Technician Commitment, a national initiative to recognise and support the careers of higher education technicians.

Table 0-6: Trends in PS Aurora Participants by Ethnicity

	2018-19		2019-20		2020-21		2021-22	
	N	%	N	%	N	%	N	%
BAME		10.0%		0.0%		0.0%		5.9%
White		90.0%		92.9%		100.0%		88.2%
Not known		0.0%		7.1%		0.0%		5.9%
Total		100.0%		100.0%		100.0%		100.0%

Note: N is headcount. Gender not recorded in dataset, but Aurora is restricted to those who identify as women.

Relevant Action Outlines

A5: Identify and implement a mentoring scheme that will help with the advancement of BAME staff members' career ambitions

B1: Establish a REC MAIT subcommittee on culture and transformative training

6c Appraisal/Development Review

The [Review and Development Scheme \(RDS\)](#) is for PS staff. As with the Academic Review and Development Scheme (Section 5c), it is intended as a forum in which to discuss development needs (not including promotion; see Section 6d). Like the Academic Scheme, the RDS is administered locally, with no central data monitoring.

BAME PS staff were more likely than White PS staff to agree that their appraisals are evidence-based, transparent, and useful (Figure 0-10). These positive findings point to good support of BAME PS staff (contrasting with BAME academics).

6d Professional and Support Staff Promotions

Professional services staff cannot be promoted in post but can apply to have their roles regraded. University policy is that roles, not individuals, are regraded. Permission for role-holders to initiate grading reviews must be given by line managers, then the Workforce Planning Group. If permission is granted, a grading review request is submitted, with reviews, underpinned by HERA job evaluations, taking place on a monthly basis.

Organisational and Staff Development Services offers an hour-long course 'Regrading – for Applicants' that provides information on the regrading process. They also offer a regrading course for managers.

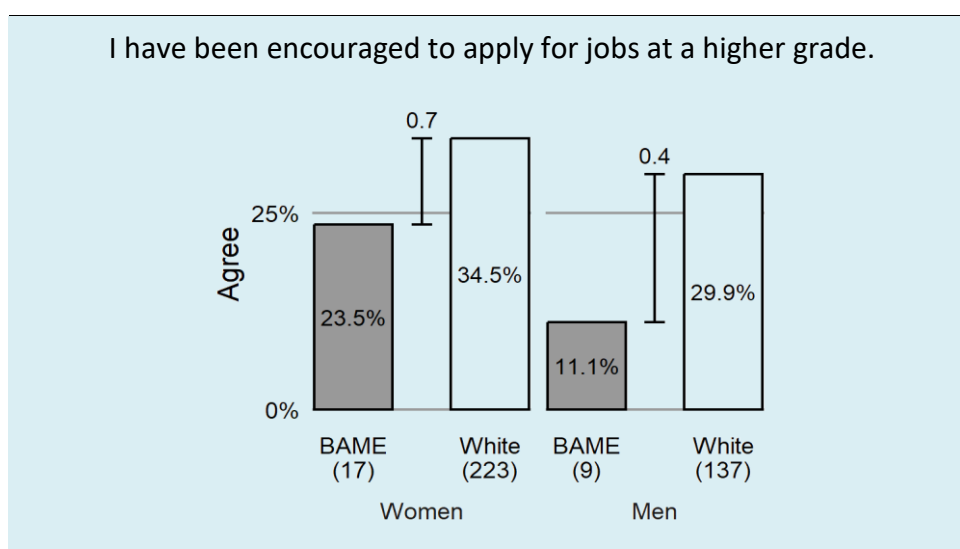
There is widespread dissatisfaction with regrading as a means of career development. Although the REC survey was clearly focused on race and ethnicity, questions about regrading elicited high rates of follow-up with additional comments from BAME and White staff alike (e.g. Quote 0-3). Career development analyses that examine how staff progress, including by moving jobs within the institution, will facilitate institutional development of career progression routes for PS staff [**Action-D5**].

“[I]f you want a promotion then get another job in another department because there is no pathway for promotion. Regrades are actively discouraged... Staff are overworked and demoralised because they feel they are treated as dispensable.”

Quote 0-3: REC Survey Respondent— BAME, woman, PS staff

BAME PS staff are less likely than White staff to agree that career development opportunities are allocated fairly and transparently (Figure 0-29), and more likely to disagree that they have been encouraged to have their roles regraded (70.4% compared to 63.5%). They are less likely to agree that they have been encouraged to apply for jobs at higher grades (Figure 0-9). These inequities will be considered as part of the analyses proposed above [Action-D5].

Figure 0-9: Encouragement to Apply for Jobs at a Higher Grade in PS Staff by Gender



Regrading applications and their success rates are presented by ethnicity below. ('Unsuccessful' can include undergoing full review and not being confirmed at a higher grade, and being referred to another route such as a full review of PS roles in a Unit.)

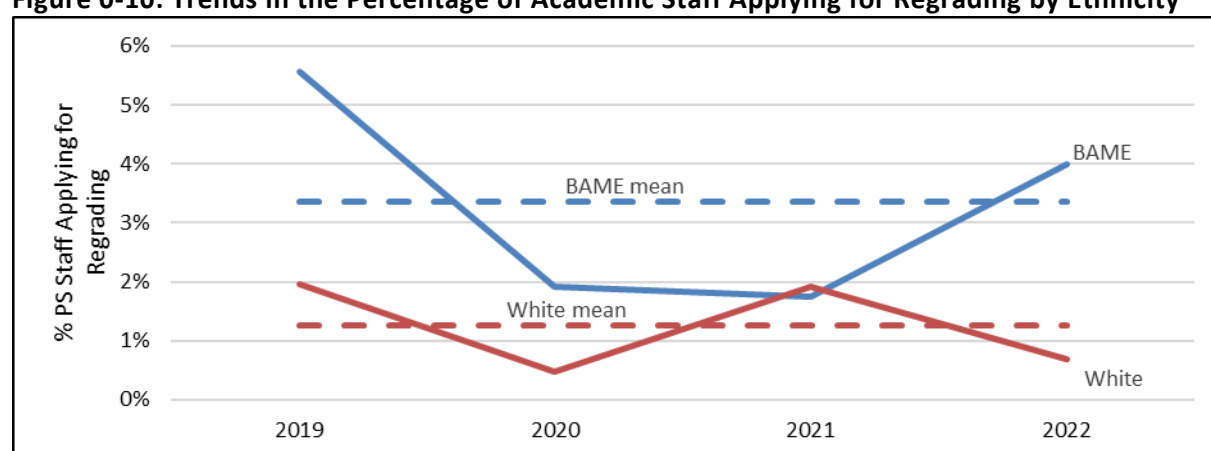
There has been a greater percentage of BAME role-holders than White role-holders applying to have their roles regraded over the past four years (Table 0-7, Figure 0-10). Approximately equivalent success rates are shown in Table 0-8, but are too volatile to plot. Given the small numbers of BAME staff in PS jobs, and the very small numbers of jobs being regraded, it is not meaningful to disaggregate these data by nationality (there were only 5 regrading applications from non-UK nationality post-holders).

Table 0-7: Trends in Regrading Applications by Ethnicity

		2019		2020		2021		2022	
		N	%	N	%	N	%	N	%
Regrading Applications	BAME		9.4%		11.1%		3.1%		21.4%
	White		90.6%		77.8%		93.8%		78.6%
	Not known		0.0%		11.1%		3.1%		0.0%
	Total		100.0%		100.0%		100.0%		100.0%
PS Staff Applying for Regrading	BAME		5.6%		1.9%		1.8%		4.0%
	White		2.0%		0.5%		1.9%		0.7%
	Not known		0.0%		1.2%		1.3%		0.0%
	Overall		2.0%		0.5%		1.9%		0.8%

Note: N represents number of applicants at each stage or headcount. % Regrading Applications represents the percentage of those applying for regrading of each listed ethnicity category. % PS Staff Applying for Regrading represents the percentage of PS academic staff in that ethnicity category who applied for regrading that year.

Figure 0-10: Trends in the Percentage of Academic Staff Applying for Regrading by Ethnicity



Note: Visualised data are based on data presented in Table 0-7.

Table 0-8: Trends in Regrading Application Success by Ethnicity

		2019		2020		2021		2022	
		N	%	N	%	N	%	N	%
BAME									
Successful			100.0%		0.0%		100.0%		66.7%
	Unsuccessful		0.0%		100.0%		0.0%		33.3%
	Total		100.0%		100.0%		100.0%		100.0%
White									
Successful			58.3%		50.0%		81.1%		56.3%
	Unsuccessful		41.7%		50.0%		18.9%		43.8%
	Total		100.0%		100.0%		100.0%		100.0%

Note: N represents number of applications.

Relevant Action Outlines

D5: Monitor the full range of career progression routes that professional services staff can take within the institution

7. Student Pipeline

Section Summary: Recruitment of Black UK students and BAME research postgraduates has fallen behind other demographics. There is a notable undergraduate ethnicity attainment gap in Science & Medicine. Actions include recruitment and attainment study teams, contextual postgraduate admissions, and targeted studentships.

7a Admissions

Notes:

- St Andrews does not keep records of predicted/actual applicant tariffs. The data we hold for students is, for GDPR reasons, deleted after 2 years.
- Here we present alternative data to meet the stated criteria.

Information about Applications

The University receives applicants via UCAS and other sources (Common App and direct; Table 0-1).

UCAS does not collect ethnicity data for non-UK domiciled applicants, therefore the majority of non-UK domiciled applicants for whom ethnicity is known are those who subsequently became students. This is evident in how the ethnicity profile shifts away from not known in Table 0-4 (entrants) compared to Table 0-2 (applications) and Table 0-3 (offers). We therefore focus on UK data in visualisations.

Table 0-1: Trends in Undergraduate Applications by Nationality and Source

		2019/0		2020/1		2021/2		2022/3	
		FTE	%	FTE	%	FTE	%	FTE	%
UCAS									
	UK	10927.9	52.2%	11850.9	53.2%	13897.9	58.7%	15002.9	62.4%
	Non-UK	8233.9	39.3%	8619.0	38.7%	7487.0	31.6%	6799.0	28.3%
Other									
	UK	33.0	0.2%	44.0	0.2%	41.0	0.2%	44.0	0.2%
	Non-UK	1755.0	8.4%	1752.0	7.9%	2250.0	9.5%	2196.5	9.1%
Total		20949.8	100.0%	22265.8	100.0%	23675.8	100.0%	24042.3	100.0%

Note: FTE represents full-time equivalent applications made.

Undergraduate Applications

St Andrews has more BAME applicants than Scottish universities, which may be due to its strong performance in league tables and its international reputation (Table 0-2, Figure 0-2). Despite this, Black applicants are in line with Scottish benchmarks—only 2.5% overall. St Andrews has fewer BAME applicants than UK institutions and high-tariff institutions.

Before applying to St Andrews, UK BAME students consider the ethnic diversity of the University and the surroundings as much as non-UK BAME students (Figure 0-1). Admissions is aware of this challenge, and has prioritised increasing BAME applications, with good

results (see Section [7b](#); Quote 0-1). As part of this effort, the Access and Widening Participation team target BAME applicant engagement through:

- the Sutton Trust;
- primary and secondary schools (including a network of state schools in London);
- further education colleges;
- Scotland and UK alumni.

Student feedback suggests that informal student-led networks (in-person and online), particularly those including alumni, current students and prospective applicants, are important in reaching BAME applicants. The Kaleidoscope Alumni Network (Section [3a](#)) provides a mechanism for this, and its expansion is planned [**Action-B4**]. Increased BAME staff and student visibility is important in encouraging BAME applicants, though this places burdens on BAME people [considered in staff via appropriate recognition **Action-A8** and promotion criteria **Action-D3**; and in students via recognition **Action-A9**].

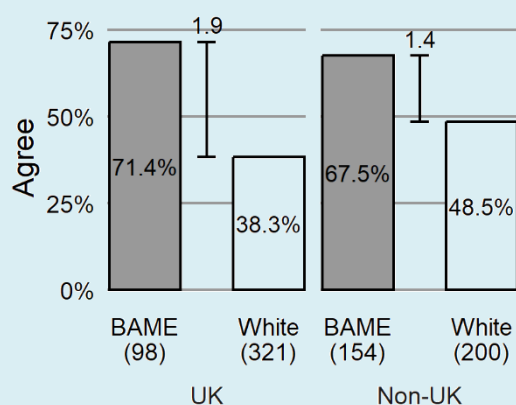
“It seems that the University student body is slowly changing as a result of the commitment at senior level to addressing issues regarding equality, diversity and inclusion.”

Quote 0-1: REC Survey Respondent—White, woman, PS staff

Figure 0-1: Consideration of Racial/Ethnic Diversity Before Applying Amongst Students

Before applying to study at the University of St Andrews, I considered the ethnic/racial diversity:

- at the University



- in Fife and the surrounding area

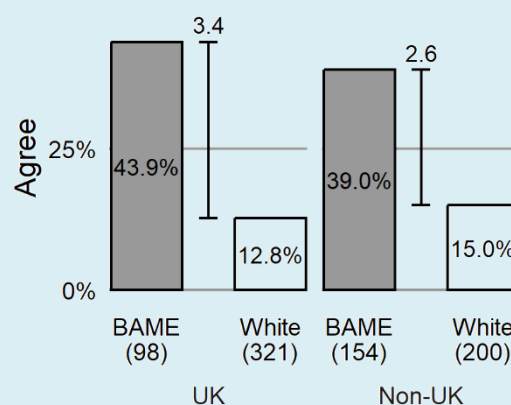
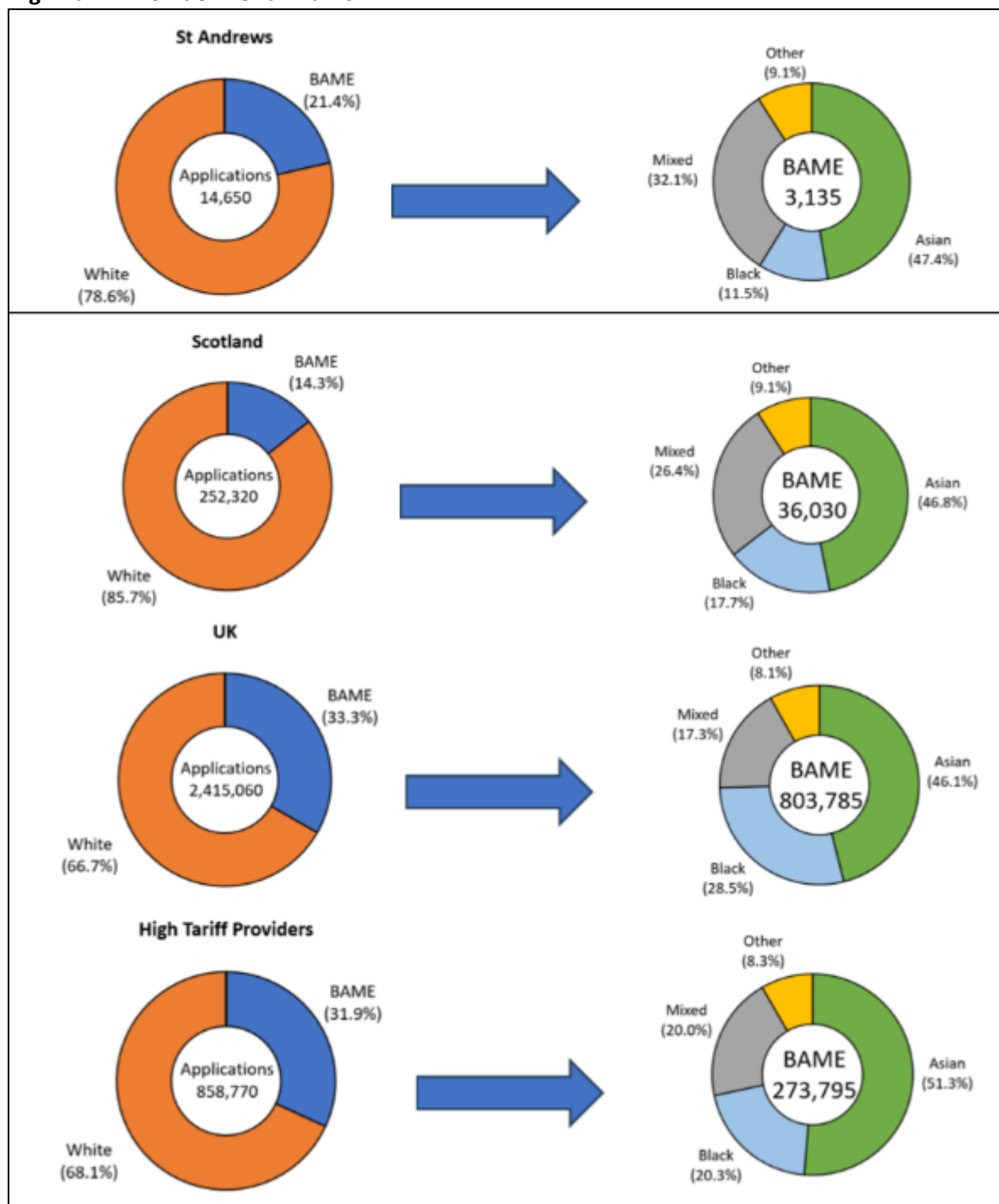


Table 0-2: Trends in Undergraduate Applications From All Sources by Ethnicity and Nationality

	2019-20		2020-21		2021-22		2022-23	
	FTE	%	FTE	%	FTE	%	FTE	%
UK								
Ethnicity Category								
BAME	1740.0	15.9%	2140.0	18.0%	2605.0	18.7%	2992.0	19.9%
White	8598.9	78.5%	9244.9	77.7%	10659.9	76.5%	11197.9	74.4%
Not Known	622.0	5.7%	510.0	4.3%	674.0	4.8%	857.0	5.7%
Total	10960.9	100.0%	11894.9	100.0%	13938.9	100.0%	15046.9	100.0%
BAME Disaggregation								
Asian	832.0	47.8%	1005.0	47.0%	1267.0	48.6%	1437.0	48.0%
Black	204.0	11.7%	264.0	12.3%	302.0	11.6%	352.0	11.8%
Mixed	562.0	32.3%	718.0	33.6%	854.0	32.8%	938.0	31.4%
Other	142.0	8.2%	153.0	7.1%	182.0	7.0%	265.0	8.9%
Total	1740.0	100.0%	2140.0	100.0%	2605.0	100.0%	2992.0	100.0%
Non-UK								
Ethnicity Category								
BAME	202.0	2.0%	162.0	1.6%	491.0	5.0%	461.0	5.1%
White	422.0	4.2%	156.0	1.5%	786.0	8.1%	775.5	8.6%
Not Known	9364.9	93.8%	10052.9	96.9%	8460.0	86.9%	7759.0	86.3%
Total	9988.9	100.0%	10370.9	100.0%	9737.0	100.0%	8995.5	100.0%
BAME Disaggregation								
Asian	120.0	59.4%	109.0	67.3%	338.0	68.8%	303.0	65.7%
Black	20.0	9.9%	21.0	13.0%	18.0	3.7%	24.0	5.2%
Mixed	41.0	20.3%	14.0	8.6%	89.0	18.1%	96.0	20.8%
Other	21.0	10.4%	18.0	11.1%	46.0	9.4%	38.0	8.2%
Total	202.0	100.0%	162.0	100.0%	491.0	100.0%	461.0	100.0%

Note: FTE represents full-time equivalent applications made.

Figure 0-2: UK-Domiciled Undergraduate Applications in 2022-23, Against Scotland, UK, and High Tariff Provider Benchmarks



Note: Visualised data for St Andrews and all benchmark data are drawn from [UCAS Undergraduate sector-level end of cycle data resources 2022](#).

Undergraduate Offers

Admissions staff work closely with Schools to coordinate offers. Evidence-based, EDI-focused practice comprises regular analyses and one-off studies. For example, in 2020 Admissions evaluated name-blind admissions in a large-scale, 6-month review. Considering the points at which bias could be eliminated under current procedures, it was determined that name-blind applications would not benefit minoritised (including BAME) students.

When making offers, Admissions consider academic performance and additional demonstrations of knowledge and interest, and educational and social circumstances (contextual admissions, as laid out in the [Use of Contextual Data policy](#)).

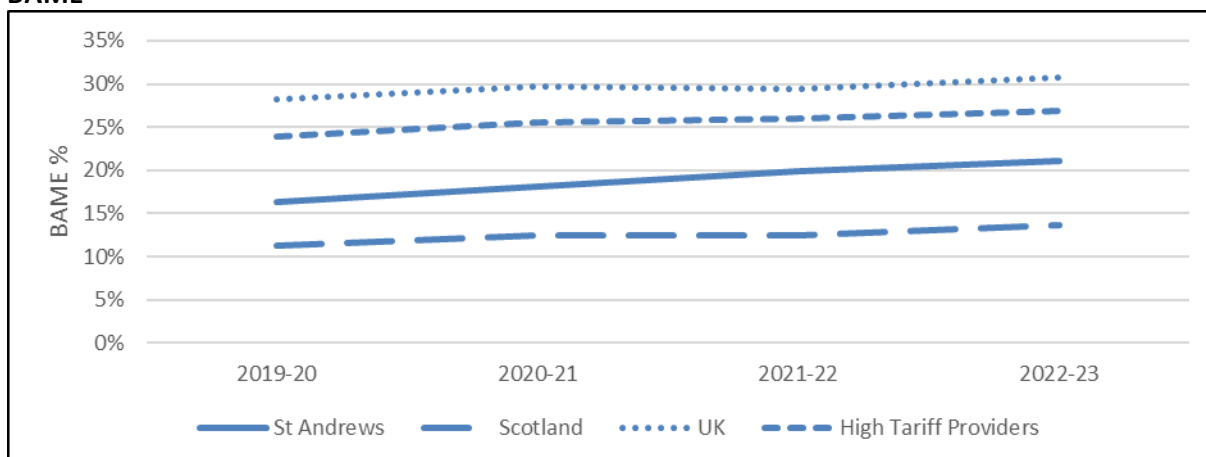
St Andrews falls below UK and high-tariff institutions in the percentages of BAME offers it makes but is above Scotland (Table 0-3, Figure 0-3). To examine whether lower numbers of BAME offers than some benchmarks are driven by internal bias, Figure 0-4 shows offers made as a percentage of applications received from UK domiciled applicants. Though the percentage offers made is lower than all benchmarks, there is no difference in the proportions of offers made to BAME and White applicants as a percentage of applications received.

Table 0-3: Trends in Undergraduate Offers Made to Applications From All Sources by Ethnicity and Nationality

	2019-20		2020-21		2021-22		2022-23	
	FTE	%A	FTE	%A	FTE	%A	FTE	%A
UK								
Ethnicity Category								
BAME	726.0	41.7%	851.0	39.8%	666.0	25.6%	751.0	25.1%
White	3731.0	43.4%	3862.0	41.8%	2780.9	26.1%	2855.0	25.5%
Not Known	187.0	30.1%	159.0	31.2%	128.0	19.0%	99.0	11.6%
Overall	4644.0	42.4%	4872.0	41.0%	3574.9	25.6%	3705.0	24.6%
BAME Disaggregation								
Asian	367.0	44.1%	402.0	40.0%	331.0	26.1%	373.0	26.0%
Black	63.0	30.9%	94.0	35.6%	70.0	23.2%	80.0	22.7%
Mixed	245.0	43.6%	317.0	44.2%	217.0	25.4%	234.0	24.9%
Other	51.0	35.9%	38.0	24.8%	48.0	26.4%	64.0	24.2%
Overall	726.0	41.7%	851.0	39.8%	666.0	25.6%	751.0	25.1%
Non-UK								
Ethnicity Category								
BAME	137.0	67.8%	119.0	73.5%	401.0	81.7%	345.0	74.8%
White	340.0	80.6%	106.0	67.9%	692.0	88.0%	643.0	82.9%
Not Known	3401.0	36.3%	4836.0	48.1%	3736.0	44.2%	3171.0	40.9%
Overall	3878.0	38.8%	5061.0	48.8%	4829.0	49.6%	4159.0	46.2%
BAME Disaggregation								
Asian		75.8%		85.3%		85.2%		77.2%
Black		20.0%		23.8%		44.4%		41.7%
Mixed		82.9%		64.3%		78.7%		83.3%
Other		38.1%		66.7%		76.1%		55.3%
Overall		67.8%		73.5%		81.7%		74.8%

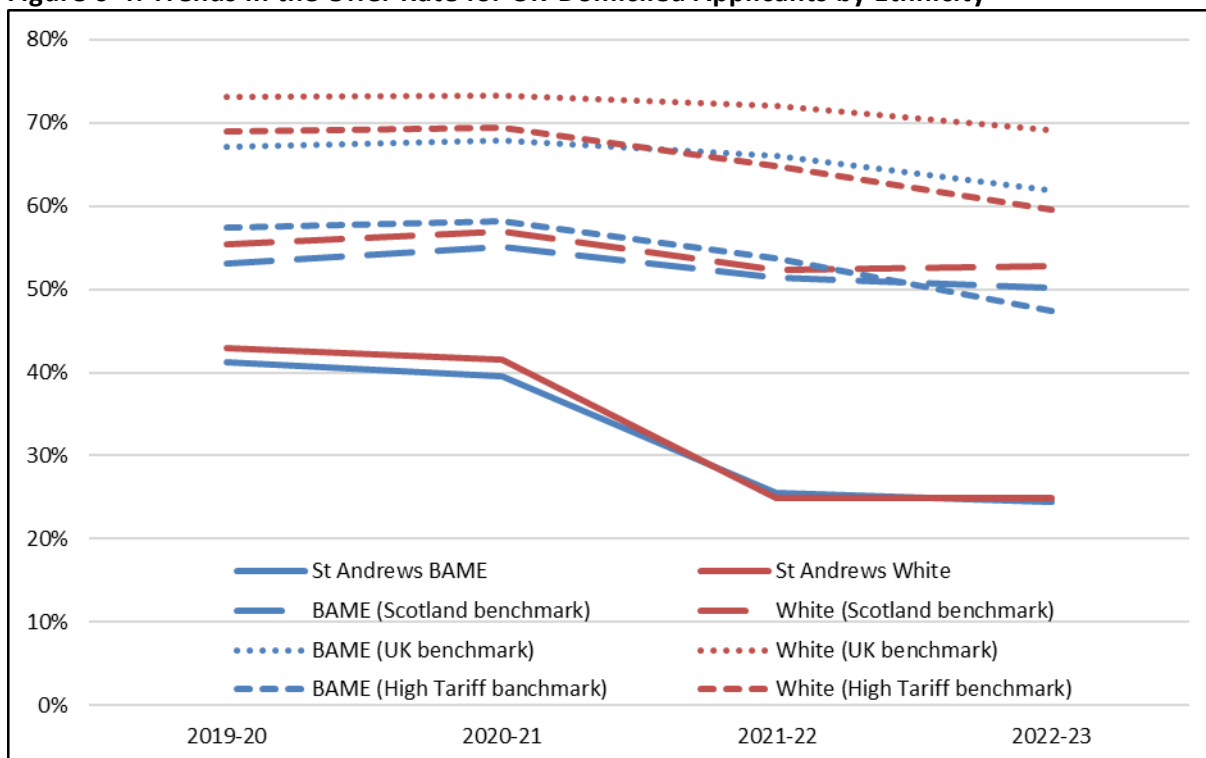
Note: FTE represents full-time equivalent offers made. %A Represents percentage of Applications (see Undergraduate Applications

Figure 0-3: Trends in the Percentage of UK-Domiciled Applicants Receiving Offers Who Are BAME



Note: Visualised data for St Andrews and all benchmark data are drawn from [UCAS Undergraduate sector-level end of cycle data resources 2022](#).

Figure 0-4: Trends in the Offer Rate for UK-Domiciled Applicants by Ethnicity



Note: Visualised data for St Andrews and all benchmark data are drawn from [UCAS Undergraduate sector-level end of cycle data resources 2022](#).

Undergraduate Entrants

The percentage of BAME entrants has increased since 2019-20 (Table 0-4). These data are in line with the undergraduate profile (see Section [7b](#)).

Admissions analyses destinations of those who decline St Andrews and take up offers elsewhere. 2017-20 data suggest that all decliners go on to Oxford, Cambridge, and Edinburgh in large proportions. White applicants also go on to Durham, another historic, rural university, whereas BAME applicants favour institutions in larger cities (London,

Birmingham, Leeds). REC survey responses and SUMS Report testimonies (see Section [2b](#)) suggest that BAME applicants are dissuaded by the lack of cultural diversity and services available here. Coordinated action to increase commerce and services for BAME students [**Action-B7**] and improve outreach should make St Andrews more attractive to potential BAME students [**Action-E1**].

Table 0-4: Trends in Undergraduate Entrants Originating From All Sources by Ethnicity and Nationality

	2019-20		2020-21		2021-22		2022-23	
	FTE	%	FTE	%	FTE	%	FTE	%
UK								
Ethnicity Category								
BAME	152.0	12.3%	232.0	15.1%	211.0	17.1%	231.0	17.0%
White	1078.0	87.1%	1267.8	82.5%	1001.0	80.9%	1101.2	81.1%
Not Known	7.0	0.6%	37.0	2.4%	25.0	2.0%	25.0	1.8%
Total	1237.0	100.0%	1536.8	100.0%	1237.0	100.0%	1357.2	100.0%
BAME Disaggregation								
Asian	78.0	51.3%	98.0	42.2%	108.0	51.2%	116.0	50.2%
Black	12.0	7.9%	22.0	9.5%	29.0	13.7%	30.0	13.0%
Mixed	50.0	32.9%	101.0	43.5%	59.0	28.0%	68.0	29.4%
Other	12.0	7.9%	11.0	4.7%	15.0	7.1%	17.0	7.4%
Total	152.0	100.0%	232.0	100.0%	211.0	100.0%	231.0	100.0%
Non-UK								
Ethnicity Category								
BAME	222.0	27.6%	84.0	8.4%	350.0	34.8%	306.0	32.8%
White	503.0	62.6%	62.0	6.2%	645.0	64.2%	621.0	66.6%
Not Known	78.0	9.7%	853.0	85.4%	10.0	1.0%	6.0	0.6%
Total	803.0	100.0%	999.0	100.0%	1005.0	100.0%	933.0	100.0%
BAME Disaggregation								
Asian		69.8%		79.8%		71.4%		65.7%
Black		2.7%		3.6%		2.0%		2.6%
Mixed		22.5%		6.0%		18.0%		25.5%
Other		5.0%		10.7%		8.6%		6.2%
Total		100.0%		100.0%		100.0%		100.0%

Note: FTE represents full-time equivalent entrants. Data for non-UK ethnicity in 2020-21 was affected by a systems error.

Relevant Action Outlines

A8: Implement a model of recognition for *staff* that is valued by **staff**

A9: Implement a model of recognition for *students* that is valued by **students**

B4: Increase active BAME alumni engagement in the Kaleidoscope Alumni Network

B7: Launch a BAME-focused entrepreneurship fund

D3: Expand academic promotions criteria to include 'academic citizenship'

E1: Establish a joint REC MAIT-Admissions study team tasked with investigating the causes of differences the proportions of BAME students recruited to undergraduate, taught postgraduate and research postgraduate degrees

7b Undergraduate Student Body

Undergraduates by Nationality

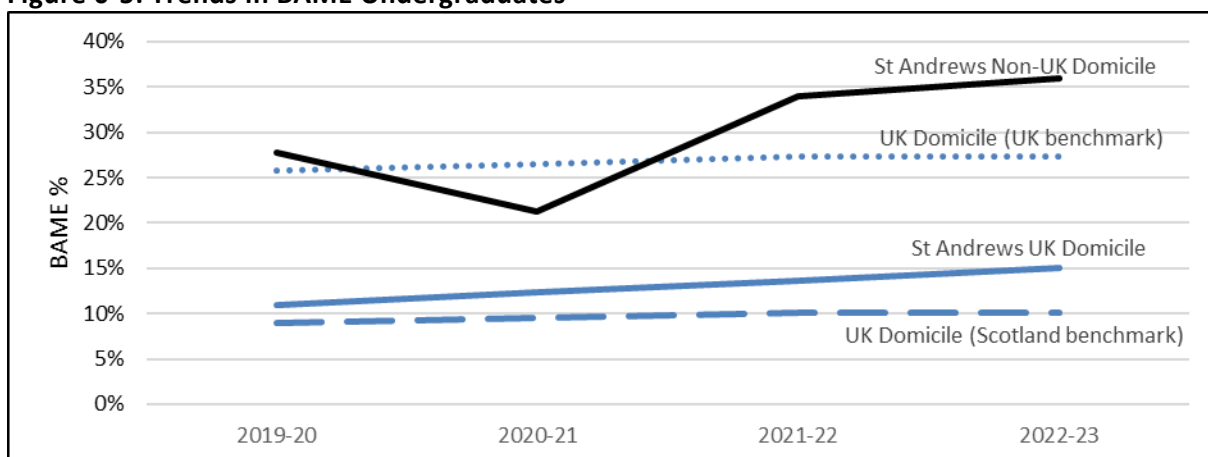
The percentage of BAME UK and non-UK students has increased over the past four years (Table 0-5). For UK-domiciled BAME students, St Andrews sits above the current Scottish benchmark but well below the UK's (Figure 0-5). St Andrews has a lower percentage of UK Black students than both Scottish and UK benchmarks (Figure 0-6). We are unable to account for this profile and have initiated further action to better understand and improve recruitment race equality [**Action-E1**].

Table 0-5: Trends in Undergraduate Ethnicity by Nationality

	2019-20		2020-21		2021-22		2022-23	
	FTE	%	FTE	%	FTE	%	FTE	%
UK								
Ethnicity Category								
BAME	498	10.9%	608	12.4%	673	13.7%	747	15.1%
White	4053	88.6%	4252	86.6%	4178	84.9%	4118	83.3%
Not known	22	0.5%	51	1.0%	68	1.4%	81	1.6%
Total	4573	100.0%	4911	100.0%	4919	100.0%	4946	100.0%
BAME Disaggregation								
Asian	235	47.1%	274	45.1%	324	48.2%	360	48.3%
Black	52	10.4%	59	9.7%	70	10.3%	87	11.6%
Mixed	178	35.8%	242	39.8%	238	35.4%	250	33.5%
Other	33	6.6%	33	5.4%	40	6.0%	49	6.6%
Total	498	100.0%	608	100.0%	673	100.0%	747	100.0%
Non-UK								
Ethnicity Category								
BAME	832	29.0%	678	22.1%	1169	35.0%	1296	36.9%
White	1853	64.6%	1388	45.1%	1978	59.2%	2174	61.9%
Not known	184	6.4%	1009	32.8%	195	5.8%	44	1.2%
Total	2870	100.0%	3075	100.0%	3342	100.0%	3513	100.0%
BAME Disaggregation								
Asian	574	68.9%	485	71.5%	859	73.5%	931	71.8%
Black	17	2.0%	12	1.8%	26	2.2%	32	2.5%
Mixed	181	21.8%	130	19.2%	196	16.8%	235	18.2%
Other	60	7.3%	51	7.6%	89	7.6%	98	7.5%
Total	832	100.0%	678	100.0%	1169	100.0%	1296	100.0%

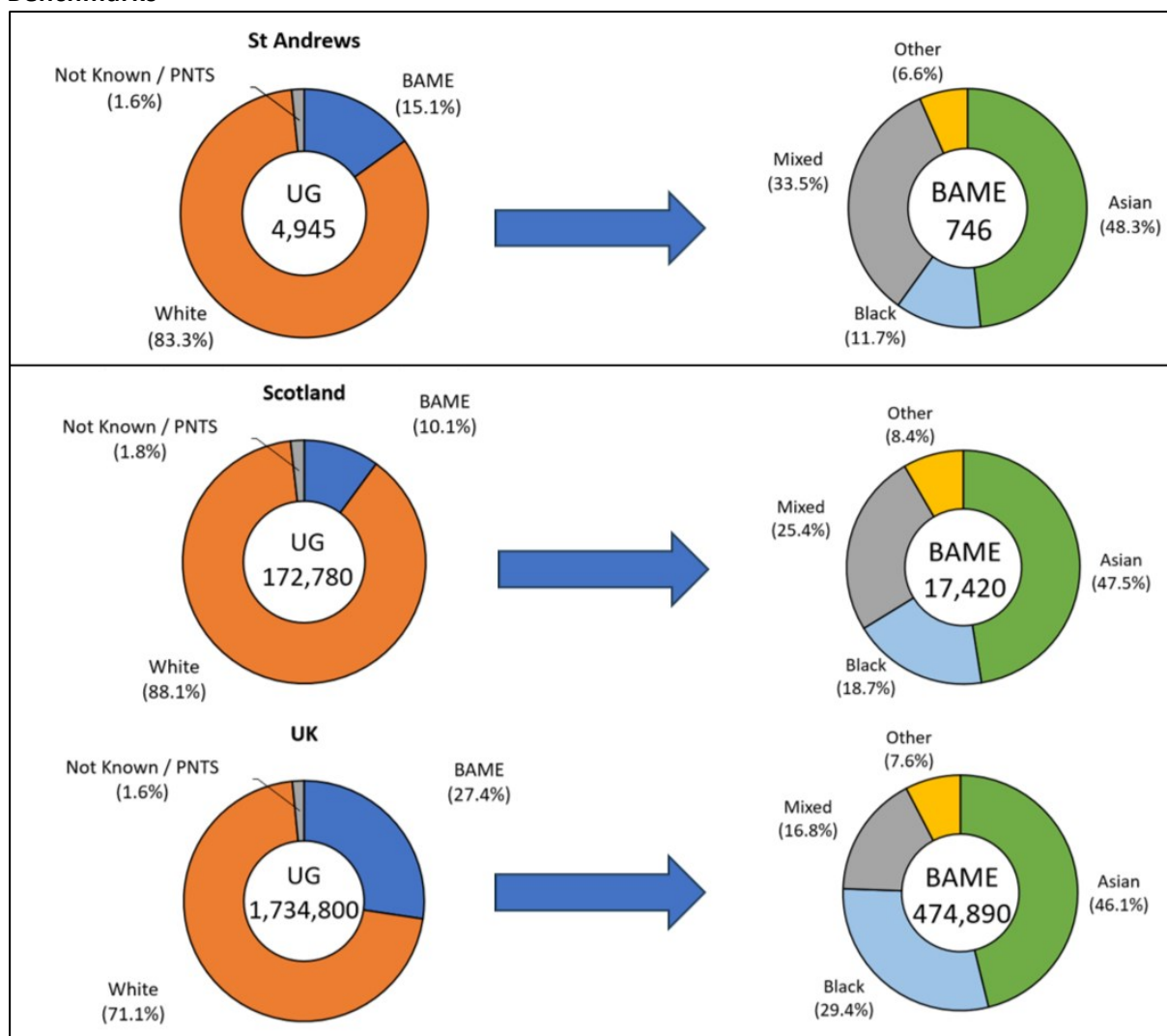
Note: FTE represents full-time equivalent enrolment. In 2020-21, during the Covid lockdown period, there was a systems error which led to ethnicity data not being collected from non-UK entrant students. This led to a larger than normal number of "Not known" ethnicities in this year.

Figure 0-5: Trends in BAME Undergraduates



Note: Visualised St Andrews data are based on data presented in Table 0-5. UK and Scotland benchmark data from [HESA](#) are for UK domiciled students only. 2021-22 data are used as the benchmark for subsequent years.

Figure 0-6: UK Domiciled Undergraduates in 2022-23, Against Scotland and UK Undergraduate Benchmarks



Note: Visualised data for St Andrews are based on Table 0-5. Scotland and UK data are 2021-22 data based on UK-domiciled undergraduate students enrolled in Scottish and UK institutions, from [HESA](#).

Undergraduates by Gender

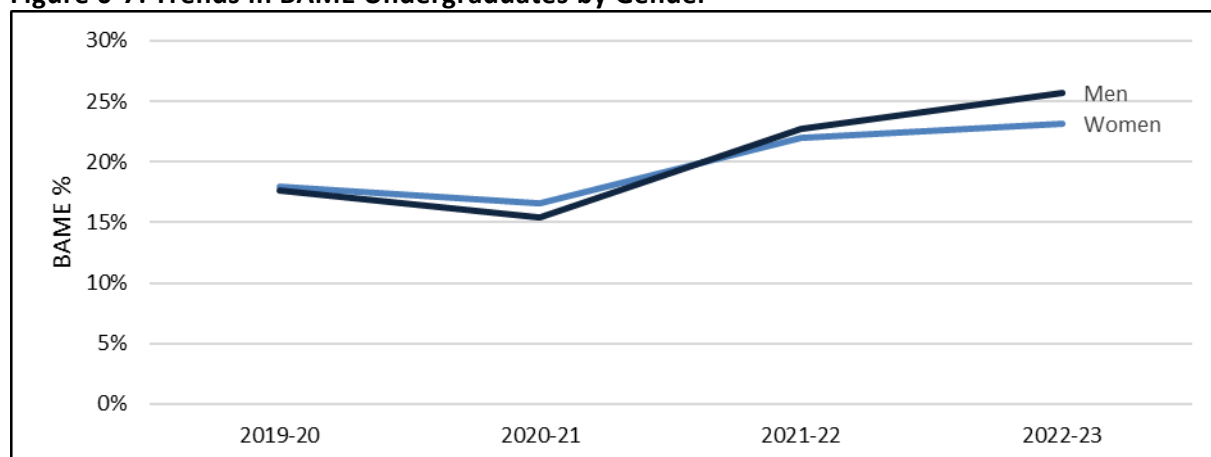
There is a close coupling of the BAME percentage of women and men, suggesting no gendered intersectional undergraduate under-representation (Table 0-1, Figure 0-7).

Table 0-6: Trends in Undergraduate Ethnicity by Gender

	2019-20		2020-21		2021-22		2022-23	
	FTE	%	FTE	%	FTE	%	FTE	%
Women								
BAME	808	18.0%	788	16.6%	1085	22.0%	1183	23.2%
White	3575	79.7%	3343	70.4%	3721	75.3%	3854	75.6%
Not Known	104	2.3%	620	13.0%	134	2.7%	64	1.3%
Total	4487	100.0%	4751	100.0%	4940	100.0%	5101	100.0%
Men								
BAME	521	17.7%	497	15.4%	755	22.8%	859	25.7%
White	2327	78.9%	2293	71.0%	2431	73.4%	2426	72.5%
Not Known	102	3.5%	439	13.6%	128	3.9%	61	1.8%
Total	2950	100.0%	3229	100.0%	3314	100.0%	3346	100.0%

Note: FTE represents full-time equivalent enrolment.

Figure 0-7: Trends in BAME Undergraduates by Gender



Note: Visualised data are based on data presented in Table 0-6.

Undergraduates by Faculty

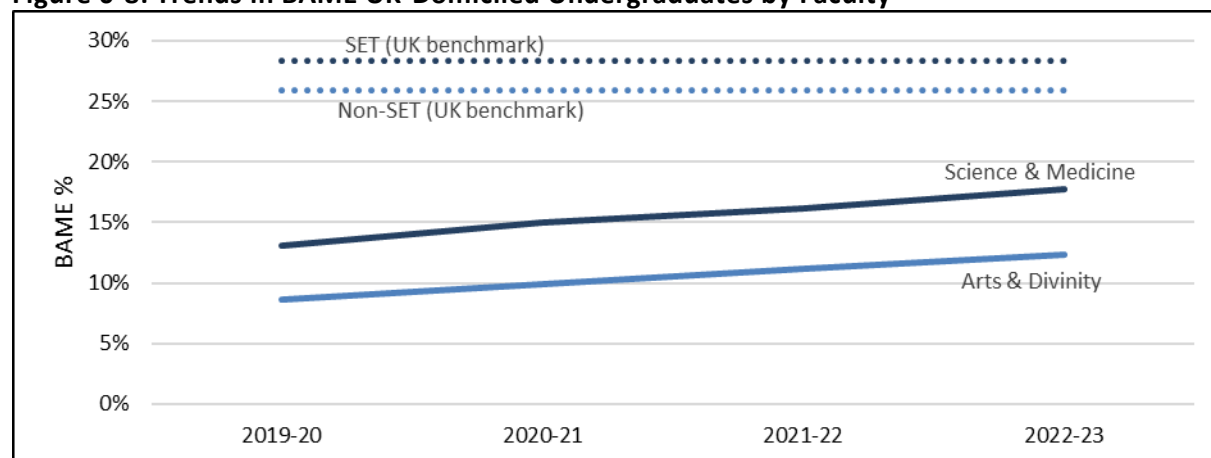
UK benchmarks for UK-domiciled students show a greater percentage of BAME undergraduates in Science, Engineering and Technology (SET) than non-SET degrees (Figure 0-8). This is true in St Andrews, albeit at lower levels for UK domiciled students (and for non-UK domiciled students; Table 0-7, Figure 0-9). UK and non-UK domiciled BAME students have steadily increased in both faculties.

Table 0-7: Trends in Undergraduate Ethnicity by Faculty and Nationality

	2019-20		2020-21		2021-22		2022-23	
	FTE	%	N	%	N	%	N	%
UK								
Arts & Divinity								
BAME	185	8.6%	228	9.8%	246	11.0%	266	12.1%
White	1974	91.1%	2088	89.3%	1963	87.6%	1887	85.9%
Not known	8	0.4%	22	0.9%	33	1.5%	43	2.0%
Total	2167	100.0%	2338	100.0%	2242	100.0%	2196	100.0%
Science & Medicine								
BAME	313	13.0%	380	14.8%	427	16.0%	481	17.5%
White	2079	86.4%	2164	84.1%	2215	82.7%	2231	81.1%
Not known	14	0.6%	29	1.1%	35	1.3%	38	1.4%
Total	2406	100.0%	2573	100.0%	2677	100.0%	2750	100.0%
Non-UK								
Arts & Divinity								
BAME	440	24.1%	350	19.1%	578	28.9%	613	29.4%
White	1306	71.6%	972	53.1%	1341	67.2%	1456	69.8%
Not known	78	4.3%	510	27.8%	79	3.9%	16	0.7%
Total	1825	100.0%	1832	100.0%	1998	100.0%	2085	100.0%
Science & Medicine								
BAME	393	37.5%	329	26.4%	591	44.0%	683	47.8%
White	547	52.3%	416	33.4%	637	47.4%	718	50.3%
Not known	106	10.1%	499	40.1%	116	8.6%	28	2.0%
Total	1046	100.0%	1243	100.0%	1344	100.0%	1429	100.0%

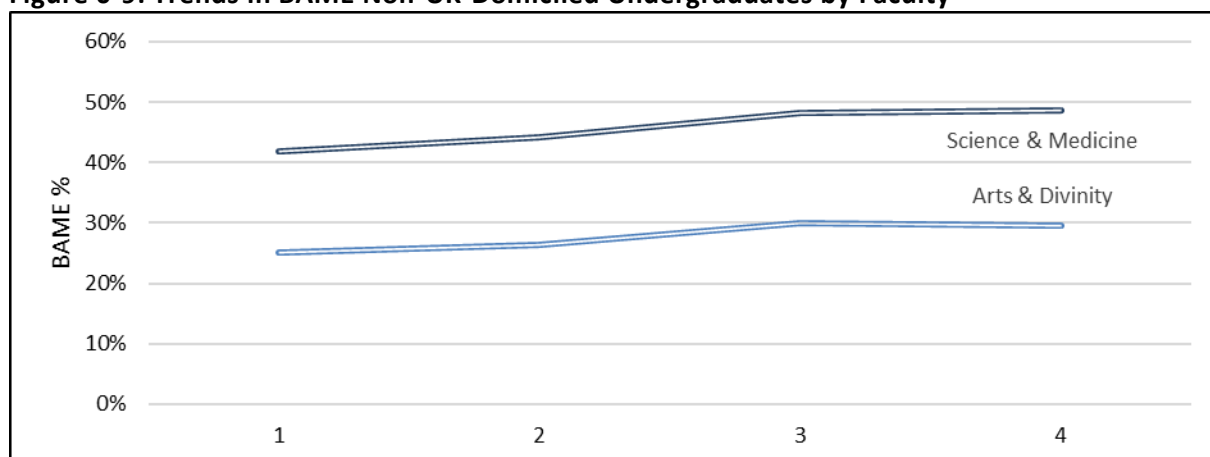
Note: FTE represents full-time equivalent enrolment.

Figure 0-8: Trends in BAME UK-Domiciled Undergraduates by Faculty



Note: Visualised data are based on data presented in Table 0-7, with % calculated excluding 'Not Known' to bring data in line with 2020-21 snapshot UK benchmark data from Advance HE [Equality in higher education: statistical reports 2022](#) | Advance HE (advance-he.ac.uk) (ps. 138-140).

Figure 0-9: Trends in BAME Non-UK-Domiciled Undergraduates by Faculty



Note: Visualised data are based on data presented in Table 0-7, with % calculated excluding 'Not Known' to bring data in line with data presented in Figure 0-8.

Relevant Action Outlines

E1: Establish a joint REC MAIT-Admissions study team tasked with investigating the causes of differences the proportions of BAME students recruited to undergraduate, taught postgraduate and research postgraduate degrees

7c Course Progression

Course Progression by Nationality

Encouragingly, retention rates at St Andrews are high, and there are minimal differences in continuation rates according to ethnicity (Table 0-8; contrast with UK benchmarks which show a small ethnicity retention gap, Figure 0-10). This applies to both UK and non-UK domiciled students.

BAME undergraduates are not disadvantaged in their progress through St Andrews. There is no BAME-specific support, but the following provisions likely help all students transition and progress through higher education study:

- free language support for those with English as an additional language;
- academic advisers allocated to each student;
- small group tutorials in the first two years of study;
- widespread signposting for support mechanisms.

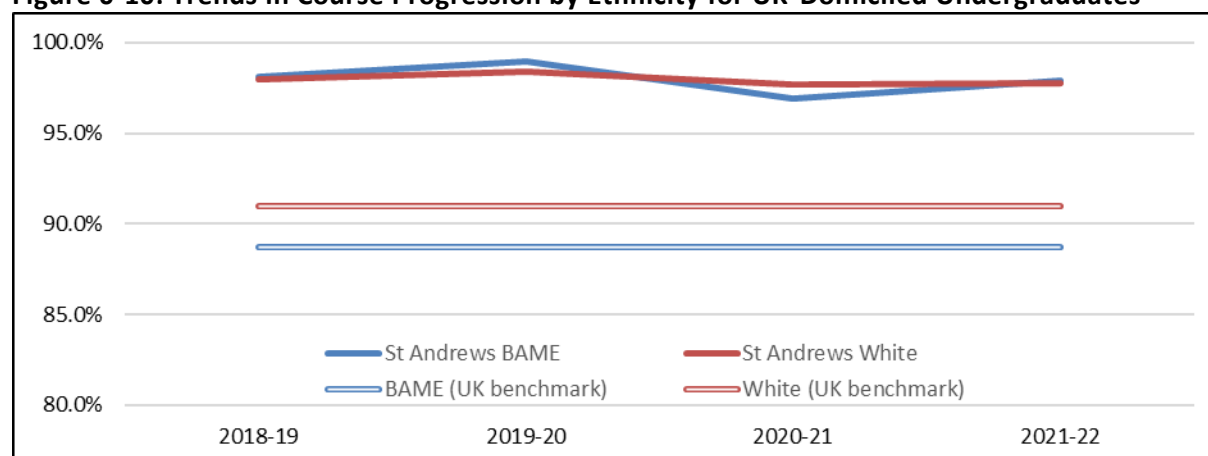
The small size of the University may also play a part in students receiving more individual attention and potential problems being noticed before they have an impact on progression.

Table 0-8: Trends in Undergraduate Course Progression by Ethnicity and Nationality

			2018-19	2019-20	2020-21	2021-22
UK						
UK	BAME	N	462	526	648	724
		Completion or Continuation	98.1%	99.0%	96.9%	97.9%
		Transferred	0.2%	0.6%	1.7%	0.1%
		Left	1.7%	0.4%	1.4%	1.9%
	White	N	4246	4312	4532	4574
		Completion or Continuation	98.0%	98.4%	97.7%	97.8%
		Transferred	0.1%	0.4%	1.1%	0.2%
		Left	1.8%	1.2%	1.2%	1.9%
	Not known	N	62	24	51	67
		Completion or Continuation	98.4%	91.7%	94.1%	98.5%
		Transferred	0.0%	0.0%	2.0%	1.5%
		Left	1.6%	8.3%	3.9%	0.0%
Non-UK						
Non-UK	BAME	N	244	879	764	1255
		Completion or Continuation	98.4%	99.0%	97.8%	97.9%
		Transferred	0.4%	0.7%	0.4%	0.6%
		Left	1.2%	0.3%	1.8%	1.4%
	White	N	364	1939	1526	2136
		Completion or Continuation	95.3%	98.3%	98.3%	97.7%
		Transferred	0.8%	1.1%	0.7%	0.9%
		Left	3.8%	0.6%	1.0%	1.4%
	Not known	N	2460	238	1063	247
		Completion or Continuation	97.8%	93.7%	97.6%	93.9%
		Transferred	0.4%	2.1%	1.1%	1.6%
		Left	1.8%	4.2%	1.3%	4.5%

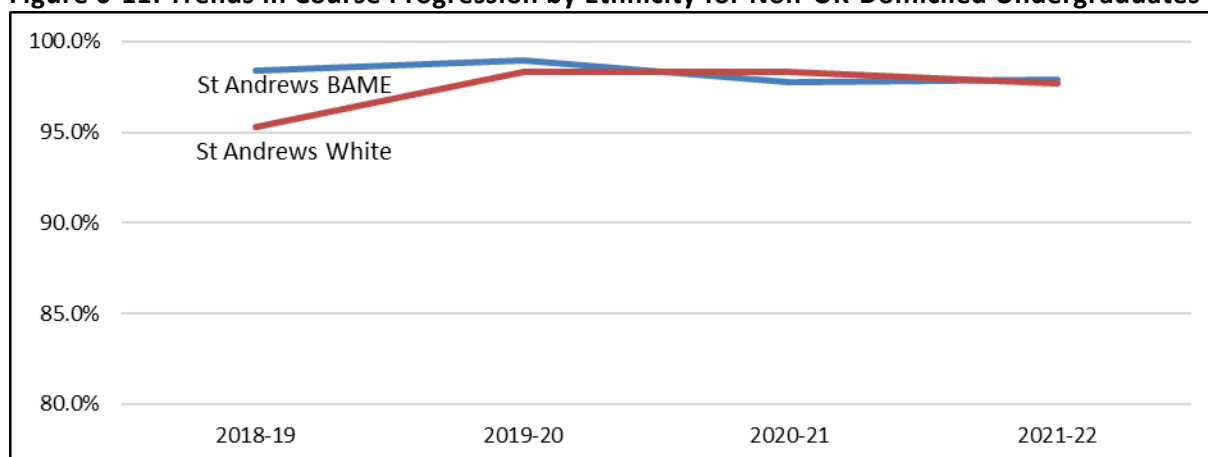
Note: Percentage headcount data.

Figure 0-10: Trends in Course Progression by Ethnicity for UK-Domiciled Undergraduates



Note: Visualised data are based on data presented in Table 0-8. 2020-21 snapshot UK benchmark data from Advance HE [Equality in higher education: statistical reports 2022](#) | Advance HE (advance-he.ac.uk) (ps. 146).

Figure 0-11: Trends in Course Progression by Ethnicity for Non-UK-Domiciled Undergraduates



Note: Visualised data are based on data presented in Table 0-8.

Course Progression by Gender

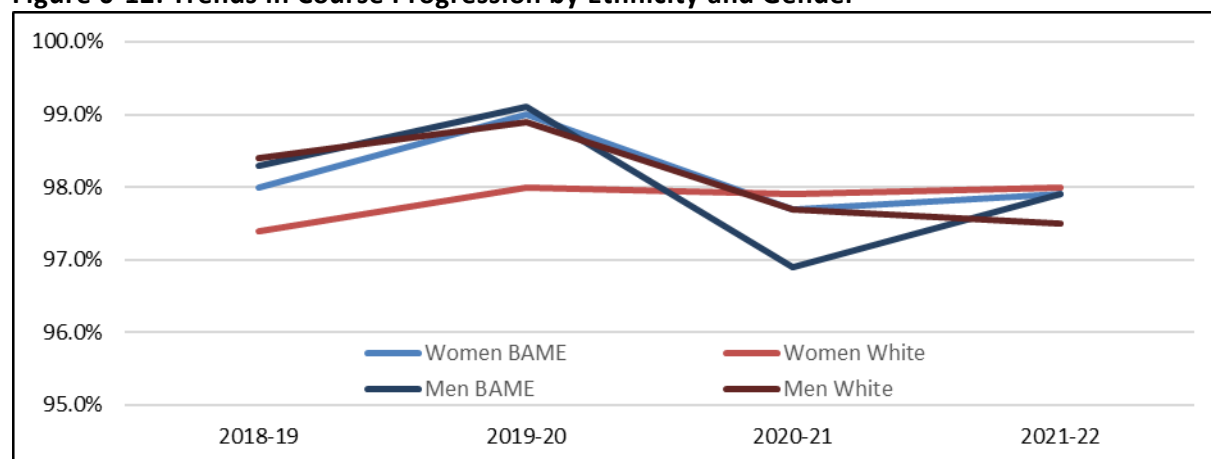
Retention rates are uniformly high across gender and ethnicity (Table 0-9, Figure 0-12), although the trend of White men dropping below other demographic groups has been flagged for monitoring independently of the REC action plan.

Table 0-9: Trends in Undergraduate Course Progression by Ethnicity and Gender

		2018-19	2019-20	2020-21	2021-22
Women					
BAME	N	405	860	861	1160
	Completion or Continuation	98.0%	99.0%	97.7%	97.9%
	Transferred	0.5%	0.7%	0.9%	0.6%
	Left	1.5%	0.3%	1.4%	1.5%
White	N	2680	3792	3622	4092
	Completion or Continuation	97.4%	98.0%	97.9%	98.0%
	Transferred	0.3%	0.7%	1.0%	0.6%
	Left	2.3%	1.2%	1.1%	1.5%
Not known	N	1637	131	645	156
	Completion or Continuation	97.9%	91.6%	97.4%	94.9%
	Transferred	0.3%	3.1%	1.6%	1.9%
	Left	1.8%	5.3%	1.1%	3.2%
Men					
BAME	N	301	544	550	818
	Completion or Continuation	98.3%	99.1%	96.9%	97.9%
	Transferred	0.0%	0.6%	1.1%	0.2%
	Left	1.7%	0.4%	2.0%	1.8%
White	N	1926	2454	2426	2604
	Completion or Continuation	98.4%	98.9%	97.7%	97.5%
	Transferred	0.1%	0.4%	1.0%	0.3%
	Left	1.5%	0.7%	1.3%	2.2%
Not known	N	885	131	469	158
	Completion or Continuation	97.6%	95.4%	97.4%	94.9%
	Transferred	0.5%	0.8%	0.6%	1.3%
	Left	1.9%	3.8%	1.9%	3.8%

Note: Percentage headcount data.

Figure 0-12: Trends in Course Progression by Ethnicity and Gender



Note: Visualised data are based on data presented in Table 0-9.

Course Progression by Faculty

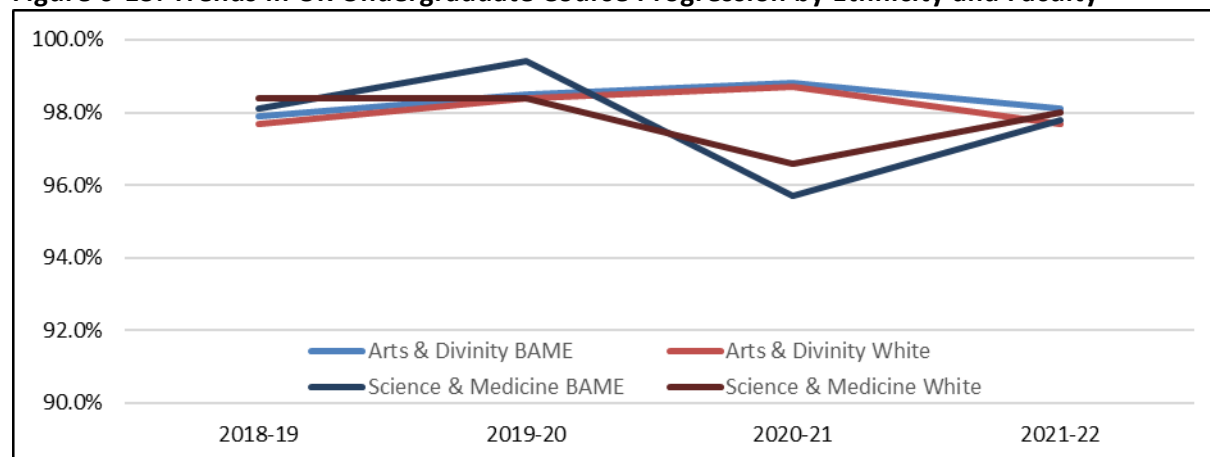
Retention rates are uniformly high across faculty (Table 0-10, Figure 0-13, Figure 0-14). Fluctuations in Science & Medicine progression for UK-domiciled students will be monitored.

Table 0-10: Trends in UK-Domiciled Undergraduate Course Progression by Ethnicity and Faculty

		2018-19	2019-20	2020-21	2021-22
Arts & Divinity					
BAME	N	192	204	250	267
	Completion or Continuation	97.90%	98.50%	98.80%	98.10%
	Transferred	0.50%	1.50%	0.00%	0.00%
	Left	1.60%	0.00%	1.20%	1.90%
White	N	2234	2162	2288	2237
	Completion or Continuation	97.70%	98.40%	98.70%	97.70%
	Transferred	0.20%	0.20%	0.10%	0.20%
	Left	2.10%	1.40%	1.20%	2.10%
Not known	N	32	8	23	33
	Completion or Continuation	100.00%	100.00%	91.30%	100.00%
	Transferred	0.00%	0.00%	0.00%	0.00%
	Left	0.00%	0.00%	8.70%	0.00%
Science & Medicine					
BAME	N	270	322	398	457
	Completion or Continuation	98.10%	99.40%	95.70%	97.80%
	Transferred	0.00%	0.00%	2.80%	0.20%
	Left	1.90%	0.60%	1.50%	2.00%
White	N	2012	2150	2244	2336
	Completion or Continuation	98.40%	98.40%	96.60%	98.00%
	Transferred	0.10%	0.60%	2.10%	0.30%
	Left	1.50%	1.10%	1.20%	1.80%
Not known	N	30	16	28	34
	Completion or Continuation	96.70%	87.50%	96.40%	97.10%
	Transferred	0.00%	0.00%	3.60%	2.90%
	Left	3.30%	12.50%	0.00%	0.00%

Note: Percentage headcount data.

Figure 0-13: Trends in UK Undergraduate Course Progression by Ethnicity and Faculty



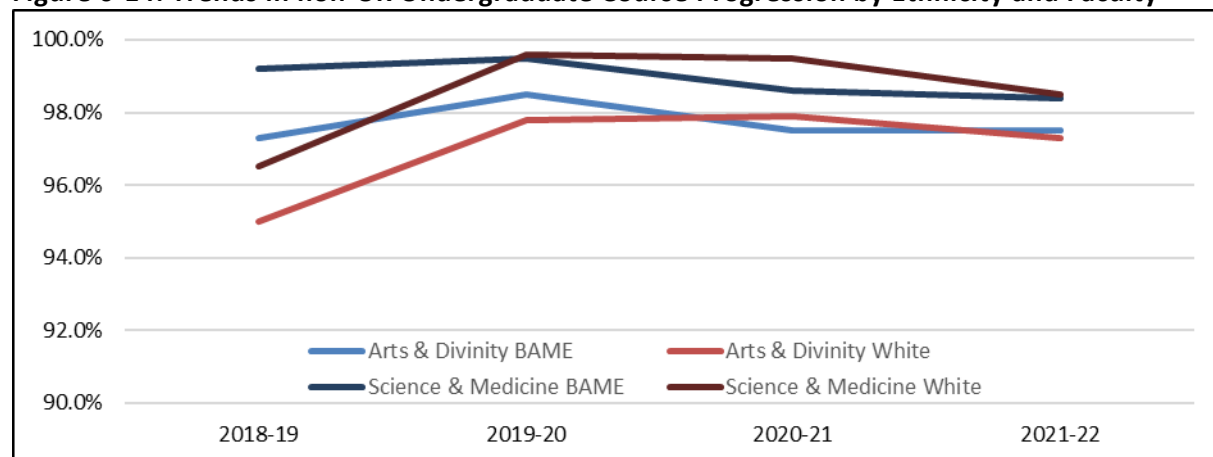
Note: Visualised data are based on data presented in Table 7-10.

Table 0-11: Trends in Non-UK-Domiciled Undergraduate Course Progression by Ethnicity and Faculty

		2018-19	2019-20	2020-21	2021-22
Arts & Divinity					
BAME	N	111	469	399	632
	Completion or Continuation	97.30%	98.50%	97.50%	97.50%
	Transferred	0.90%	1.10%	0.80%	0.60%
	Left	1.80%	0.40%	1.80%	1.90%
White	N	279	1379	1093	1468
	Completion or Continuation	95.00%	97.80%	97.90%	97.30%
	Transferred	1.10%	1.50%	0.90%	1.10%
	Left	3.90%	0.70%	1.20%	1.60%
Not known	N	1611	119	536	115
	Completion or Continuation	97.50%	91.60%	96.80%	91.30%
	Transferred	0.50%	4.20%	1.70%	1.70%
	Left	2.00%	4.20%	1.50%	7.00%
Science & Medicine					
BAME	N	133	410	346	619
	Completion or Continuation	99.20%	99.50%	98.60%	98.40%
	Transferred	0.00%	0.20%	0.00%	0.60%
	Left	0.80%	0.20%	1.40%	1.00%
White	N	85	560	429	667
	Completion or Continuation	96.50%	99.60%	99.50%	98.50%
	Transferred	0.00%	0.00%	0.00%	0.60%
	Left	3.50%	0.40%	0.50%	0.90%
Not known	N	849	119	508	132
	Completion or Continuation	98.40%	95.80%	98.20%	96.20%
	Transferred	0.10%	0.00%	0.60%	1.50%
	Left	1.50%	4.20%	1.20%	2.30%

Note: Percentage headcount data.

Figure 0-14: Trends in non-UK Undergraduate Course Progression by Ethnicity and Faculty



Note: Visualised data are based on data presented in Table 7-11.

7d Attainment

Note:

- We use the term 'upper degree', rather than 'good degree', to refer to First and 2:1 degrees.

Attainment by Nationality

UG attainment is very high, exemplified by UK domiciled students out-performing UK benchmarks in upper degree attainment (Figure 0-15). There is an ethnicity attainment gap (EAG) in UK (Figure 0-15) and non-UK domiciled students (Figure 0-16)—BAME students are less likely than White students to graduate with an upper degree (Table 0-12). UK benchmarks for UK domiciled students show a similar EAG. Considered alongside the absence of course progression differences, BAME students are achieving well enough at monitored progress points, and resourced well enough to continue their studies, but are not being graded at the upper end of the scale as consistently as White students.

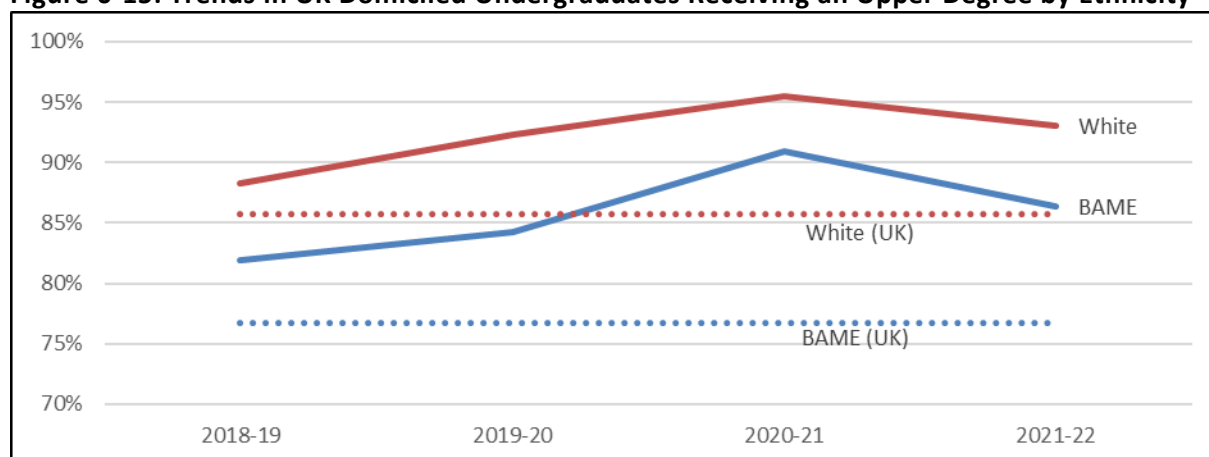
Attainment gaps are monitored annually within the Principal's Office Education and Student Experience team. It is unclear why there are discrepancies between progression and attainment data, though the persistence of EAGs across nationality suggests that they are likely not solely driven by the use of English as an additional language (though there is an awareness, highlighted by points raised in REC focus groups, that international students may need some help navigating communications). We are establishing a dedicated study team to understand factors driving the EAG and inform interventions to tackle it [**Action-E2**].

Table 0-12: Trends in Undergraduate Degree Classifications by Ethnicity and Nationality

Table 6.11: Trends in Undergraduate Degree Classifications by Ethnicity and Nationality						
		2018-19	2019-20	2020-21	2021-22	
UK						
	BAME	N	83	101	120	125
		First	28.9%	33.7%	51.7%	38.4%
		2:1	53.0%	50.5%	39.2%	48.0%
		2:2	12.0%	9.9%	6.7%	9.6%
		Third	1.2%	0.0%	1.7%	0.8%
		General	4.8%	5.9%	0.8%	3.2%
	White	N	940	957	888	1008
		First	32.8%	40.4%	52.3%	48.9%
		2:1	55.5%	51.9%	43.2%	44.2%
		2:2	7.0%	6.0%	2.5%	3.8%
		Third	1.0%	0.2%	0.0%	0.5%
		General	3.7%	1.5%	2.0%	2.6%
	Not Known	N	15	<10	<10	<10
		First	26.7%	22.2%	33.3%	40.0%
		2:1	66.7%	55.6%	66.7%	20.0%
		2:2	0.0%	11.1%	0.0%	40.0%
		Third	6.7%	0.0%	0.0%	0.0%
		General	0.0%	11.1%	0.0%	0.0%
Non-UK						
	BAME	N	80	211	204	220
		First	20.0%	25.1%	37.3%	35.5%
		2:1	48.8%	59.2%	53.9%	53.2%
		2:2	26.3%	11.8%	5.9%	7.7%
		Third	0.0%	0.9%	1.0%	0.9%
		General	5.0%	2.8%	2.0%	2.7%
	White	N	156	481	450	431
		First	30.1%	35.3%	43.3%	44.5%
		2:1	54.5%	54.3%	52.9%	49.7%
		2:2	11.5%	8.5%	2.4%	3.5%
		Third	1.9%	0.4%	0.2%	0.5%
		General	1.9%	1.5%	1.1%	1.9%
	Not Known	N	487	26	37	20
		First	23.8%	30.8%	24.3%	45.0%
		2:1	65.3%	53.8%	56.8%	40.0%
		2:2	8.0%	3.8%	18.9%	5.0%
		Third	0.0%	0.0%	0.0%	0.0%
		General	2.9%	11.5%	0.0%	10.0%

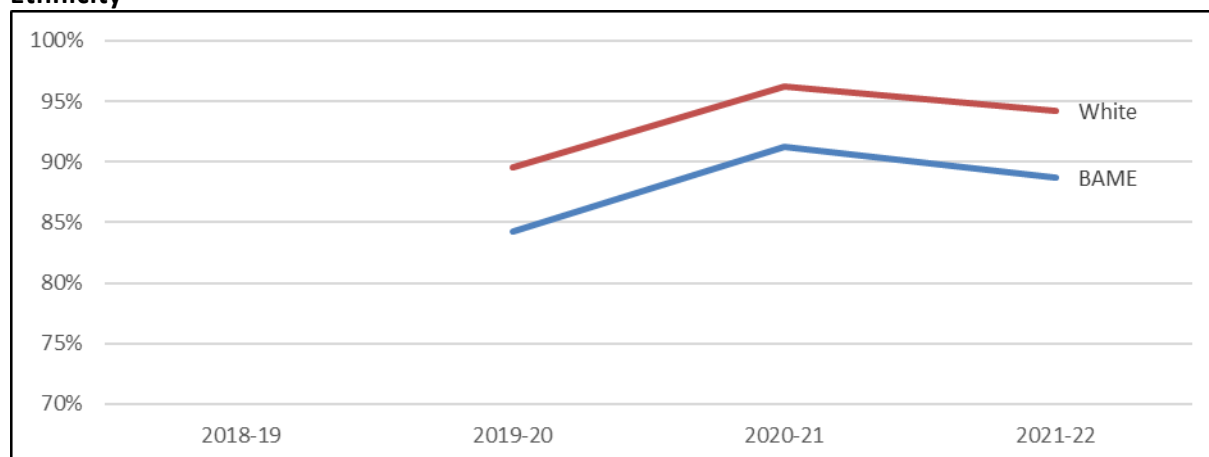
Note: N represents headcount. Percentage is of headcount data. Data from 2018-19 contain a large proportion of ethnicity unknown students as the University did not start fully collecting ethnicity from non-UK students until 2019-20.

Figure 0-15: Trends in UK Domiciled Undergraduates Receiving an Upper Degree by Ethnicity



Note: Visualised data are based on data presented in Table 0-12. An upper degree is a First or 2:1 degree. 2020-21 snapshot UK Benchmark data from Advance HE [Equality in higher education: statistical reports 2022](https://www.advance-he.ac.uk/equality-in-higher-education-statistical-reports-2022) | [Advance HE \(advance-he.ac.uk\)](https://www.advance-he.ac.uk) (ps. 148).

Figure 0-16: Trends in Non-UK Domiciled Undergraduates Receiving an Upper Degree by Ethnicity



Note: Visualised data are based on data presented in Table 0-12. An upper degree is a First or 2:1 degree. For reasons outlined in Table 0-12, data from 2018-19 are excluded from this visualisation.

Attainment by Gender

There are ethnicity attainment gaps in UK men and women (Table 0-13, Figure 0-17) and non-UK men and women (Table 0-14, Figure 0-18). These gaps appear broadly equivalent over the period for which we present data, suggesting no gendered intersectional differences.

Table 0-13: Trends in UK Domiciled Undergraduate Degree Classifications by Ethnicity and Gender

		2018-19	2019-20	2020-21	2021-22	
Women						
Women	BAME	N	46	51	75	79
		First	28.3%	37.3%	50.7%	43.0%
		2:1	54.3%	45.1%	38.7%	44.3%
		2:2	13.0%	11.8%	8.0%	10.1%
		Third	0.0%	0.0%	1.3%	1.3%
		General	4.3%	5.9%	1.3%	1.3%
	White	N	542	569	502	582
		First	32.8%	38.8%	52.6%	49.0%
		2:1	56.3%	54.7%	42.4%	43.8%
		2:2	6.6%	4.7%	2.8%	4.0%
		Third	0.4%	0.4%	0.0%	0.5%
		General	3.9%	1.4%	2.2%	2.7%
	Not Known	N	<10	<10	<10	<10
		First	14.3%	33.3%	0.0%	0.0%
		2:1	71.4%	66.7%	100.0%	0.0%
		2:2	0.0%	0.0%	0.0%	100.0%
		Third	14.3%	0.0%	0.0%	0.0%
		General	0.0%	0.0%	0.0%	0.0%
	Men					
	Men	BAME	N	37	50	45
First			29.7%	30.0%	53.3%	30.4%
2:1			51.4%	56.0%	40.0%	54.3%
2:2			10.8%	8.0%	4.4%	8.7%
Third			2.7%	0.0%	2.2%	0.0%
General			5.4%	6.0%	0.0%	6.5%
White		N	398	386	383	422
		First	32.7%	43.0%	51.7%	48.6%
		2:1	54.5%	47.9%	44.4%	45.0%
		2:2	7.5%	7.5%	2.1%	3.6%
		Third	1.8%	0.0%	0.0%	0.5%
		General	3.5%	1.6%	1.8%	2.4%
Not Known		N	<10	<10	<10	<10
		First	37.5%	16.7%	50.0%	50.0%
		2:1	62.5%	50.0%	50.0%	25.0%
		2:2	0.0%	16.7%	0.0%	25.0%
		Third	0.0%	0.0%	0.0%	0.0%
		General	0.0%	16.7%	0.0%	0.0%

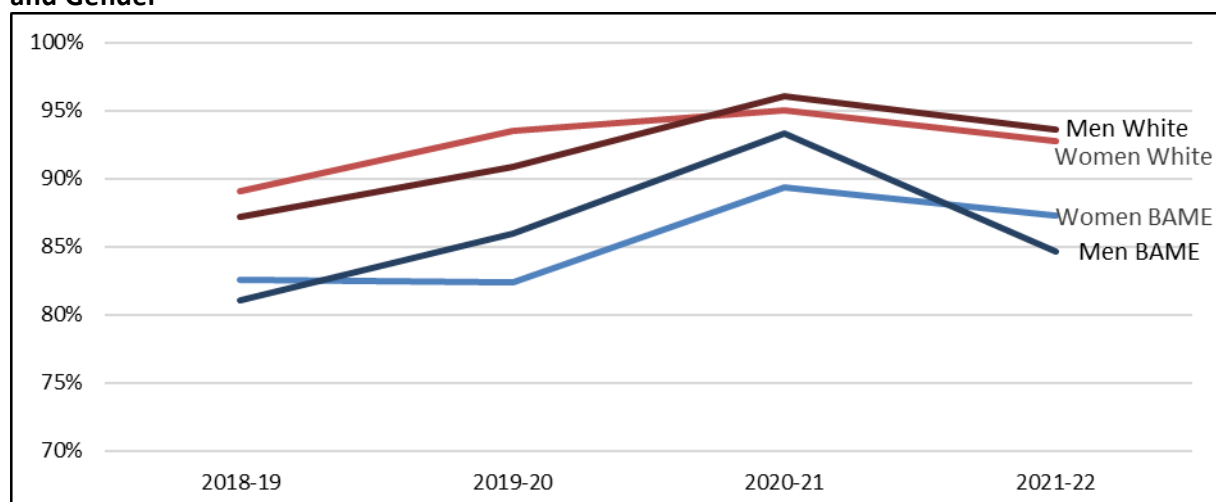
Note: N represents headcount. Percentage is of headcount data. Data from 2018-19 contain a large proportion of ethnicity unknown students as the University did not start fully collecting ethnicity from non-UK students until 2019-20.

Table 0-14: Trends in Non-UK Domiciled Undergraduate Degree Classifications by Ethnicity and Gender

		2018-19	2019-20	2020-21	2021-22
Women					
BAME	N	40	134	139	133
	First	25.0%	29.9%	38.8%	35.3%
	2:1	52.5%	57.5%	54.7%	56.4%
	2:2	17.5%	9.7%	2.9%	4.5%
	Third	0.0%	0.7%	1.4%	0.8%
	General	5.0%	2.2%	2.2%	3.0%
White	N	97	310	311	306
	First	29.9%	35.5%	45.3%	46.4%
	2:1	56.7%	54.8%	51.4%	49.7%
	2:2	10.3%	7.4%	2.3%	2.6%
	Third	2.1%	0.3%	0.3%	0.3%
	General	1.0%	1.9%	0.6%	1.0%
Not Known	N	325	12	19	<10
	First	24.6%	25.0%	26.3%	66.7%
	2:1	68.0%	66.7%	57.9%	33.3%
	2:2	5.5%	0.0%	15.8%	0.0%
	Third	0.0%	0.0%	0.0%	0.0%
	General	1.8%	8.3%	0.0%	0.0%
Men					
BAME	N	40	77	65	87
	First	15.0%	16.9%	33.8%	35.6%
	2:1	45.0%	62.3%	52.3%	48.3%
	2:2	35.0%	15.6%	12.3%	12.6%
	Third	0.0%	1.3%	0.0%	1.1%
	General	5.0%	3.9%	1.5%	2.3%
White	N	59	169	139	125
	First	30.5%	35.5%	38.8%	40.0%
	2:1	50.8%	52.7%	56.1%	49.6%
	2:2	13.6%	10.7%	2.9%	5.6%
	Third	1.7%	0.6%	0.0%	0.8%
	General	3.4%	0.6%	2.2%	4.0%
Not Known	N	162	14	17	14
	First	22.2%	35.7%	23.5%	35.7%
	2:1	59.9%	42.9%	52.9%	42.9%
	2:2	13.0%	7.1%	23.5%	7.1%
	Third	0.0%	0.0%	0.0%	0.0%
	General	4.9%	14.3%	0.0%	14.3%

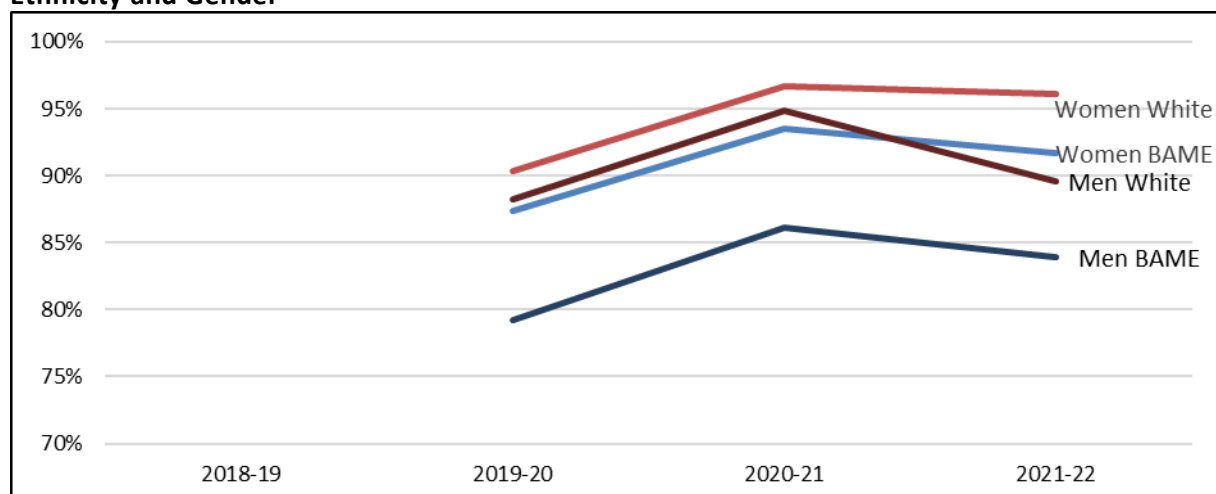
Note: N represents headcount. Percentage is of headcount data. Data from 2018-19 contain a large proportion of ethnicity unknown students as the University did not start fully collecting ethnicity from non-UK students until 2019-20.

Figure 0-17: Trends in UK Domiciled Undergraduates Receiving an Upper Degree by Ethnicity and Gender



Note: Visualised data are based on data presented in Table 0-13. An upper degree is a First or 2:1 degree.

Figure 0-18: Trends in Non-UK Domiciled Undergraduates Receiving an Upper Degree by Ethnicity and Gender



Note: Visualised data are based on data presented in Table 0-14. An upper degree is a First or 2:1 degree. For reasons outlined in Table 0-14, data from 2018-19 are excluded from this visualisation.

Attainment by Faculty

Faculty ethnicity attainment gaps (EAGs) help us to understand the overall ethnicity attainment gap. There are small EAGs in UK and non-UK Arts & Divinity students but much larger EAGs in Science & Medicine (Table 0-15, Table 0-16, Figure 0-19, Figure 0-20). The Science & Medicine EAG has maintained across four years, particularly consistently in UK-domiciled students. We also note an elevation in the overall proportion of upper degrees awarded in 2020-21, likely resulting from COVID-mitigating changes in assessment methods and grade aggregation for classification.

The presence of EAGs in UK and non-UK students, suggests that the EAG is not driven solely by familiarity with English. Preliminary analyses using School-level data also find no simple relationships between EAGs and numbers or proportions of BAME staff. These findings challenge the typically proposed interpretation of EAGs, requiring us to act swiftly to understand and eliminate them, in concert with work on other attainment gaps, e.g. gender

[with a dedicated study team **Action-E2**, and School-level action facilitated by improved data dissemination **Action-D8**].

The REC survey revealed no ethnicity differences in response to questions probing teaching, assessment or academic support. Although BAME students were slightly less likely than White students to agree that they were progressing well on their course (84.7% compared to 89.2%), there was little student awareness of EAGs at St Andrews (in contrast to staff awareness of ethnicity pay gaps).

On cultural aspects of the learning environment, some students noted hostility when engaging in ethnicity-relevant discussions during their learning (Quote 0-2). Others, particularly those from Science & Medicine supported the perceived irrelevance of race/ethnicity to their learning (Quote 0-3). The magnitude of EAGs in Science & Medicine, however, suggests a need to consider race and ethnicity in the material taught, and in teaching arrangements. Cultural and curricular efforts to diversify will likely complement the EAG study team's work to reduce EAGs.

"I (a female [ethnic minority] student) am constantly apprehensive about new classes, as I am unsure whether other (usually White) students will be hostile about opinions and discussions on race/ethnicity. By Week 3 I usually feel comfortable enough to begin contributing after being able to observe who may or may not be hostile. The fact that students of colour have to go in with this apprehension is enough of an issue."

Quote 0-2: REC Survey Respondent—BAME, woman, student

"I study computer science, and don't regard issues of race/ethnicity relevant in my subject."

Quote 0-3: REC Survey Respondent—White, non-UK identity, man, student

Table 0-15: Trends in Arts & Divinity Undergraduate Degree Classifications by Ethnicity and Nationality

		2018-19	2019-20	2020-21	2021-22
UK					
BAME	N	39	40	56	44
	First	28.2%	42.5%	48.2%	40.9%
	2:1	64.1%	52.5%	44.6%	50.0%
	2:2	5.1%	0.0%	5.4%	4.5%
	Third	0.0%	0.0%	0.0%	0.0%
	General	2.6%	5.0%	1.8%	4.5%
	White				
	N	533	503	481	517
	First	33.2%	40.6%	55.3%	48.4%
	2:1	57.8%	55.9%	40.5%	46.2%
	2:2	4.5%	2.4%	1.0%	2.3%
	Third	0.2%	0.0%	0.0%	0.2%
	General	4.3%	1.2%	3.1%	2.9%
	Not Known				
	N	<10	<10	<10	<10
Non-UK	First	25.0%	50.0%	0.0%	66.7%
	2:1	75.0%	50.0%	100.0%	33.3%
	2:2	0.0%	0.0%	0.0%	0.0%
	Third	0.0%	0.0%	0.0%	0.0%
	General	0.0%	0.0%	0.0%	0.0%
	BAME				
	N	37	106	93	111
	First	13.5%	28.3%	36.6%	41.4%
	2:1	54.1%	57.5%	58.1%	51.4%
	2:2	24.3%	8.5%	2.2%	3.6%
	Third	0.0%	0.9%	0.0%	0.0%
	General	8.1%	4.7%	3.2%	3.6%
	White				
	N	105	322	322	295
	First	23.8%	31.4%	41.0%	43.7%
	2:1	61.0%	61.2%	55.6%	50.8%
	2:2	13.3%	5.9%	2.2%	2.7%
	Third	1.0%	0.0%	0.3%	0.0%
	General	1.0%	1.6%	0.9%	2.7%
	Not Known				
	N	330	15	23	10
	First	21.8%	33.3%	17.4%	60.0%
	2:1	70.0%	53.3%	65.2%	30.0%
	2:2	6.4%	0.0%	17.4%	0.0%
	Third	0.0%	0.0%	0.0%	0.0%
	General	1.8%	13.3%	0.0%	10.0%

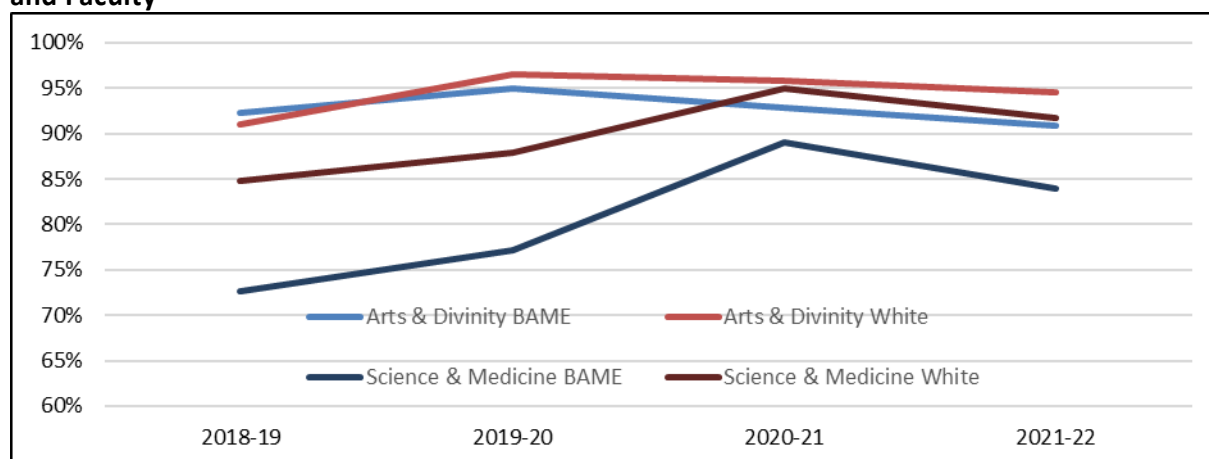
Note: N represents headcount. Percentage is of headcount data. Data from 2018-19 contain a large proportion of ethnicity unknown students as the University did not start fully collecting ethnicity from non-UK students until 2019-20.

Table 0-16: Trends in Science & Medicine Undergraduate Degree Classifications by Ethnicity and Nationality

		2018-19	2019-20	2020-21	2021-22
UK					
BAME	N	44	61	64	81
	First	29.5%	27.9%	54.7%	37.0%
	2:1	43.2%	49.2%	34.4%	46.9%
	2:2	18.2%	16.4%	7.8%	12.3%
	Third	2.3%	0.0%	3.1%	1.2%
	General	6.8%	6.6%	0.0%	2.5%
	White				
	N	407	454	407	491
	First	32.2%	40.3%	48.6%	49.5%
	2:1	52.6%	47.6%	46.4%	42.2%
	2:2	10.3%	9.9%	4.2%	5.3%
	Third	2.0%	0.4%	0.0%	0.8%
	General	2.9%	1.8%	0.7%	2.2%
	Not Known				
	N	<10	<10	<10	<10
	First	28.6%	0.0%	50.0%	0.0%
	2:1	57.1%	60.0%	50.0%	0.0%
	2:2	0.0%	20.0%	0.0%	100.0%
	Third	14.3%	0.0%	0.0%	0.0%
	General	0.0%	20.0%	0.0%	0.0%
Non-UK					
BAME	N	43	105	111	109
	First	25.6%	21.9%	37.8%	29.4%
	2:1	44.2%	61.0%	50.5%	55.0%
	2:2	27.9%	15.2%	9.0%	11.9%
	Third	0.0%	1.0%	1.8%	1.8%
	General	2.3%	1.0%	0.9%	1.8%
	White				
	N	51	159	128	136
	First	43.1%	43.4%	49.2%	46.3%
	2:1	41.2%	40.3%	46.1%	47.1%
	2:2	7.8%	13.8%	3.1%	5.1%
	Third	3.9%	1.3%	0.0%	1.5%
	General	3.9%	1.3%	1.6%	0.0%
	Not Known				
	N	157	11	14	10
	First	28.0%	27.3%	35.7%	30.0%
	2:1	55.4%	54.5%	42.9%	50.0%
	2:2	11.5%	9.1%	21.4%	10.0%
	Third	0.0%	0.0%	0.0%	0.0%
	General	5.1%	9.1%	0.0%	10.0%

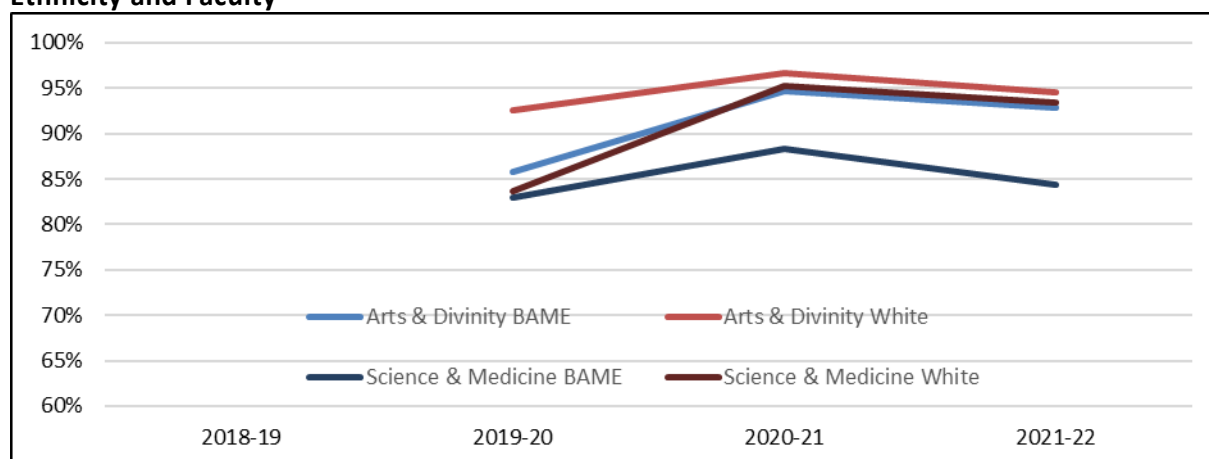
Note: N represents headcount. Percentage is of headcount data. Data from 2018-19 contain a large proportion of ethnicity unknown students as the University did not start fully collecting ethnicity from non-UK students until 2019-20.

Figure 0-19: Trends in UK Domiciled Undergraduates Receiving an Upper Degree by Ethnicity and Faculty



Note: Visualised data are based on data presented in Table 0-15. An upper degree is a First or 2:1 degree.

Figure 0-20: Trends in Non-UK Domiciled Undergraduates Receiving an Upper Degree by Ethnicity and Faculty



Note: Visualised data are based on data presented in Table 0-16. An upper degree is a First or 2:1 degree. For reasons outlined in Table 0-16, data from 2018-19 are excluded from this visualisation.

Relevant Action Outlines

D8: Improve equalities data packs, prepared by Planning, provided to Schools and Units annually to streamline data provision and incorporate ethnicity data where **numbers permit**

E2: Establish a joint Academic Monitoring Group-REC MAIT study team on undergraduate ethnicity attainment gaps

7e Postgraduate Pipeline

Taught Postgraduates by Nationality

The proportion of BAME taught postgraduates (PGTs) has increased over the past four years (Table 0-17, Figure 0-21), doubling UK domiciled BAME students from Scottish to UK benchmark levels. Nonetheless, Black British student proportions sit well below Scottish and UK benchmarks (Figure 0-22) [**Action-E1's study team will** investigate the causes of this discrepancy].

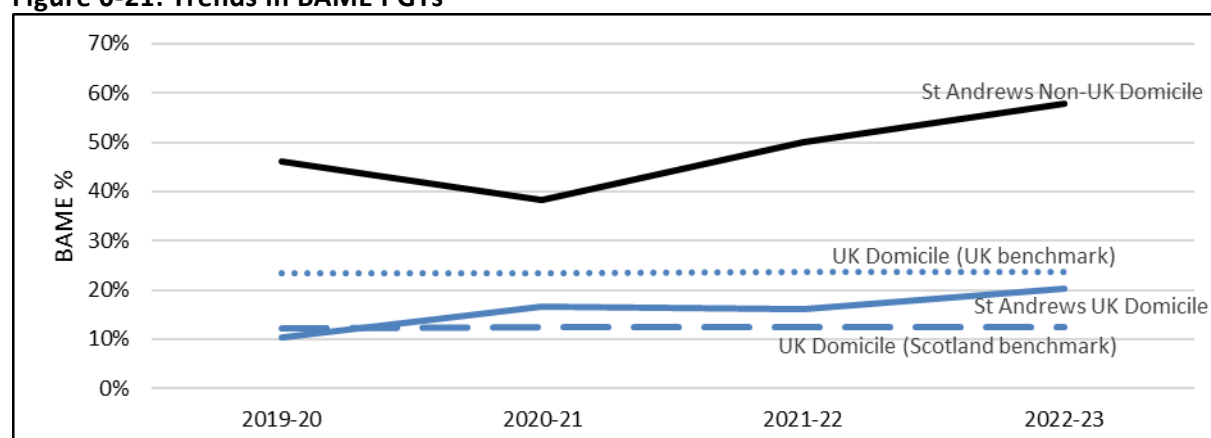
The overseas student increase likely results from a diversification in Admissions team effort. The University has country offices in China and India, and has also invested in targeted scholarships with the British Council GREAT Scholarship scheme for countries such as Ghana, Thailand and Malaysia.

Table 0-17: Trends in PGTs by Ethnicity and Nationality

		2019-20		2020-21		2021-22		2022-23	
		FTE	%	FTE	%	FTE	%	FTE	%
UK									
	BAME	28	10.3%	63	16.5%	61	16.0%	61	20.2%
	White	238	89.0%	313	82.0%	320	83.8%	236	78.1%
	Not known	<5	0.7%	6	1.4%	<5	0.3%	5	1.7%
	Total	268	100.0%	381	100.0%	382	100.0%	302	100.0%
Non-UK									
	BAME	290	46.0%	291	38.2%	348	50.0%	372	57.9%
	White	335	53.2%	458	60.1%	336	48.3%	262	40.8%
	Not known	5	0.8%	13	1.6%	12	1.7%	8	1.2%
	Total	630	100.0%	761	100.0%	695	100.0%	642	100.0%

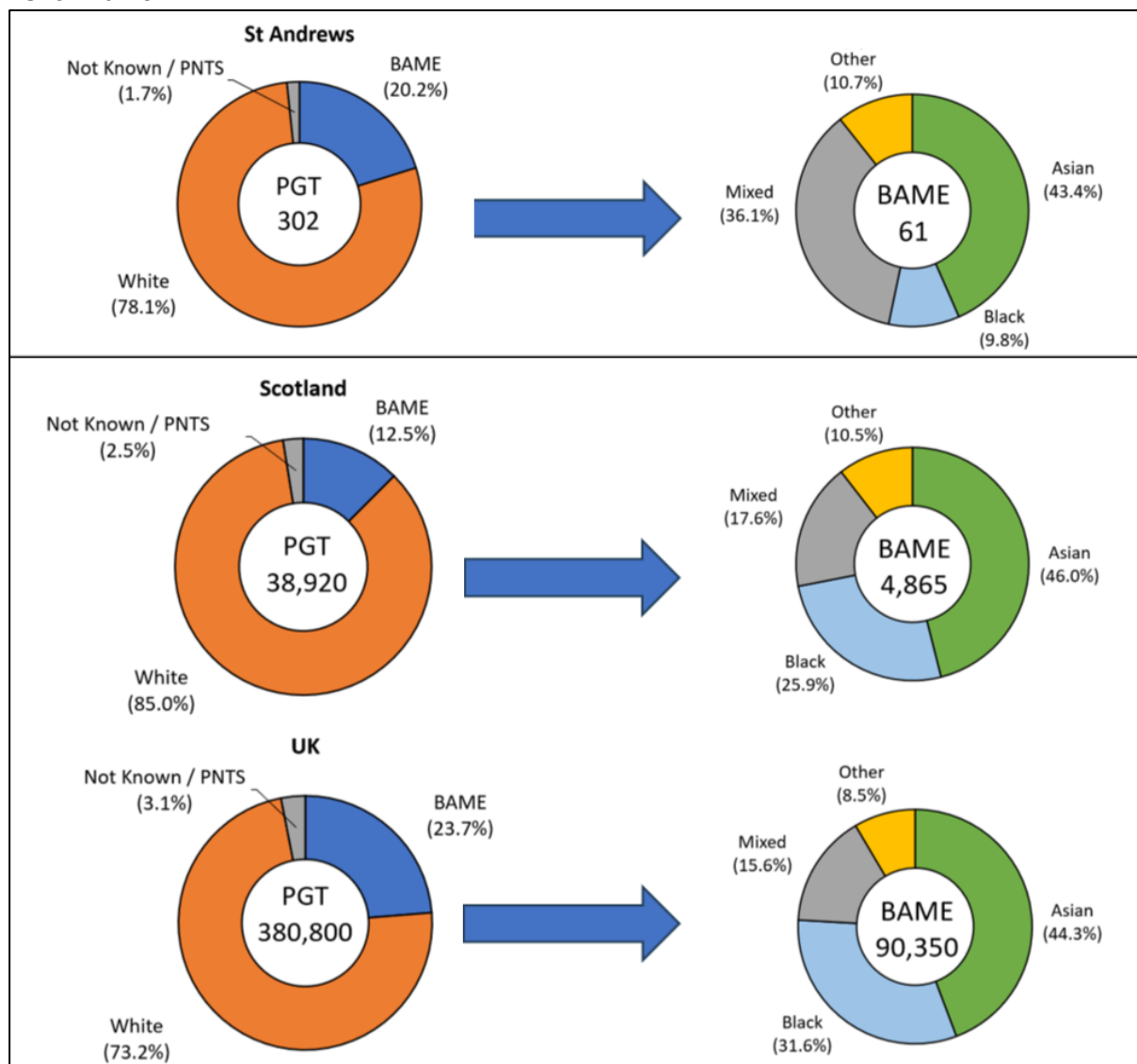
Note: FTE represents full-time equivalent enrolment.

Figure 0-21: Trends in BAME PGTs



Note: Visualised St Andrews data are based on data presented in (Table 0-17. UK and Scotland benchmark data from [HESA](#) are for UK domiciled students only. 2021-22 data are used as the benchmark for subsequent years.

Figure 0-22: UK Domiciled PGT Population in 2022-23, Against Scotland and UK PGT Benchmarks



Note: Visualised data for St Andrews are based on Table 0-17. Scotland and UK data are 2021-22 data based on UK-domiciled PGTs enrolled in Scottish and UK institutions, from [HESA](#).

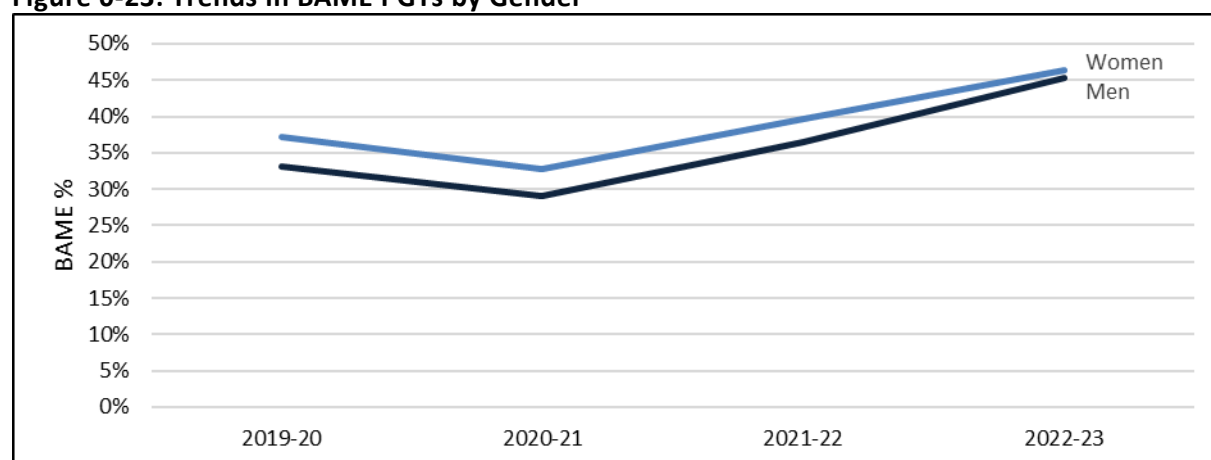
Taught Postgraduates by Gender

Percentages of PGT women and men who are BAME (combined UK and non-UK domicile) are relatively even (Table 0-18, Figure 0-23). There does not appear to be evidence of gendered intersectional under-representation in PGTs.

Table 0-18: Trends in PGT Ethnicity by Gender

	2019-20		2020-21		2021-22		2022-23	
	FTE	%	FTE	%	FTE	%	FTE	%
Women								
BAME	187	37.3%	208	32.8%	235	39.6%	242	46.4%
White	313	62.4%	421	66.3%	355	59.9%	274	52.6%
Not Known	<5	0.4%	6	0.9%	<5	0.5%	5	1.0%
Total	502	100.0%	635	100.0%	593	100.0%	521	100.0%
Men								
BAME	131	33.1%	147	29.1%	174	36.5%	190	45.3%
White	260	65.7%	346	68.4%	295	61.8%	221	52.7%
Not Known	5	1.3%	13	2.6%	8	1.7%	8	1.9%
Total	396	100.0%	506	100.0%	477	100.0%	419	100.0%

Note: FTE represents full-time equivalent enrolment.

Figure 0-23: Trends in BAME PGTs by Gender

Note: Visualised data are based on data presented in Table 0-18.

Taught Postgraduates by Faculty

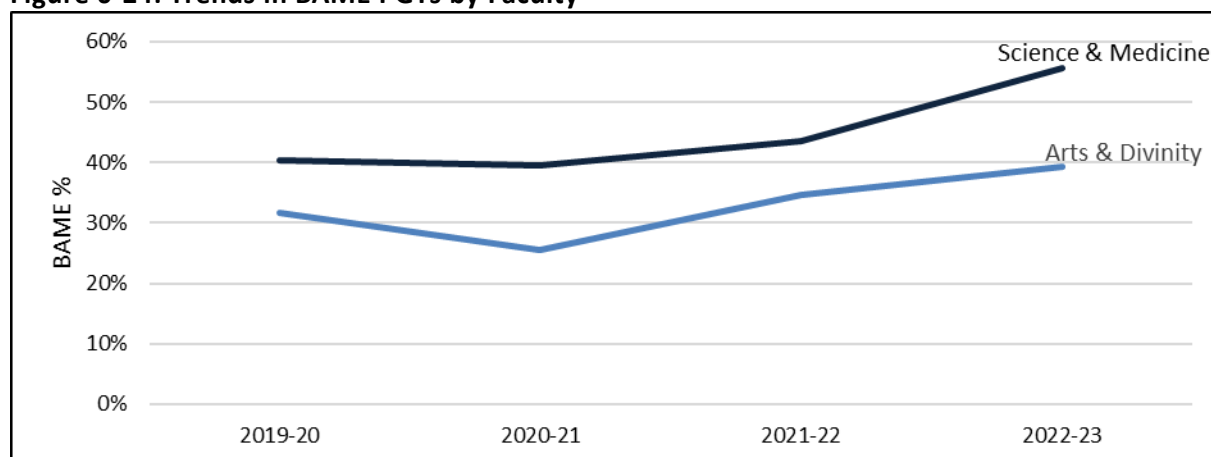
As with the undergraduate student body (Section 7b), there are larger proportions of BAME PGTs in Science & Medicine than Arts & Divinity (Table 0-19, Figure 0-24). There has been growth in both faculties over the past four years.

Table 0-19: Trends in PGT Ethnicity by Faculty

	2019-20		2020-21		2021-22		2022-23	
	FTE	%	FTE	%	FTE	%	FTE	%
Arts & Divinity								
BAME	164	31.7%	177	25.5%	235	34.6%	223	39.4%
White	349	67.4%	503	72.5%	436	64.4%	335	59.2%
Not Known	5	1.0%	14	2.0%	7	1.0%	8	1.4%
Total	518	100.0%	694	100.0%	678	100.0%	566	100.0%
Science & Medicine								
BAME	154	40.4%	177	39.5%	174	43.6%	210	55.6%
White	225	59.1%	267	59.6%	220	54.9%	163	43.1%
Not Known	<5	0.5%	<5	0.9%	6	1.5%	5	1.3%
Total	380	100.0%	448	100.0%	400	100.0%	378	100.0%

Note: FTE represents full-time equivalent enrolment.

Figure 0-24: Trends in BAME PGTs by Faculty



Note: Visualised data are based on data presented in Table 0-19.

Research Postgraduates by Nationality

UK-domiciled research postgraduate (PGR) BAME proportions have remained relatively static, whilst non-UK PGR BAME proportions have increased only in the last year (Table 0-20, Figure 0-25). St Andrews falls below Scottish and UK benchmarks for UK domiciled BAME (particularly Black) PGRs (Figure 0-26).

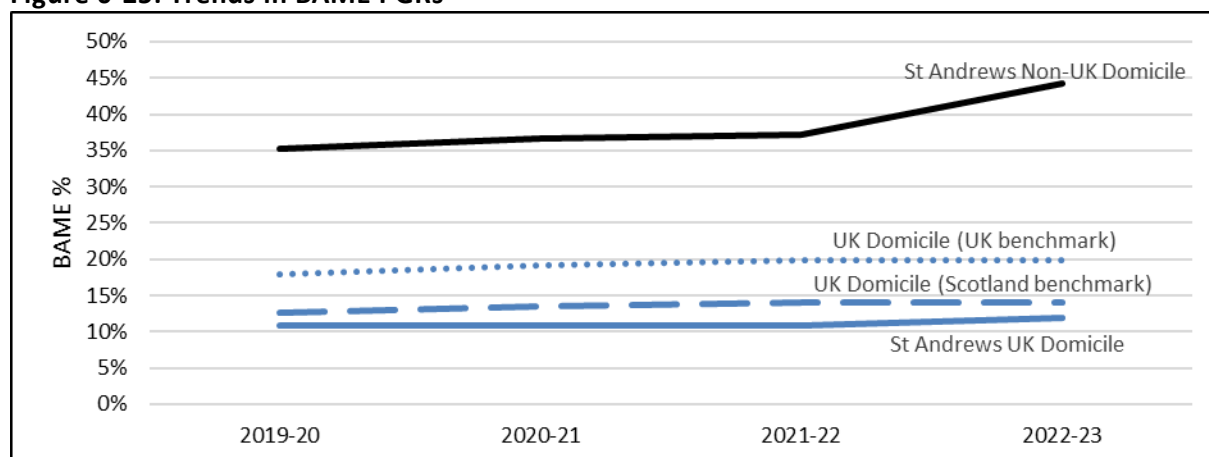
To better understand these trends, we examined responses to REC survey questions probing current students' agreement that they would consider postgraduate and PhD study at St Andrews and at other UK institutions. When overlaid, we see that all students are more likely to want to continue their studies away from St Andrews, but UK BAME students show the greatest drive to do so (Figure 0-27). These findings may shed light on the stagnation of BAME PGR numbers relative to other cohorts, and require institutional work to reduce attitudinal differences. Planned actions include culture change to improve BAME undergraduates' experience of St Andrews (proposed throughout this application), contextual admissions [**Action-E3**] and institutional PG scholarships for UK BAME students [**Action-E4**].

Table 0-20: Trends in PGRs by Ethnicity and Nationality

	2019-20		2020-21		2021-22		2022-23	
	FTE	%	FTE	%	FTE	%	FTE	%
UK								
Ethnicity Category								
BAME	43	10.9%	48	10.9%	50	10.9%	53	12.0%
White	337	86.6%	382	87.3%	391	86.3%	376	84.9%
Not known	10	2.4%	8	1.8%	13	2.8%	14	3.2%
Total	389	100.0%	438	100.0%	453	100.0%	443	100.0%
Non-UK								
Ethnicity Category								
BAME	175	35.3%	204	36.7%	236	37.1%	275	44.2%
White	292	58.8%	327	58.9%	367	57.8%	332	53.4%
Not known	30	5.9%	24	4.3%	32	5.0%	15	2.4%
Total	496	100.0%	554	100.0%	635	100.0%	622	100.0%

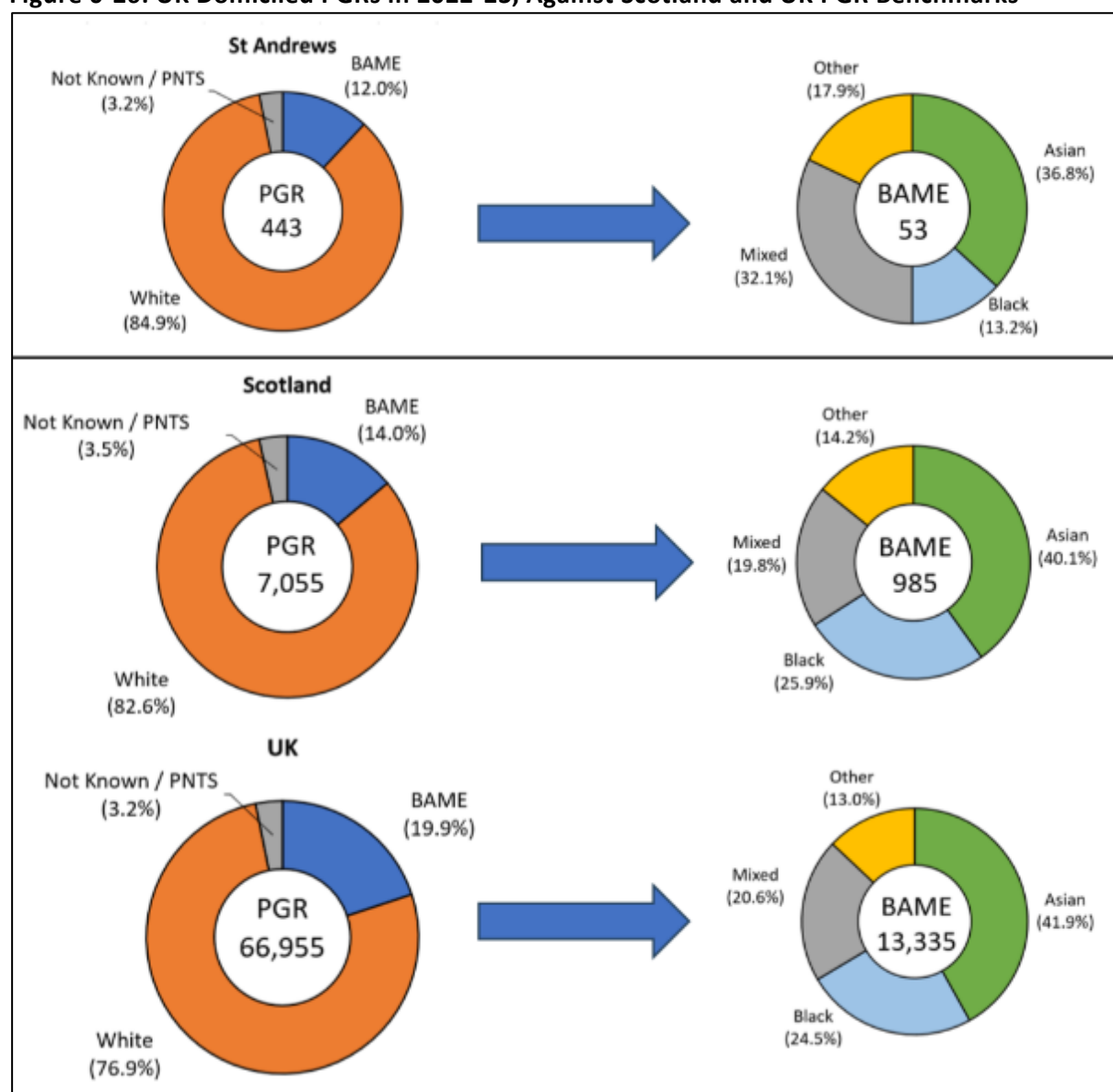
Note: FTE represents full-time equivalent enrolment.

Figure 0-25: Trends in BAME PGRs



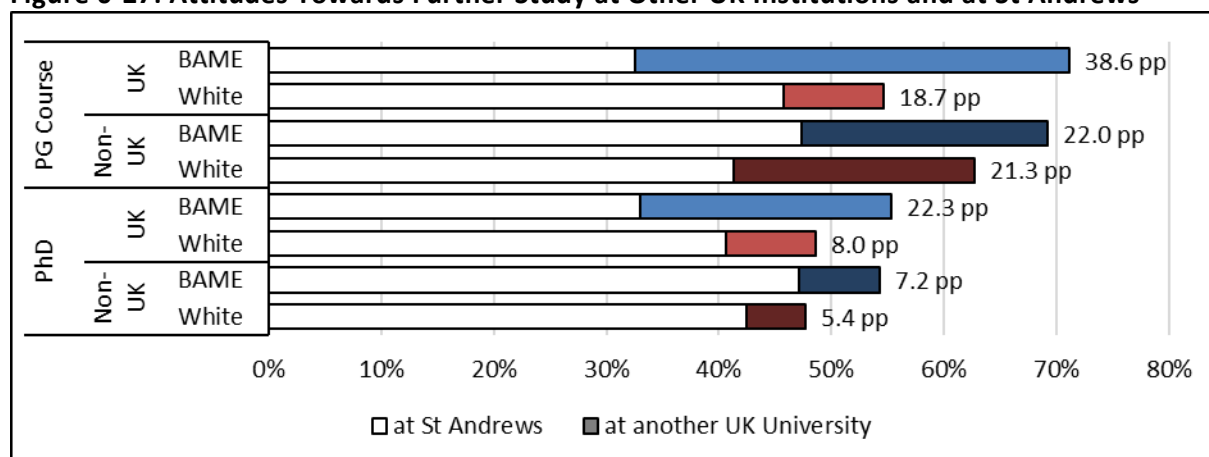
Note: Visualised St Andrews data are based on data presented in Table 0-20. UK and Scotland benchmark data from [HESA](#) are for UK domiciled students only. 2021-22 data are used as the benchmark for subsequent years.

Figure 0-26: UK Domiciled PGRs in 2022-23, Against Scotland and UK PGR Benchmarks



Note: Visualised data for St Andrews are based on Table 0-20. Scotland and UK data are 2021-22 data based on UK-domiciled PGRs enrolled in Scottish and UK institutions, from [HESA](#).

Figure 0-27: Attitudes Towards Further Study at Other UK Institutions and at St Andrews



Note: Survey respondents were asked for their attitudes towards the following statements: “I would consider undertaking a postgraduate course: at St Andrews; and at another UK University, and I would consider undertaking a PhD: at St Andrews; and at another UK University”. Agreement with undertaking further study at St Andrews and at another UK university are overlaid, with “at St Andrews” in white, and “at another UK university” shaded. Data labels to the right of each bar represent the extent to which each group of students would rather undertake further study at another UK university than at St Andrews.

Research Postgraduates by Gender

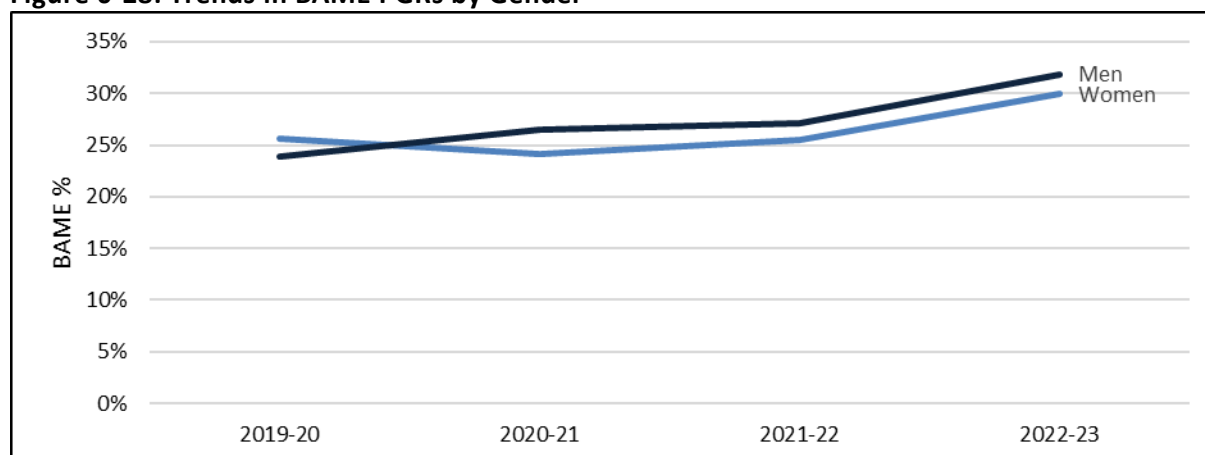
BAME PGR proportions in women and men are relatively even (Table 0-21, Figure 0-28). As with PGTs, these numbers do not suggest a gendered intersectional difference in PGR numbers.

Table 0-21: Trends in PGR Ethnicity by Gender

	2019-20		2020-21		2021-22		2022-23	
	FTE	%	FTE	%	FTE	%	FTE	%
Women								
BAME	101	25.6%	110	24.1%	133	25.5%	159	29.9%
White	277	70.0%	334	73.1%	368	70.4%	361	68.0%
Not Known	18	4.4%	13	2.8%	22	4.1%	11	2.1%
Total	395	44.6%	457	46.0%	523	48.0%	531	49.9%
Men								
BAME	117	23.8%	141	26.5%	151	27.1%	166	31.8%
White	351	71.8%	374	70.2%	385	69.0%	339	64.9%
Not Known	22	4.4%	18	3.4%	22	3.9%	17	3.3%
Total	489	55.3%	533	53.8%	558	51.3%	522	49.0%

Note: FTE represents full-time equivalent enrolment.

Figure 0-28: Trends in BAME PGRs by Gender



Note: Visualised data are based on data presented in Table 0-21.

Research Postgraduates by Faculty

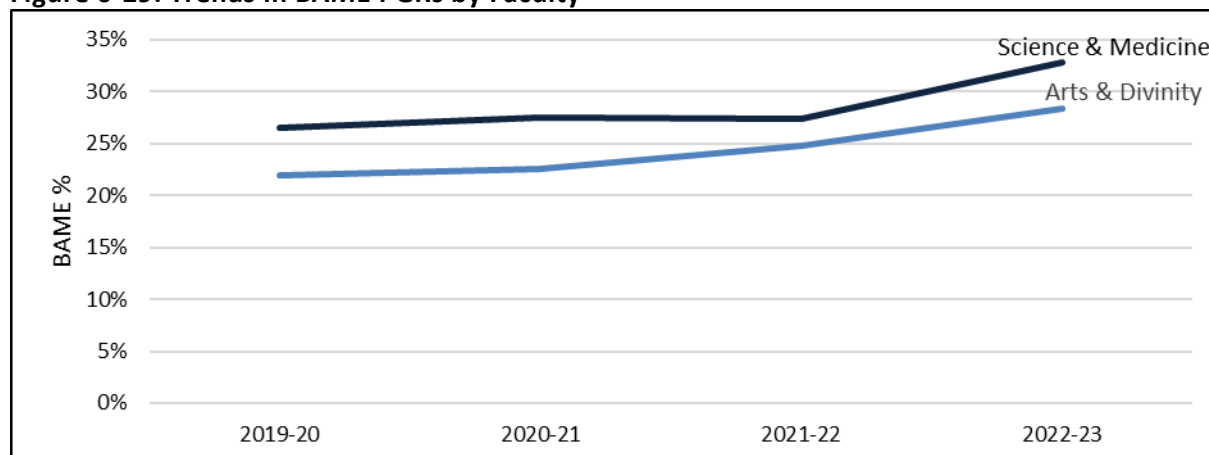
As with all other student cohorts, BAME PGRs make up a larger percentage in Science & Medicine than in Arts & Divinity (Table 0-22, Figure 0-29).

Table 0-22: Trends in PGR Ethnicity by Faculty

	2019-20		2020-21		2021-22		2022-23	
	FTE	%	FTE	%	FTE	%	FTE	%
Arts & Divinity								
BAME	82	22.0%	100	22.6%	122	24.8%	138	28.4%
White	275	73.6%	326	74.0%	349	71.1%	335	68.9%
Not Known	17	4.4%	15	3.4%	20	4.1%	13	2.7%
Total	374	100.0%	440	100.0%	490	100.0%	486	100.0%
Science & Medicine								
BAME	136	26.5%	152	27.5%	164	27.4%	190	32.8%
White	354	69.1%	383	69.4%	410	68.5%	373	64.4%
Not Known	23	4.4%	17	3.1%	25	4.1%	16	2.8%
Total	512	100.0%	552	100.0%	598	100.0%	579	100.0%

Note: FTE represents full-time equivalent enrolment.

Figure 0-29: Trends in BAME PGRs by Faculty



Note: Visualised data are based on data presented in Table 0-22.

Relevant Action Outlines

E1: Establish a joint REC MAIT-Admissions study team tasked with investigating the causes of differences the proportions of BAME students recruited to undergraduate, taught postgraduate and research postgraduate degrees

E3: Pilot the introduction of contextual admissions for UK-domiciled BAME taught and research postgraduate students in some **Schools**

E4: Launch a scholarship programme for UK-domiciled BAME research postgraduate students

7f Postgraduate Employment

Notes:

- We do not hold ethnicity data for non-UK graduates.
- International students face additional challenges in finding employment (including visa requirements in the UK and employment prospects in different countries) meaning that comparing/aggregating UK and non-UK outcome figures is difficult.
- For these reasons, we present data disaggregated by ethnicity for UK domiciled graduates only.
- Rather than presenting deprecated non-professional/professional employment categories, we use updated HESA skill level data, measured fifteen months (not six) after graduating.

Graduate Outcomes Overall

The Careers Centre's support provision for BAME students includes:

- Community collaboration: BAME student community is involved in employment strategy development. Meetings with the BAME Students' Network inform an annual action plan.
- Role models: Alumni career panels, in collaboration with the Kaleidoscope Alumni Network, showcase BAME graduate successes.
- Professional networking: In response to BAME students reporting limited access to established professional networks, the [Saint Connect](#) online platform, facilitated careers discussions with alumni via the 'coffee connect' initiative, and work shadowing opportunities have been promoted to BAME students.
- Data-informed accountability: The Careers Centre produces an annual report with analyses and strategy focused on BAME graduate outcomes. This is presented to Senate for discussion.

Careers Centre staff report that engagement with events aimed at BAME students is low compared to those tailored to specific markets or opportunities. They have modified their approach to one that aims to better support BAME students at events not targeted at specific identities.

The Careers Centre is aware that better data collection and management are required for useful insight into BAME graduate outcomes and Careers Centre engagement. For example, HESA does not follow up with international graduates who do not complete the graduate outcome surveys in the manner that it does with UK graduates. Additionally, from its Career Connect platform, the Careers Centre obtains matriculation numbers of students who

engage, but cannot independently access personal characteristic data that could be retrieved from the student record system (e.g. gender or ethnicity). The Planning Office is currently working with the Careers Centre to explore ways of gaining more comprehensive data sets, which it can use to continue to refine its offering to BAME students, in consultation with student networks and societies.

REC survey respondents were well matched in their agreement that they have a good understanding of employment opportunities (Figure 0-30A). UK domiciled BAME students reported lowest agreement that they have the skills needed to apply for graduate jobs (Figure 0-30B). Written responses indicate that these attitudes may be driven more by students’ experiences of academic teaching rather than the Careers Centre provision (Quote 0-4).

Graduate outcomes suggest that BAME students are slightly less likely than White students to be in employment and more likely to be unemployed 15 months after graduation (Table 0-23, Figure 0-31). The ethnicity employment gap is less pronounced than in Scottish and UK benchmark data (Figure 0-32) and may result from BAME students being more likely to go on to further study (well above benchmark rates; Figure 0-33). Unemployment levels are comparable (Figure 0-34).

“I’m very happy with the course and I think my modules, while intensive, prepare me well for further study. However, I’m not sure there has been as much emphasis on employability, but it might be just my unfamiliarity with the resources.”

Quote 0-4: REC Survey Respondent— BAME, non-UK identity, woman, student

Figure 0-30: Attitudes Towards Employment Readiness Amongst Students

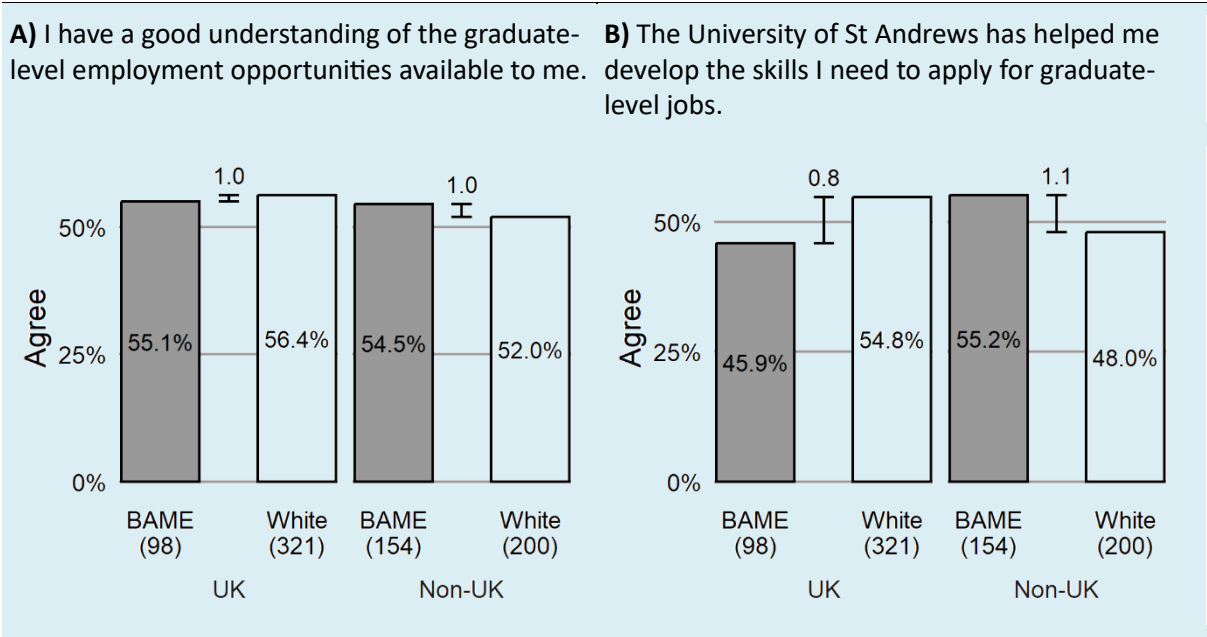
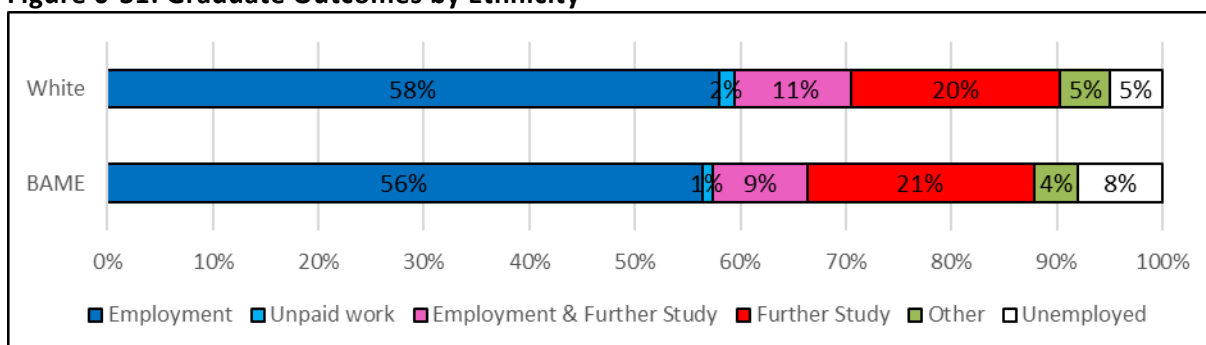


Table 0-23: Trends in Graduate Outcomes by Ethnicity

		2017-18	2018-19	2019-20	2020-21
BAME (UK)	N	76	62	77	74
	Employment (FT, PT, Unknown)	47.3%	64.5%	54.6%	60.9%
	Voluntary or unpaid work	1.3%	0.0%	1.3%	1.4%
	Employment & Further Study	9.2%	6.5%	16.9%	2.7%
	Further Study (FT, PT, Unknown)	23.7%	12.9%	20.8%	27.1%
	Other inc. travel, caring or retired	5.3%	6.5%	2.6%	2.7%
	Unemployed	13.2%	9.7%	3.9%	5.4%
White (UK)	N	857	777	779	675
	Employment (FT, PT, Unknown)	59.7%	56.8%	57.7%	57.7%
	Voluntary or unpaid work	1.9%	1.9%	1.2%	0.9%
	Employment & Further Study	9.5%	12.1%	11.2%	11.7%
	Further Study (FT, PT, Unknown)	18.9%	19.3%	21.3%	19.9%
	Other inc. travel, caring or retired	5.4%	4.5%	3.9%	5.0%
	Unemployed	4.8%	5.4%	4.9%	4.7%
Not known (UK & Non-UK)	N	595	651	691	509
	Employment (FT, PT, Unknown)	56.0%	52.0%	54.1%	58.4%
	Voluntary or unpaid work	1.3%	2.2%	1.9%	2.6%
	Employment & Further Study	10.9%	12.6%	11.9%	9.4%
	Further Study (FT, PT, Unknown)	18.8%	19.7%	21.7%	20.8%
	Other inc. travel, caring or retired	6.6%	5.1%	5.2%	4.1%
	Unemployed	6.2%	8.6%	5.2%	4.7%

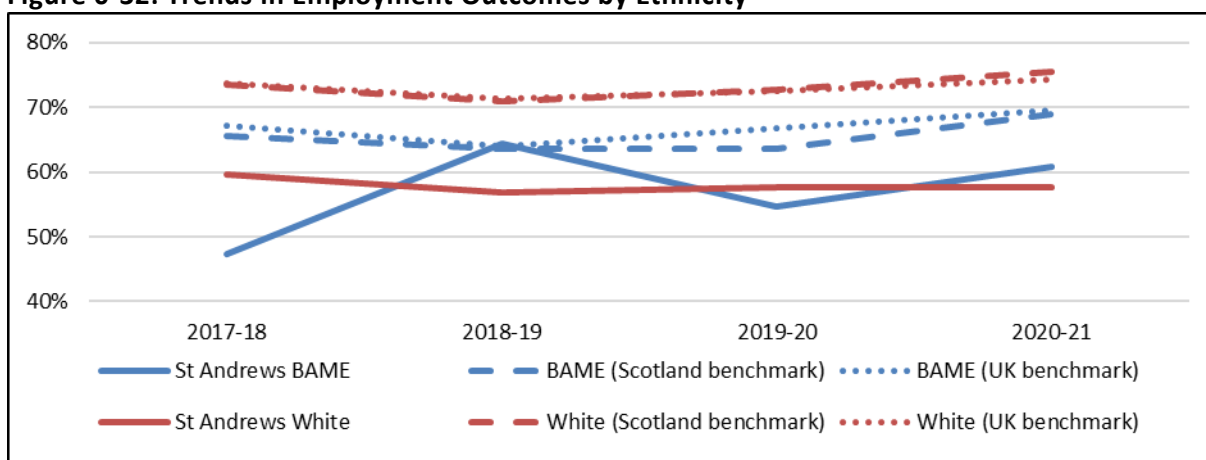
Note: N represents headcount. Percentage is of headcount data.

Figure 0-31: Graduate Outcomes by Ethnicity



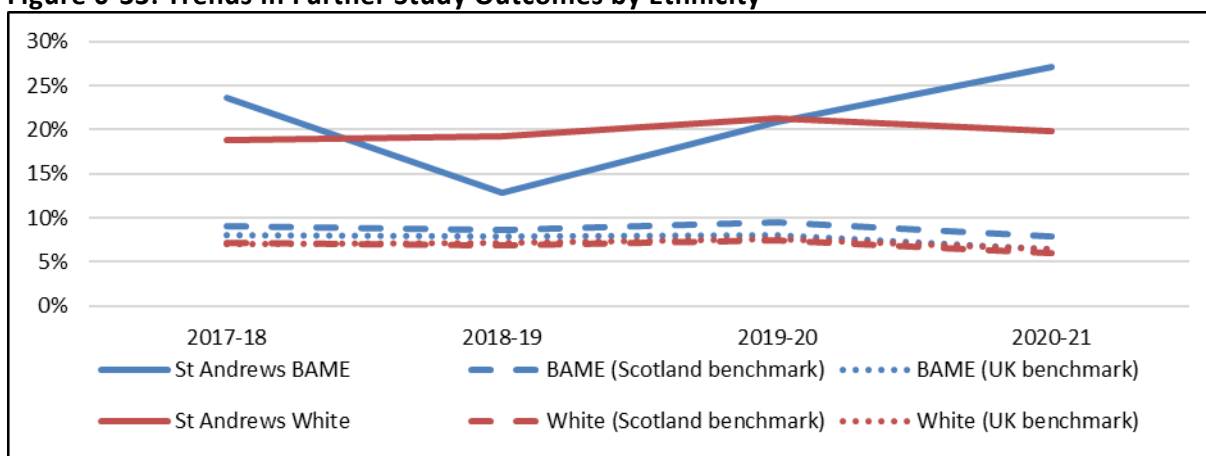
Note: Visualised data are calculated using those presented in Table 0-23. Percentages of outcomes are meaned over the period 2019-20 to 2021-22.

Figure 0-32: Trends in Employment Outcomes by Ethnicity



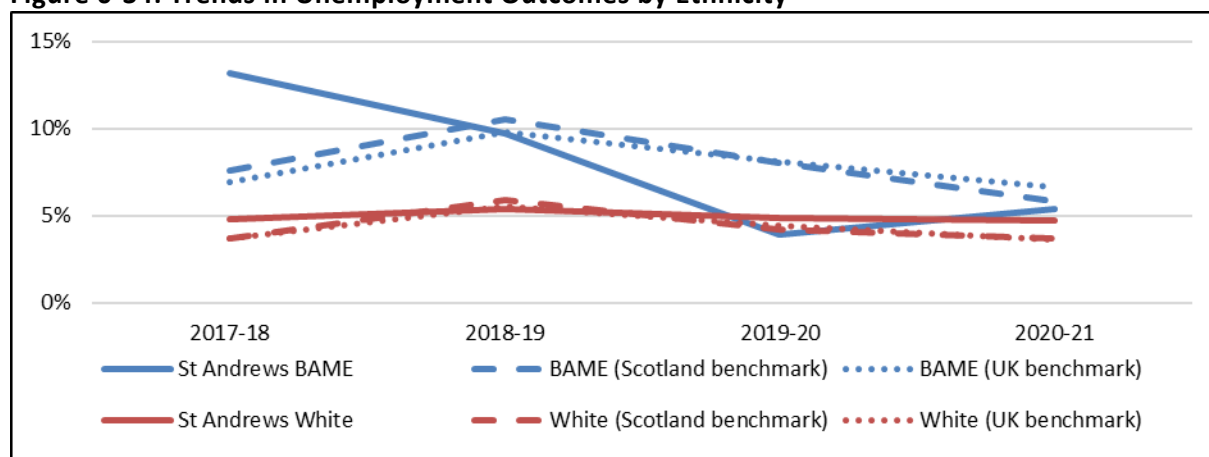
Note: Visualised data are based on those presented in Table 0-23. Scottish and UK benchmark data from HESA.

Figure 0-33: Trends in Further Study Outcomes by Ethnicity



Note: Visualised data are based on those presented in Table 0-23. Scottish and UK benchmark data from HESA.

Figure 0-34: Trends in Unemployment Outcomes by Ethnicity



Note: Visualised data are based on those presented in Table 0-23. Scottish and UK benchmark data from HESA.

Employment Skill Category Outcomes by Nationality

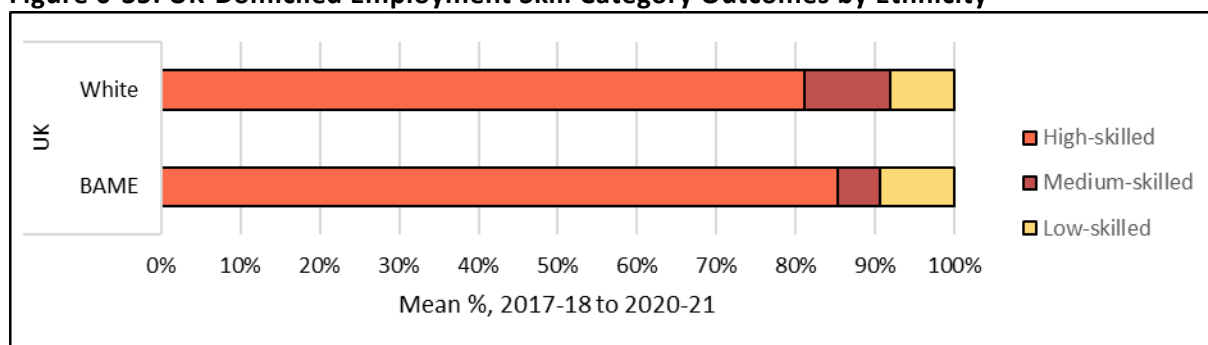
Based on small numbers, BAME graduates are more likely than White graduates to be in a high-skilled job 15 months after graduation (Table 0-24, Figure 0-35). Levels of high-skilled employment for BAME students are above Scottish and UK benchmarks (Figure 0-36). BAME graduates are also more likely to be in a low-skilled job—a trend seen in all subsequent disaggregations.

Table 0-24: Trends in Employment Skill Category Outcomes by Ethnicity and Nationality

		2017-18	2018-19	2019-20	2020-21
UK					
BAME	N	42	40	51	44
	High-skilled	83.3%	90.0%	74.5%	93.2%
	Medium-skilled	4.8%	2.5%	9.8%	4.5%
	Low-skilled	11.9%	7.5%	15.7%	2.3%
	N	573	519	504	442
	High-skilled	78.2%	80.7%	81.7%	83.3%
	Medium-skilled	12.7%	11.8%	9.3%	9.5%
White	Low-skilled	9.1%	7.5%	8.9%	7.2%
	N	7	13	8	<5
	High-skilled	100.0%	76.9%	100.0%	100.0%
	Medium-skilled	0.0%	15.4%	0.0%	0.0%
Not known	Low-skilled	0.0%	7.7%	0.0%	0.0%
	N	373	383	422	320
	High-skilled	87.9%	90.1%	89.1%	93.8%
	Medium-skilled	7.5%	7.3%	7.6%	4.1%
Low-skilled	N	4.6%	2.6%	3.3%	2.2%
	High-skilled				
	Medium-skilled				
Non-UK					
Not known	N	373	383	422	320
	High-skilled	87.9%	90.1%	89.1%	93.8%
	Medium-skilled	7.5%	7.3%	7.6%	4.1%
	Low-skilled	4.6%	2.6%	3.3%	2.2%

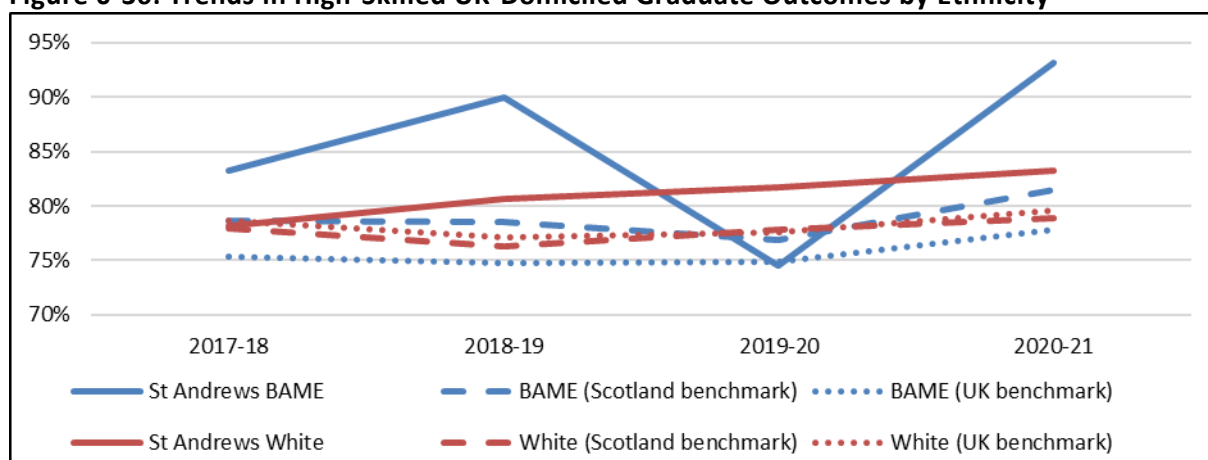
Note: N represents headcount. Percentage is of headcount data.

Figure 0-35: UK-Domiciled Employment Skill Category Outcomes by Ethnicity



Note: Visualised data are calculated using those presented in Table 0-24. Graduate outcomes are meaned over the period 2017-18 to 2020-21.

Figure 0-36: Trends in High-Skilled UK-Domiciled Graduate Outcomes by Ethnicity



Note: Visualised data are calculated using those presented in Table 0-24. Scottish and UK benchmark data from HESA.

Employment Skill Category Outcomes by Gender

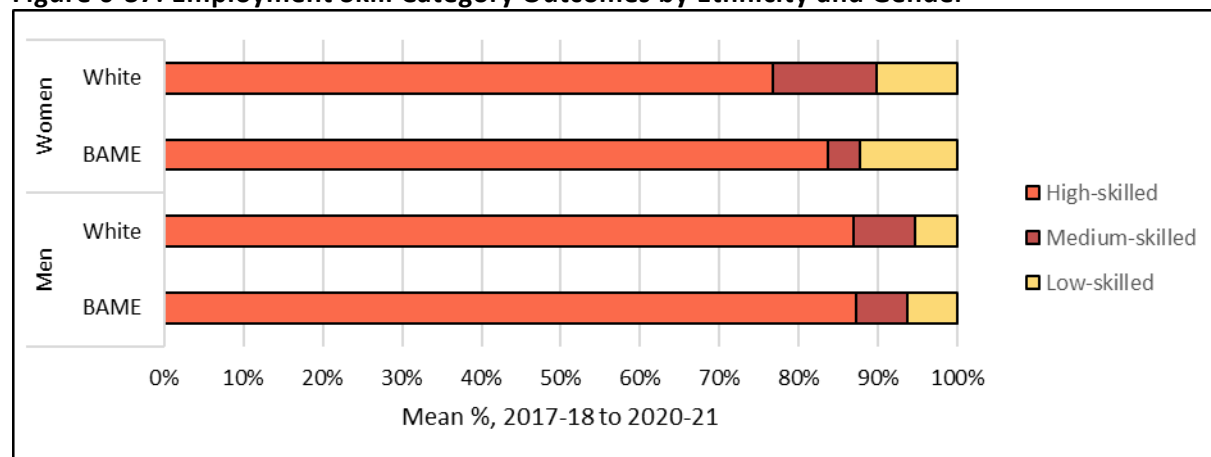
BAME women are more likely than White women to be in a high-skilled job (Table 0-25, Figure 0-37, Figure 0-38). This level of skilled employment for BAME women is higher than Scottish and UK benchmarks. BAME men are as likely as White men to be in skilled employment, with both groups above Scottish and UK benchmarks (Table 0-25, Figure 0-37, Figure 0-39).

Table 0-25: Trends in Employment Skill Category Outcomes by Ethnicity and Gender

		2017-18	2018-19	2019-20	2020-21
Women					
BAME	N	20	15	26	23
	High-skilled	80.0%	93.3%	65.4%	95.7%
	Medium-skilled	5.0%	0.0%	11.5%	0.0%
	Low-skilled	15.0%	6.7%	23.1%	4.3%
White	N	330	298	299	260
	High-skilled	73.6%	77.5%	76.9%	78.8%
	Medium-skilled	16.1%	13.1%	11.4%	11.5%
	Low-skilled	10.3%	9.4%	11.7%	9.6%
Not known	N	221	208	243	196
	High-skilled	85.5%	88.0%	86.4%	92.9%
	Medium-skilled	8.6%	9.1%	9.1%	4.1%
	Low-skilled	5.9%	2.9%	4.5%	3.1%
Men					
BAME	N	22	25	25	21
	High-skilled	86.4%	88.0%	84.0%	90.5%
	Medium-skilled	4.5%	4.0%	8.0%	9.5%
	Low-skilled	9.1%	8.0%	8.0%	0.0%
White	N	243	220	204	180
	High-skilled	84.4%	85.0%	88.7%	89.4%
	Medium-skilled	8.2%	10.0%	6.4%	6.7%
	Low-skilled	7.4%	5.0%	4.9%	3.9%
Not known	N	159	188	187	126
	High-skilled	91.8%	91.5%	93.0%	95.2%
	Medium-skilled	5.7%	5.9%	5.3%	4.0%
	Low-skilled	2.5%	2.7%	1.6%	0.8%

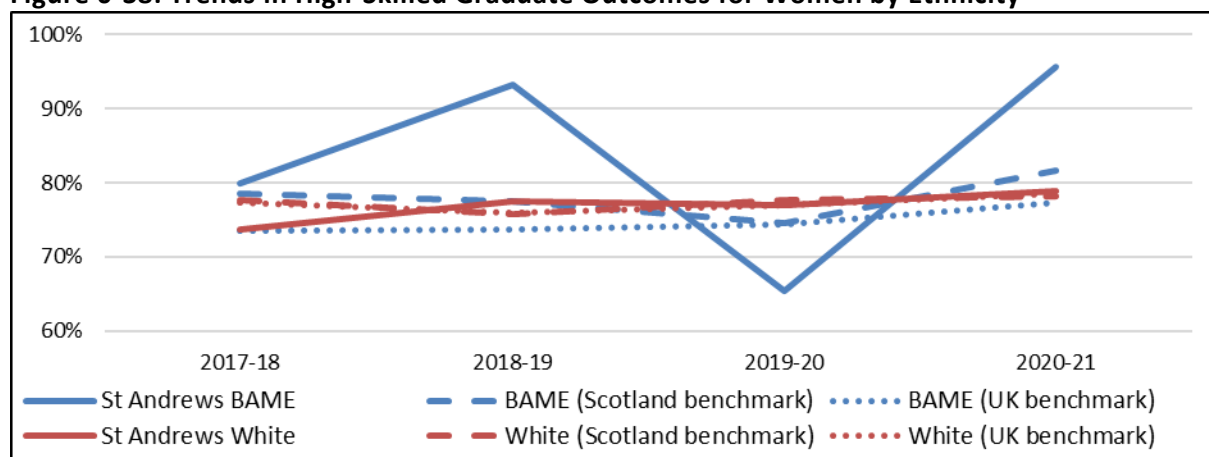
Note: N represents headcount. Percentage is of headcount data.

Figure 0-37: Employment Skill Category Outcomes by Ethnicity and Gender



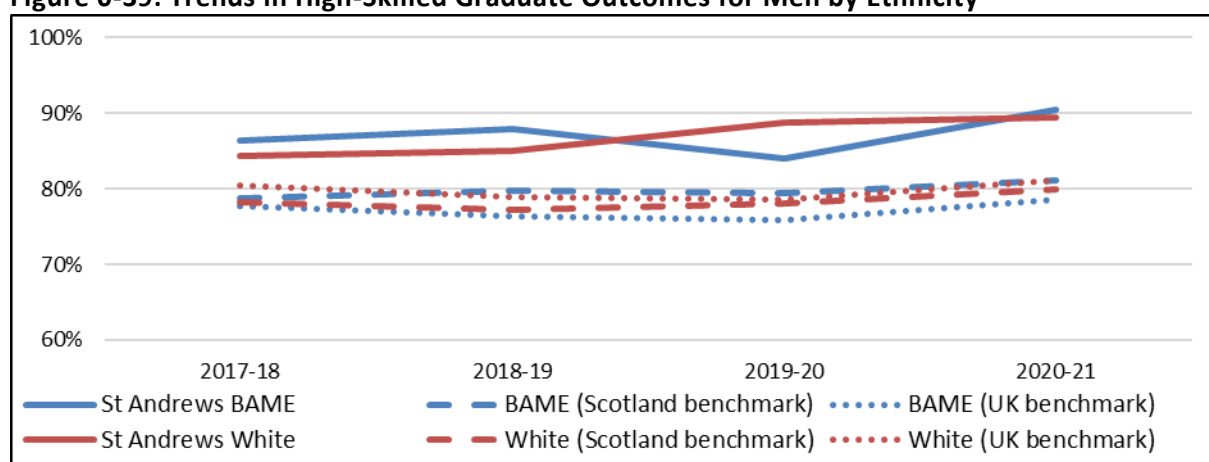
Note: Visualised data are calculated using those presented in Table 0-25. Graduate outcomes are meaned over the period 2017-18 to 2020-21.

Figure 0-38: Trends in High-Skilled Graduate Outcomes for Women by Ethnicity



Note: Visualised data are calculated using those presented in Table 0-25. Scottish and UK benchmark data from HESA.

Figure 0-39: Trends in High-Skilled Graduate Outcomes for Men by Ethnicity



Note: Visualised data are calculated using those presented in Table 0-25. Scottish and UK benchmark data from HESA.

Employment Skill Category Outcomes by Faculty

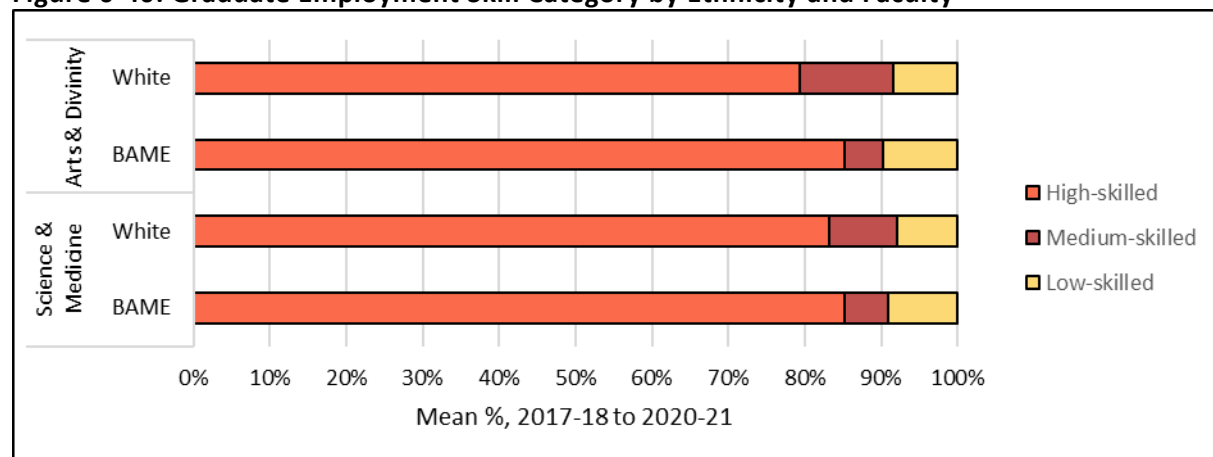
BAME graduates of both faculties are generally more likely than White graduates to be in high-skilled jobs (Table 0-26, Figure 0-40, Figure 0-41).

Table 0-26: Trends in Employment Skill Category Outcomes by Ethnicity and Faculty

		2017-18	2018-19	2019-20	2020-21
Arts & Divinity					
BAME	N	22	21	20	20
	High-skilled	86.4%	90.6%	79.5%	84.6%
	Medium-skilled	4.5%	0.0%	5.1%	10.3%
	Low-skilled	9.1%	9.4%	15.4%	5.1%
White	N	326	312	260	241
	High-skilled	74.7%	78.9%	82.5%	81.6%
	Medium-skilled	16.2%	13.4%	9.4%	9.7%
	Low-skilled	9.0%	7.7%	8.1%	8.7%
Not known	N	245	273	286	201
	High-skilled	85.9%	87.7%	86.9%	92.0%
	Medium-skilled	9.6%	9.0%	9.1%	5.0%
	Low-skilled	4.5%	3.3%	4.0%	3.0%
Science & Medicine					
BAME	N	20	19	32	25
	High-skilled	80.0%	89.3%	71.4%	100.0%
	Medium-skilled	5.0%	5.3%	12.7%	0.0%
	Low-skilled	15.0%	5.3%	15.9%	0.0%
White	N	247	207	244	201
	High-skilled	82.8%	83.6%	80.9%	85.3%
	Medium-skilled	8.1%	9.2%	9.2%	9.2%
	Low-skilled	9.1%	7.3%	9.8%	5.5%
Not known	N	135	123	145	122
	High-skilled	92.2%	93.9%	94.1%	96.7%
	Medium-skilled	3.3%	4.5%	4.2%	2.5%
	Low-skilled	4.4%	1.6%	1.7%	0.8%

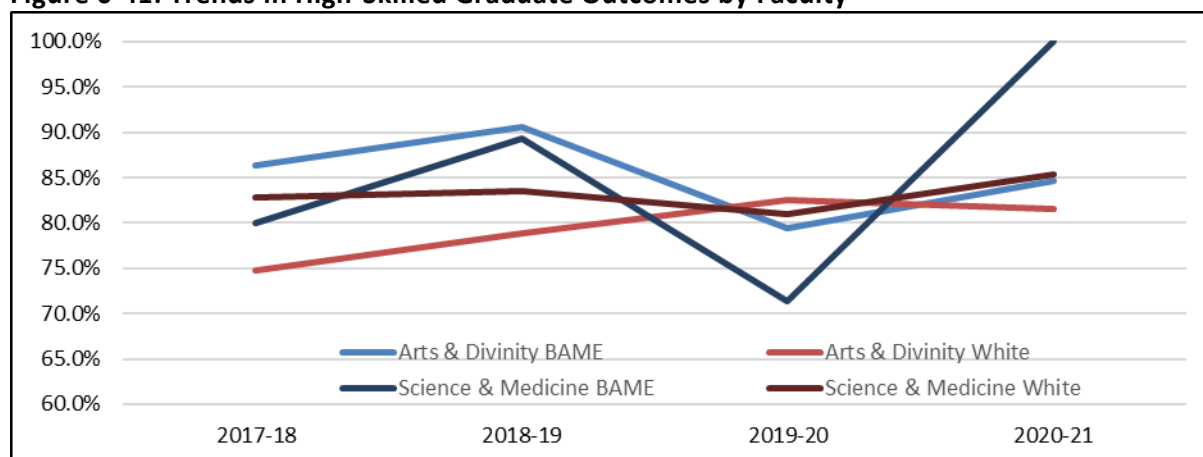
Note: N represents headcount. Percentage is of headcount data.

Figure 0-40: Graduate Employment Skill Category by Ethnicity and Faculty



Note: Visualised data are calculated using those presented in Table 0-26. Graduate outcomes are meaned over the period 2017-18 to 2020-21.

Figure 0-41: Trends in High-Skilled Graduate Outcomes by Faculty



Note: Visualised data are calculated using those presented in Table 0-26.

8. Teaching and Learning

Section Summary: Inclusive, antiracist teaching is present, but not mainstreamed throughout the University. Embedding practises into core teaching will improve teaching and may have knock-on effects on university culture.

8a Course Content/Syllabus

Across the University at least 67 modules directly address the topics of “race”, “racism”, “colonialism” or “decolonisation”—59 in Arts & Divinity and 8 in Science & Medicine. Given this split, these positive aspects of teaching may correlate with other faculty differences on which we have presented data in this application. These broad terms used in our preliminary audit will benefit from institutional standardisation [F3]. Some examples of constructive steps towards diversifying/decolonising curricula are shown in Table 0-1. They include:

- i) entire modules dedicated to race/racism/colonialism;
- ii) essential criteria for employment that demonstrates commitment to equalities work;
- iii) specific race/racism/colonialism elements in general modules;
- iv) decolonisation of modules unrelated to race;
- v) production of toolkits, guides, checklists and other decolonisation resources; and
- vi) extra-curricular activities (e.g., invited speakers, external lectures).

Inclusive teaching and the active confrontation of privilege within some modules were acknowledged in the REC survey (Quote 0-1). Similarly, the [SUMS Report](#) (p24) commended “some good work and good practice around decolonising the curriculum”, which is “a key activity in some Schools” but “not consistently applied across all Schools”. The report likewise commended the introduction of an Inclusive Curriculum Audit (2020-21), but noted inconsistent engagement in the audit across Schools.

“So far this year, my modules have all been excellent at talking/including race and ethnicity in the course content. The same cannot be said for all of my modules last year.”

Quote 0-1: REC Survey Respondent—White, Non-UK identity, man, student

Table 0-1: Examples of Good Practice in Decolonising/Diversifying Curricula

School/Dept.	Good Practice
Social Anthropology	Many modules addressing the historic origins of, and thinking about, societal structural inequality. Several modules changed to reflect a wider range of scholarly sources. Guest lectures from indigenous scholars.
Art History	Core 1 st year modules: Replaced single-artist lectures with 65 new lectures that introduce global perspectives on trade networks, colonialism, women artists and patrons, race and enslavement, and non-Western art.
Astronomy	In a Masters-level module, students discuss the colonial practices and hidden costs of putting massive telescopes on indigenous sacred land.
Biology	Lecture on race and racism in core 1 st year module. EDI committee collaborated with BAME students to produce module decolonisation guide and checklist. Several modules address scientific racism. Honours module on ‘The Science of Race and Racism’. Microgrant scheme for BAME students.
Chemistry	Student-led project on ‘hidden figures’ (i.e., minorities in field).
English	Curriculum broadened to incorporate foreign literatures.
Film Studies	Ran workshop series on postcolonial methodologies. Race theory taught in key modules. Department-wide initiatives to promote inclusive teaching.
Geography & Sustainable Development	Worked with the Centre for Educational Enhancement to produce Best Practices Guide for Inclusion, Diversity, Equity within the Curriculum’. New module on ‘Geographies of Race, Racialisation and Racism’.
Management	Students sign social contract for group work. Student-led project on decolonising the curriculum. Clarified biases in existing data sets.
Medicine	Signatory of British Medical Association Racial harassment charter. Enhanced representation in the medical curriculum by i) widening the patient partner bank and volunteer patients to ensure greater diversity of age, gender and ethnicity, ii) purchasing new anatomical manikins in a range of skin tones for practical labs, and iii) using a handbook that teaches students to recognise symptoms on darker skin.
Philosophy	Made recommendations for inclusive teaching. Several modules cover race and decolonial topics. ‘Minorities & Philosophy’ group hold discussions and produce guidelines.
Psychology & Neuroscience	Essential criteria for new hires that include demonstrating commitment to equalities work. Produced ‘Inclusive curriculum toolkit for module coordinators’. All teaching handbooks for students include an ‘Inclusive curriculum statement’ and encourage student feedback. 4 th year module on the colonial history of the discipline. Masters-level content on racism in human evolutionary sciences and primatology.

All matriculating students receive mandatory training on good academic practice, consent, and EDI, with postgraduates additionally receiving training in research integrity and ethics. This training has been revised in collaboration with student interns, Student Services, and the EDI team, and from 2024 will include training in protected characteristics, inclusive language, bias, bullying and harassment, allyship, and active bystander intervention.

REC survey findings present a mixed picture. Overall agreement levels are high, but BAME students are less likely than White students to agree that their teaching satisfies their expectations of diversified curriculum (Figure 0-1). There is also some resistance to the idea of teaching specifically about race in some subjects, and in general (Quote 0-2). Resistance to decolonisation/diversification from staff was reported in the [SUMS Report](#), which found that students raising concerns about the curriculum had their concerns “actively pushed aside or ignored”.

“[They] talk about [race and ethnicity] both when it’s relevant, and even when it’s not, I find”

Quote 0-2: REC Survey Respondent—White, UK identity, student

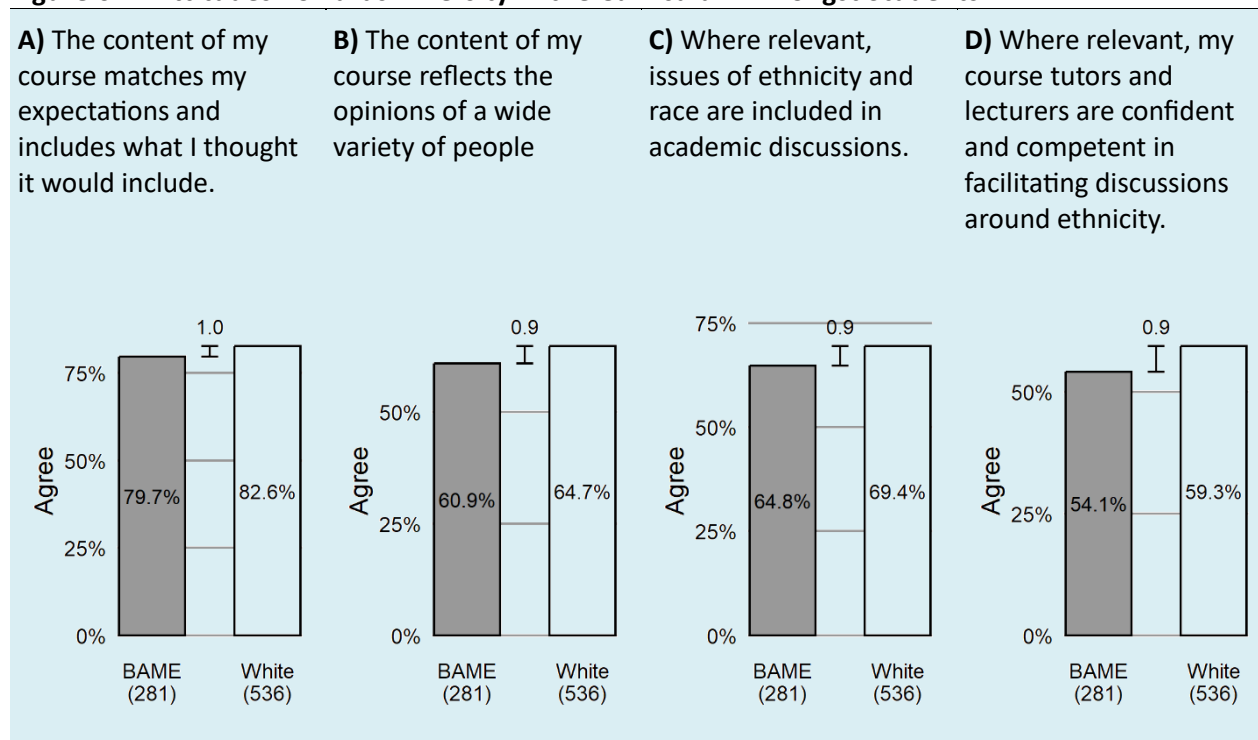
Barriers to diversification/decolonisation include limited space for new modules (Quote 0-3), workload pressures, and requirements (in Science & Medicine) to satisfy disciplinary accreditation.

“We need a little bit more flexibility in being able to design new modules and not have it take so long to introduce new modules.”

Quote 0-3: Decolonising the Curriculum Focus Group—Member of staff

While there are numerous examples of good practice, coverage of issues relevant to race equality is sporadic, and staff commitment is partial. Actions are required to shape an inclusive and antiracist university culture within the core business of teaching [**Action-F1**]; to ensure that the burden of decolonising the curriculum does not fall on a small number of staff by hiring [**Action-F2**] and training [**Action-F5**] all staff with this in mind; and to celebrate aspirations to be a beacon of inclusivity e.g. with a public lecture [**Action-F6**].

Figure 0-1: Attitudes Towards Diversity in the Curriculum Amongst Students



Relevant Action Outlines

F1: Deliver an institutional commitment to inclusive teaching

F2: Introduce a requirement for academic job candidates to communicate their professional commitment to equality, diversity and inclusion as part of their application materials and evaluate the efficacy of the change

F3: Determine an institutional Pedagogical Terms of Reference (or Glossary) for antiracist teaching

F5: Expand EDI Project Fund so Schools can apply to host external speakers on curriculum reform

F6: Establish an institutional annual public lecture on race and ethnicity

8b Teaching and Assessment Methods

The University has clear [assessment policies and procedures](#), widely implemented across Schools, which make a commitment to fair, balanced assessment. Most assessment formats are marked anonymously, mitigating the potential for bias, with some Schools employing blind double-marking, and with second marking occurring routinely.

Beyond University policy, there are central and local resources with varying levels of awareness amongst staff and students (examples in Table 0-2).

Table 0-2: Examples of University Resources for Assessment

School/Dept.	Level and purpose
Postgraduate Certificate in Academic Practice (PGCAP)	University level. New teaching staff are encouraged to enrol in this course, which includes the module ID5109 'Embedding inclusive practice in teaching and learning'.
Community for Evidence-Led Practice in Education (CELPiE)	University level. Initiative established by the Education and Student Experience Office focused on learning and teaching development and education enhancement. CELPiE promotes evidence-led educational practice across the University, and amongst its explicit objectives is to "ensure that inclusivity for everyone is at the core of all its activities and practices." CELPiE offers teaching advice to staff, organises educational events and conferences, provides grants for staff to attend external teaching-related events, produces guides and resources.
Resources for inclusive and anti-colonial practice	University level. Website maintained by central EDI, which provides examples of good practice in inclusive teaching, resources, case studies and toolkits for decolonising the curriculum, and guidance on how best to negotiate difficult conversations about race.
Curriculum feedback form for anti-colonial practice	University level. Feedback mechanism for students to highlight positive examples of inclusive or decolonial content/practice, and areas in need of improvement. Feedback is actioned via the Associate Deans (Curriculum) in conjunction with School Directors of Teaching (as outlined on the curriculum feedback form webpage).
Guides to decolonisation	School level. Several Schools have produced their own guides to decolonisation and related resources.
Module Evaluation Questionnaire (MEQ) Items	School level modification of a University level tool. MEQs, which gather feedback on all modules, can be amended to include questions about inclusive teaching.

Uptake and use of these resources is somewhat ad hoc and would benefit from consolidation and better central coordination [**Action-F4**].

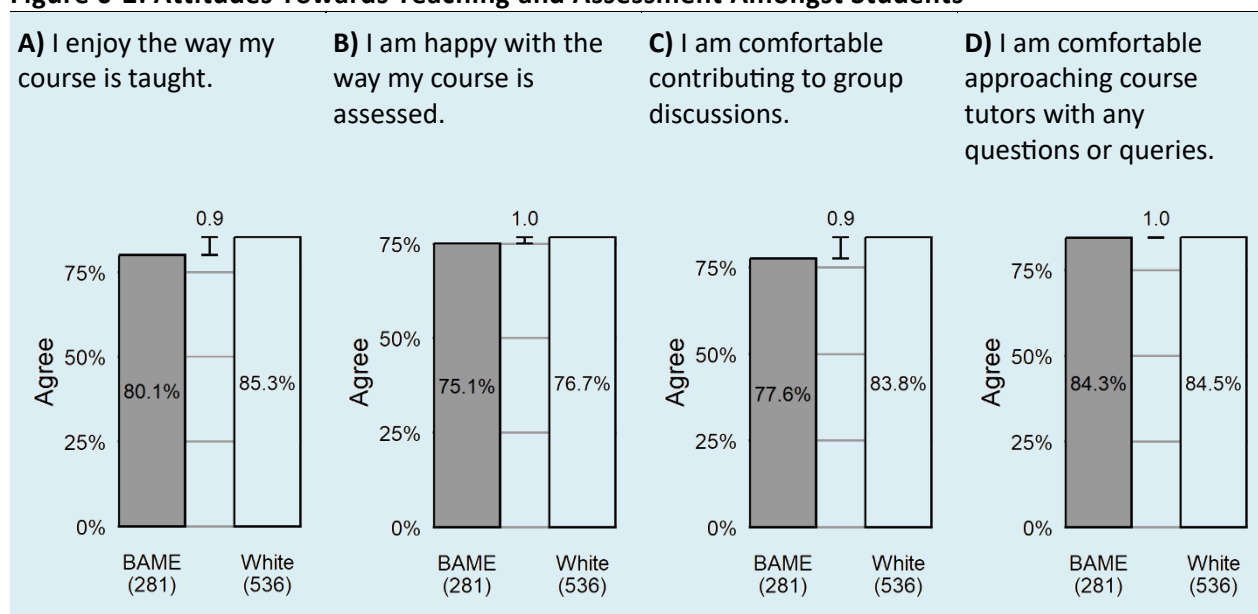
In the context of overall high agreement, BAME students report being as satisfied as White students with assessment, but less satisfied with the way modules are taught, and less comfortable contributing to class discussions (Figure 0-2). Relating to issues presented in Section [8a](#), one respondent observed that issues around race and ethnicity were not fully embedded in the taught material (Quote 0-4), whilst another commented on the subtleties of contributing to group discussions (Quote 0-2). Funds for training on inclusive teaching to improve class dynamics will be made available to Schools [**Action-F5**].

There is no central data on performance in assessment according to ethnicity, though reports from the REC survey suggest some dissatisfaction with certain forms of assessment (e.g. closed book exams, which remain the 'gold standard' in some disciplines e.g. Physics). These small but potentially cumulative factors may influence student outcomes, e.g. ethnicity attainment gaps, and require systematic evaluation [**Action-E2**].

"A lot of matters of race and ethnicity feel sort of tacked onto the end of lectures (or modules). They are relevant, but aren't always given the time to be treated as such."

Quote 0-4: REC Survey Respondent— BAME, woman, student

Figure 0-2: Attitudes Towards Teaching and Assessment Amongst Students



Relevant Action Outlines

E2: Establish a joint Academic Monitoring Group-REC MAIT study team on undergraduate ethnicity attainment gaps

F4: Review existing pedagogical EDI resources and make recommendations for new resources

F5: Expand EDI Project Fund so Schools can apply to host external speakers on curriculum reform

8c Academic Confidence

Resources designed to improve academic confidence are noted in Table 0-2. Other notable initiatives include the [Inclusive Practice Support group](#) (peer-support discussion group for teaching staff, designed to help develop inclusive curricula), [Inclusion Week](#) (annual event on inclusive practice with internal and external speakers), and participation in the Scottish Funding Council's [Anti-Racist Curriculum Project](#).

These initiatives work well for the staff who participate, but coordinated communication and mainstreaming would broaden their reach. For example, survey respondents express anxiety about the lack of training they feel is available to them, despite the initiatives above having dealt specifically with the issues raised (Quote 0-5). Previous feedback from the SUMS Report aligns with this critique, and whereas good progress has been made in some areas (e.g. that engagement with inclusive curriculum be recognised in staff promotion), more work is planned to “actively promote work undertaken to decolonise the curriculum as exemplars of best practice” [**Action-F8** sets out an action for improved cross-School and faculty sharing of best practice].

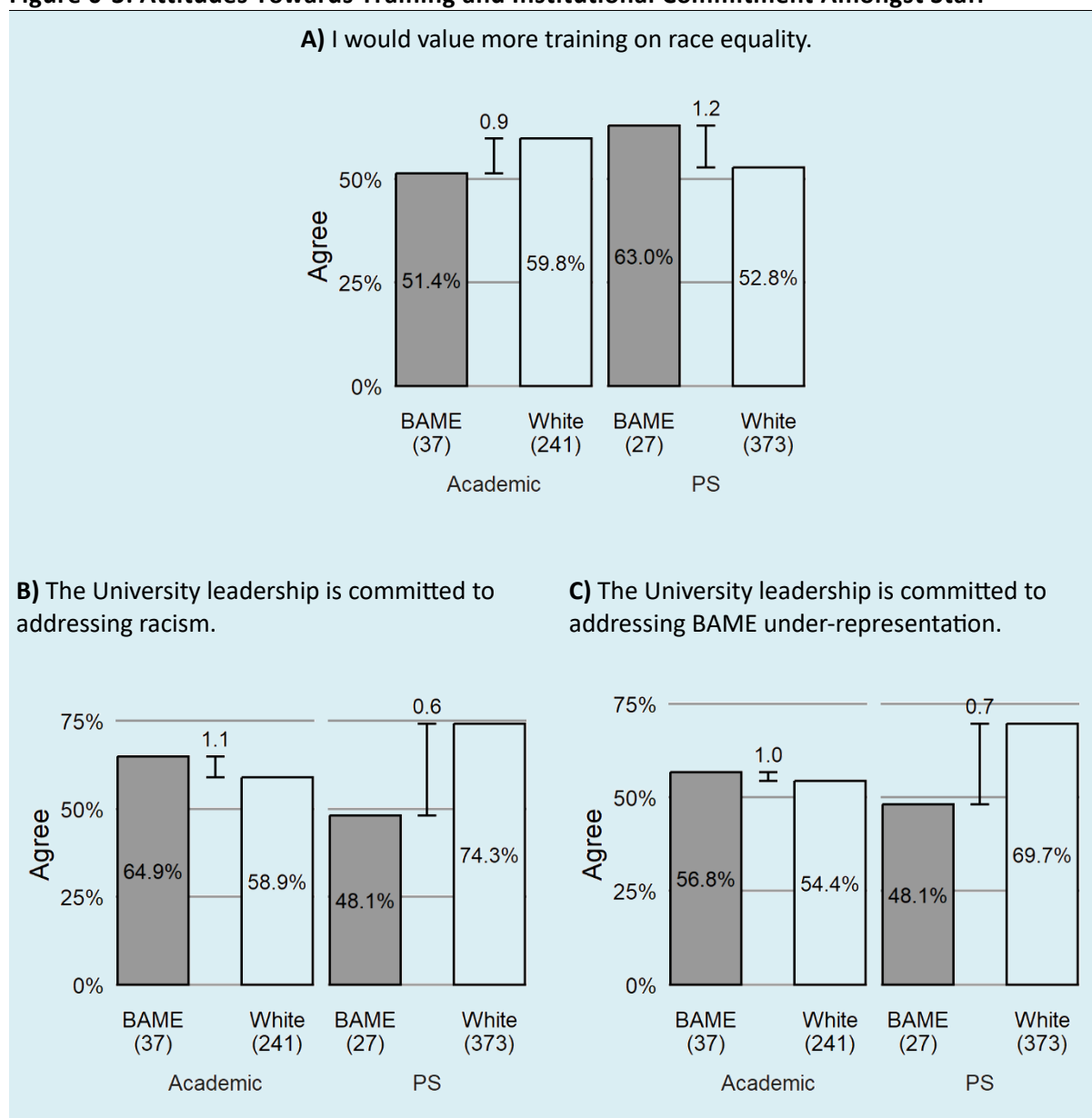
“I’m afraid, what if I said a wrong word. I don’t have enough training for that. I don’t know how to manage the emotions in class... We don’t know what to do.”

Quote 0-5: Decolonising the Curriculum Focus Group— Member of staff

Other examples of progress made include mandatory ‘Diversity in the workplace’ and ‘Unconscious bias’ modules for all staff, and a mandatory ‘Recruitment and selection’ module for all staff involved in recruitment. Several Schools piloted ‘Active bystander training’, which is now being rolled out across all Schools (with costs shared between Schools and Central EDI), and for those who miss School training, it is also run several times a year by Organisational and Staff Development Services.

To build on the existing provision, the SUMS Report recommended that the University “increase staff and students’ understanding of racism, racial harassment and microaggressions and white privilege, through training that is developed from an antiracist perspective. This should go beyond unconscious bias training.” [This recommendation forms a key component of the transformative training being developed for **Action-B1**]. SUMS’ recommendation is supported by results from the REC survey, in which more White than BAME academics agreed that they would value more training in race equality (Figure 0-3A). It is noteworthy that this trend is reversed in professional services staff, and there is a sizeable proportion of all staff respondents who would not value more training. A review of staff training across the University is specified in the People Strategy with particular focus on EDI training highlighted in the Diverse Action Plan. This strategic focus will support REC actions that prioritise building positive culture, allowing Schools to meet their specific training needs via bespoke intercultural training [**Action-B2**], and sharing good practice more broadly across the institution [**Action-F8**].

Figure 0-3: Attitudes Towards Training and Institutional Commitment Amongst Staff



Finally, successfully enacted antiracist practice will likely increase BAME staff and student feelings of belonging and wellbeing (Figure 0-6B), and staff confidence in the University's commitment to the cause (particularly in professional services staff, for whom under-representation is highest; Figure 0-3B, C). Focus group and REC survey responses suggest that staff want to diversify their teaching but don't know how, are unaware of resources that would help them, and feel anxiety about getting it wrong (Quote 0-6, Quote 0-7). A theme in staff focus groups was that many Schools have had productive discussions about how to engage in this work but recognise that there is no 'quick fix'. To ensure implementation of an inclusive, antiracist curriculum is sustained, effective structures for generating, sharing, and leading on good practise must be incentivised, created and funded over the long term [with an inclusive teaching award acting as one incentive **Action-F7**].

“For a lot of people, there was a real desire to engage in these issues but a fear of the language [...] we've tried to tackle this because we talk about it in terms of our study and therefore you know it's something that we have some of the jargon for but also just a fear of saying the wrong thing and doing the wrong thing and I think there's a lot of anxiety, particularly around race.”

Quote 0-6: Decolonising the Curriculum Focus Group— Member of staff

“a simple definition for decolonising the curriculum would be useful.”

Quote 0-7: Decolonising the Curriculum Focus Group— Member of staff

Relevant Action Outlines

B1: Establish a REC MAIT subcommittee on culture and transformative training

B2: Expand EDI Project Fund so that Schools and Units can apply for intercultural training

F7: Establish an inclusive teaching award

F8: Incorporate the sharing of teaching best practice into existing cross-School networks, led by Faculty EDI Leads

9. Any Other Information

9a Conflict in Israel and Palestine

In late 2023, the University organised a series of events to recognise the distress caused by the conflict in Palestine and Israel, and to promote community togetherness. Independent of and subsequent to these events, in November 2023 the student-elected Rector (see Section [3a](#)) sent an email to all students in which she called for a ceasefire in the area. The University's senior leadership team released a public statement distancing itself from the language used in the Rector's communication. In the light of this and subsequent developments including statements from the Rector on social media, University Court commissioned an independent external investigation into whether the Rector's "actions and activities were compatible with the responsibilities and standards placed on her as a member of Court, and a Trustee of the University."

Shortly afterwards, the University held a series of round-table events with the Principal and other members of the Principal's Office. At one of these events in early 2024, a group of REC SAT student members raised concerns regarding the institution's actions and communications relating to the Rector—a Black woman writing about a conflict that affects people of colour—as an issue of race equality. In the following days, five student members stood down from the SAT.

Two sets of outcomes resulted from the REC student members standing down from the SAT:

1) A broader group of students met with Principal's Office members, at which the leadership team affirmed their commitment to:

- St Andrews as a University of Sanctuary that offers twelve Sanctuary scholarship awards each year (four each for UG, PGT and PGR), covering tuition fees, catered accommodation and a weekly maintenance payment. As part of this status, the University organises Sanctuary lectures given by forcibly displaced scholars;
- working with the Council for at Risk Academics, recently welcoming two new fellows and their families to St Andrews; and
- working with St Andrews Education for Palestinian Students (STEPS), an independent charitable foundation established in 2011 to provide funding for Palestinian students at the University of St Andrews. The University normally funds up to two Palestinian students to undertake a one-year postgraduate programme at St Andrews, but following the meeting the leadership team agreed to increase this number to four for the academic year 2024-25.

2) The REC Chair met with the students who stood down and, given the stage of the REC process, chose not to replace them on the SAT but saw it appropriate to address their concerns in the action plan. We will develop an institutional communications strategy on world events and issues that affect people of colour [**Action-B10**], and formalise principles of freedom of speech [included in action **Action-A13**].

Relevant Action Outlines

A13: Ensure that BAME people are actively consulted on future institutional equalities projects

B10: Develop institutional guidance on communication relating to significant world events

10. Action plan

The organisation of the action plan differs from the organisation of the application. This partly reflects the implementation structures and priorities for actions specific to the University of St Andrews, but also acknowledges the differing purposes of the actions themselves, some of which are targeted at single specific issues, some of which cut across similar issues, and some of which will shape culture more broadly. Importantly, the action plan structure allows all members of the University to review the action plan as a standalone document rather than one that needs to be read as part of the complete REC application.

A key to successful implementation of cross-cutting and cultural actions, and to ensuring that the institution is able to enact specific race equality actions in the context of competing equalities priorities (e.g. actions in the same domain proposed in other charter action plans) is integration. In parallel with the REC effort documented in the application, the Vice-Principal People & Diversity has been revising institutional equalities structures to enable them to better act on issues that have arisen across the range of self-assessment exercises that we have undertaken recently. Many of the actions proposed here will therefore feed

into task and finish groups specific to institutional processes rather than to marginalised groups. This will ensure that any large institutional changes are delivered as necessary service improvements, rather than tweaks to current process that redress single group inequalities. Integration requires the additional step of developing a joint delivery plan (**Action-A3**), but will improve the likelihood of successful implementation across the institution. In anticipation of developing a joint delivery plan, alongside each action below is a reference to similar actions in each of the institutional [Athena Swan](#), [People Strategy](#), and [Diverse](#) action plans. These are listed under (AS/PS/DAP) in the first column.

Complementary to the need for integration is mainstreaming. We will be embedding the changes necessary to improve race equality into the day-to-day practice of Schools and Units. This is evident in the changes to process that place responsibility for equalities monitoring not just with the Vice-Principal People & Diversity, but with the Master (e.g. **Action-D4**), the Vice-Principal Education (e.g. **Action-F1**) and indeed with all members of the institution (e.g. **Action-F2**). With this in mind, rather than situating the resources needed for institutional action with the Central EDI team, we will, where possible, make them available to all Schools and Units. Considering the distributed nature of mainstreamed actions, where we define resources below, we have done so in terms of operational budgets and not the associated staff costs, which will be borne throughout the University. It should also be noted that the monetary values we note are indicative, and the eventual allocation will depend on demand at the time of implementation. This approach ensures that resource allocation is flexible and responsive to the changing needs of our institution as we work towards race equality.

The action plan is organised into six priority areas.

- A) **Strengthen race equality leadership:** We will build robust governance structures for race equality work at St Andrews. The next phase of our race equality effort requires us to appoint key personnel, establish and feed into dedicated teams to oversee progress, and recognise and support those who participate in race equality work. Crucially, this priority includes actions that will facilitate BAME people stepping into senior leadership positions.
- B) **Enhance inclusion and support:** We will foster an inclusive environment that supports BAME students and staff by strengthening positive culture in the University and local community. We will not adopt a deficit model, but will acknowledge the importance of White majority members of the institution and community in shaping culture at St Andrews.
- C) **Challenge inappropriate behaviours:** We will eradicate behaviours and culture hostile to BAME people. These actions acknowledge that BAME people face racism and bias throughout society, and establishes, strengthens, and builds confidence in tools which challenge societal inequity within the University and local community.
- D) **Reform staff recruitment and career development:** We will reduce recruitment inequity, starting with a transformation of internal processes that includes the adoption of positive action. We will improve the career progression prospects of BAME staff by better understanding and valuing work that they undertake in and around the University.

- E) **Extend support for students:** We will address our recruitment of BAME students, and work to ensure that BAME students are not disadvantaged in their access to, or attainment at, St Andrews.
- F) **Proliferate antiracist pedagogy:** We will embed inclusive and antiracist teaching practices across the institution. Our actions will make it clear to all staff and students that inclusive teaching is not limited to specialist modules or passion projects, but is a core component of our teaching at St Andrews.

Notes:

- Baseline data for success measures are included where available.
- 'High Priority' labels indicate actions that were marked as important by participants at the range of action plan consultation events.

Priority A: Strengthen Race Equality Leadership

Action # (AS/PS/DAP)	Action & Objective	Rationale	Activities [Timescales], Outputs	Leads, [Resources]	What success will look like
A1 (34/-/-) Section 2d	Appoint staff (Chair, Deputy Chair and Project Manager) with expertise in institutional race equality to coordinate REC MAIT activities.	This extensive action plan requires dedicated project management personnel and tools. Continuity in REC leadership effort will benefit implementation of the proposed actions.	a) The University has extended appointment of the current REC Chair to drive the work of the REC MAIT forward [starting 07/24 for an initial period of 1 year with 0.2 FTE buyout]. Appoint a REC Deputy Chair and Project Manager with appropriate buyout to help drive the work of the REC MAIT [08/24-10/24].	Governance & Operational: Vice-Principal People & Diversity (Rebekah Widdowfield)	REC Chair, Deputy Chair, and Project Manager in post by 10/24.
A2 (34/-/-) Section Error! Reference source not found., 2d	Establish a REC MAIT, reporting to Central EDI Committee to monitor and evaluate progress towards delivering race equality actions.	- Systematic action on race equality has been kick-started by the institutional REC effort. - The University has also committed to ongoing actions to improve race equality outwith those proposed in this action plan. - Race equality actions will be overseen by the REC MAIT, which in turn will report to the Central EDI Committee. - Central EDI Committee is the governance (scrutiny and challenge) body with responsibility for monitoring progress and ensuring delivery of action plans for all equality charters, including REC and Athena Swan. - The REC MAIT will operate until it is replaced by a new REC SAT with 2 year lead time for REC renewal/application Members of the REC SAT found externally-provided intercultural supervision to be valuable in mitigating the emotional labour of engaging with race equality work.	a) Transition the REC SAT into the REC MAIT and appoint membership that continues to prioritise BAME representation [08/24-10/24]. b) Develop terms of reference including ways of working and reporting arrangements [11/24-12/24]. c) Create an action dashboard for REC MAIT members to keep track of progress [12/24-01/25]. d) Produce a REC MAIT annual race equality report [starting 08/25]. e) Arrange intercultural supervision from external therapy provider for BAME members of the MAIT [10/24-07/27]. <i>Output(s):</i> - REC MAIT terms of reference - Action dashboard - Annual race equality report Contracted supervision arrangements	Governance: Vice-Principal People & Diversity (Rebekah Widdowfield) Operational: REC Chair (Akira O'Connor) Resource(s): Supervision £15,000 per year	An active implementation team that has the resources to work effectively on race equality, whose activity mainstreamed into University governance structures by 10/24. Anonymous pulse survey of REC MAIT Members annually, starting 07/25: Agreement of >70% that the emotional labour required to undertake the role is considered by the University (no baseline).
A3 (21,39/-/16,20) Section 2d	Develop a joint delivery plan organised around common themes across REC, Diverse Action Plan, People Strategy and other charters including Athena Swan and EmilyTest to support collaborative working on shared priorities.	Many REC actions are in areas of core university business (e.g. recruitment, retention, and education policy) in which action has been proposed in other university plans (Diverse Action Plan, People Strategy) and charters (Athena Swan, EmilyTest). (Equally Safe St Andrews is a broad initiative that aims to address sexual and gender based violence, including by engaging with the EmilyTest charter).	a) Organise meetings of REC Chair and Implementation Group Chairs of other charters as part of Central EDI Committee meetings [starting 11/24]. b) Organise annual joint meetings across implementation groups [starting 03/25] c) Map charter action plans against one another to highlight areas for collaborative working [12/24-01/25]. d) Share insights and feedback that are broadly applicable with other charter and university plan teams [09/24].	Governance: Vice-Principal People & Diversity (Rebekah Widdowfield) Operational: People & Diversity Executive Officer (Pamela Dobson)	7 joint Charter Chair meetings in 2024-25 academic year, and 9 in each of 2025-26 and 2026-27. 1 joint implementation group meeting in each of 2024-25, 2025-26 and 2026-27.

Action # (AS/PS/DAP)	Action & Objective	Rationale	Activities [Timescales], Outputs	Leads, [Resources]	What success will look like
		Data and feedback collected during the REC process are applicable and useful to other action plans and strategies. Effective action in areas of core university business will be more likely if groups with common cause can work coherently together within task and finish groups.	e) Develop combined delivery plan and monitoring arrangements [09/24-12/24]. <i>Output(s):</i> Combined plan		A combined delivery plan, accessible to all implementation groups via the action dashboard, developed by 03/25.
A4 (-/19,21-26) Section 2b , 2c , 3a	Publish REC Survey Report and REC Focus Groups Report to give visibility to race equality activity across the University and support wider use of the findings.	- REC survey data collection and analyses have been resource-intensive. Analyses presented in these documents have focused on only some aspects of the complete dataset. A draft REC Survey Report has been written and presented to Principal's Office, but there is potential for further analysis and exploration. - REC focus group transcripts have contributed to the writing of the application, but a full report is yet to be written and disseminated. Complete transparency in the REC survey and focus group data and analyses—by publishing raw data where data privacy permits—will build trust with all who participated, particularly BAME communities.	a) Finalise and publish the REC Survey Report, including an online annex that presents anonymised data in full [09/24-12/24] b) Write and publish the REC Focus Groups Report [12/24-09/25]. c) Using A11, organise discussion activities around the Survey Report [01/25-05/25] and Focus Groups Report [09/25-05/26] for all staff and students. <i>Output(s):</i> - REC Survey Report - Online publication of anonymised REC survey data REC Focus Groups Report	Governance and Operational: REC Chair (Akira O'Connor)	Published documents: Survey Report 12/24; survey data 12/24; Focus Groups Report 09/25. 2x events (1 public, 1 for invited societies and groups) for each of: Survey Report in 2024-25; Focus Groups Report in 2025-26.
A5 (9,10,22/-/30) Section 5d , 5f , 6b	Identify and implement a mentoring scheme that will help with the advancement of BAME staff members' career ambitions to improve retention and promotion.	- There is no institutional mentoring scheme specifically for BAME staff. - The University has successfully established generic mentoring programmes including: - one within Schools and Units for new staff on probation; - the Elizabeth Garrett Mentoring Scheme to support women in or aspiring to academic leadership roles and develop leadership capability; - a partnership with other institutions to participate in the Teaching, Research & Academic Mentoring Scheme (currently under review). BAME staff are under-represented in both the Aurora programme and the Elizabeth Garrett Mentoring Scheme.	a) Seek BAME academic and PS staff views on preferences for mentoring support (e.g. new or existing scheme? internal or cross-institutional? etc.) [09/25-10/25]. b) Consider how to meet the needs from the consultation above using existing mentoring schemes and/or partnerships with other local institutions [11/25-03/25]. c) Pilot a scheme (following development, if necessary) open to BAME staff [starting 09/26] d) Review success of pilot to establish whether it has met the needs defined in the first consultation, with subsequent action depending on pilot review [06/27-08/27]. <i>Output(s):</i> Mentoring scheme suitable for BAME staff	Governance and Operational: Head of Organisational and Staff Development Services (Elaine Furnivall)	A mentoring scheme that recruits 10 mentees in 2026-27 academic year.
A6 (22/16,35/12) Section Error! Reference source not found., 2d , 5b	Invest in leadership training for academic and PS staff, via Advance HE Diversifying Leadership programme, to build and grow a network of BAME leaders to overcome the barriers to BAME people	Recruitment for the Diversifying Leadership programme currently takes place on an informal basis, by word of mouth. There is no current mechanism for network-building amongst Diversifying Leadership alumni.	a) Formalise an annual call for at least two staff per year for the Diversifying Leadership programme, monitoring job and identity characteristics to ensure fair allocation of opportunity [starting 08/24]. b) Hold annual events for Diversifying Leadership alumni to network and share good practice amongst each other and with the university community [starting 03/25]	Governance: Head of EDI (Paulette Nhlapo)	10x Diversifying Leadership participants by 07/29.

Action # (AS/PS/DAP)	Action & Objective	Rationale	Activities [Timescales], Outputs	Leads, [Resources]	What success will look like
	participating in University leadership roles.		c) Hold an annual event for Diversifying Leadership alumni across Scotland to facilitate networking and peer support, and to share case studies of pathways to senior leadership roles [starting 03/26]. <i>Output(s):</i> Annual call for at least 2x Diversifying Leadership participants. Local and national network-building events to support and spread influence of Diversifying Leadership alumni.	Development Services (OSDS; Elaine Furnivall) Resource(s): Diversifying Leadership participation: at least £4,000 per year	
A7 (22,24/18/21, 29) Section 4d , 5b , 5d 	Advance the representation of BAME people in Senior Management Team positions, and the consideration of BAME voices in decision-making to highlight institutional commitment to diversity at all levels and to ensure that BAME people's views and needs are adequately represented in senior management decision-making.	- There has never been a BAME member of the Senior Management Team at the University. - Staff and students are aware of this ongoing under-representation and highlight it as emblematic of an institutional disregard for BAME people. - There is a widespread view amongst BAME staff and students that institutional decision-making would be improved with BAME representation in the Senior Management Team. The People Strategy has identified a need for a Staff Panel to feed into policy and decision-making.	a) Identify pathways to Senior Management Team for BAME staff, including via the network established in A6, and the Staff Panel to be developed as part of the People Strategy [09/24-06/25] b) Review PO succession planning and recruitment processes to ensure they are inclusive, for example, by advertising all PO vacancies and implementing targeted interventions [03/25-03/26]. c) Establish mechanisms for the inclusion of BAME voices in senior decision-making e.g. via attendance and input to meetings and/or input to meetings from a Staff Panel that includes BAME representation [starting 01/25] <i>Output(s):</i> Identified pathways information shared with mentors and mentees from A5. Presentations on pathways to leadership at events from A6.	Governance and Operational: Principal (Sally Mapstone)	Recruitment to the Senior Management Team will make clear the need for BAME representation in its advertising materials and selection criteria from 01/25. Increased representation of BAME people in University leadership positions that may offer opportunities for advancement to the Senior Management Team to 15% by 07/29. (Current baselines: Heads of School 0%, Service Directors 3%, Deans and Associate Deans 0%, Directors of Teaching 4%, Directors of Research 5%)
A8 (35/23, 31/-) Section 2a Error! Reference source not found. , 4b , 7a	Implement a model of recognition for staff that is valued by staff to recognise participation in equalities work on behalf of minoritised groups.	- The University recognises that the burden of race-related EDI work can fall on a relatively small number of people. - Buyout (academic staff) and workload relief (PS staff) arrangements for the REC have been laborious to set-up and administer. - For some PS roles, it is difficult to implement workload relief in practice even when offered. A pulse survey of PS staff showed only 33% satisfaction with workload relief arrangements, consistent with	a) Conduct a review of REC SAT buyout (academic staff) and workload relief (PS staff) arrangements within the broader context of how service to the University is valued and recognised [09/24-04/25]. b) Develop and run a consultation on a unified model for recognising and rewarding staff conducting equalities work [03/25-12/25]. c) Based on the review and consultation, develop HR policy for recognition of equalities work [01/26-07/26].	Governance and Operational: Director of HR (Mairi Stewart)	HR policy that formalises equitable recognition models for staff published by 07/26 and adopted by institutional bodies thereafter. 2029 REC SAT pulse survey of staff satisfaction with buyout/workload relief to

Action # (AS/PS/DAP)	Action & Objective	Rationale	Activities [Timescales], Outputs	Leads, [Resources]	What success will look like
		views expressed in working groups that the different arrangements for academic staff (buyout) and PS staff (workload relief) are potentially inequitable.	<i>Output(s):</i> HR-approved policy document, including updates to workload policy, as needed.		be matched across academic and PS staff.
A9 (-/23/-) Section 2a , 7a 	Implement a model of recognition for students that is valued by students to recognise participation in equalities work on behalf of minoritised groups.	- There is no formal model of student recognition for University EDI activities. - Different models were considered at the start of the REC process but none were adopted because it was difficult to find a model that was valued by students. - This is not a new problem: - The Students' Association and the Student Experience Strategic Management Group undertook a pilot project on Reimagining Representation, which produced recommendations on how student voice is represented within university structures. - There is a broader change programme ongoing at the Students' Association (to be completed 09/25), looking into supporting, developing and resourcing representative structures. The REC Chair has been working with change programme leaders on new models of student recognition.	a) Seek input from REC MAIT representatives to feed into the change programme recommendations on recognition for student representation [09/24-03/25] b) Explore different models for student recognition from around the sector and propose a model that valued by students and can be implemented within the university [03/25-09/25]. c) Based on findings by the team, make a recommendation to PO on what model(s) will be most effective at St Andrews, with a view to their adoption [09/25-12/25]. <i>Output(s):</i> PO- and SA-approved policy document	Governance: Director of Student Experience (Rosalyn Claase) Operational: Change programme Lead (Anthony Blackshaw)	University and SA-approved policy that formalises equitable recognition models published by 12/25 and adopted by institutional bodies thereafter. 2029 REC SAT pulse survey of student satisfaction with recognition to have >60% satisfaction (no baseline).
A10 (-/35/-) Section 4d	Expand participation of Principal's Office members in Advance HE Diversifying Leadership as sponsors to provide Principal's Office members with some of the benefits of reverse mentorship, while tangibly benefitting BAME mentees.	The University has made a commitment to fund two Diversifying Leadership places per year (A6). Sponsors meet regularly with Diverse Leadership participants, and in doing so will better understand the challenges facing BAME staff at St Andrews, whilst also helping to advance the participants' leadership credentials.	a) All current members of Principal's Office to volunteer to act as an Advance HE Diversifying Leadership sponsor in the next 5 years [08/24-07/29]. It is an expectation that staff recruited to Principal's Office in future will volunteer as a Diversifying Leadership sponsor [starting 08/24].	Governance: Vice-Principal People & Diversity (Rebekah Widdowfield) Operational: Head of EDI (Paulette Nhlapo)	The 10x Diversifying Leadership participants at 07/29 will have each been offered a sponsor within the Principal's Office.
A11 (-/17/3,10) Section 2b , 2c , 3a	Maintain and enhance channels of communication established by the REC process to inform ongoing actions, continue informal dialogue, and leverage the many ways in which BAME staff and students can be engaged.	- REC survey responses, especially from students, demonstrate that having a range of engagement mechanisms is important to building a fuller picture of attitudes towards race equality. - BAME people have expressed the importance of large and small group consultation sessions in contributing to their feelings of belonging, and their capacity to enact change at St Andrews. - There is a change programme ongoing at the Students' Association (see A9 Rationale).	a) Establish a REC MAIT subcommittee to help plan engagement events with central resourcing [01/25]. b) Hold bi-monthly coffee mornings with members of the REC MAIT, so that staff and students can engage individually, and informally, with members of the REC team [starting 01/25]. c) Organise large (open fora; once per semester) and small-group (focus groups as needed according to committee activity) consultations as a means of engaging with BAME university and community members [starting 09/25].	Governance: Vice-Principal People & Diversity (Rebekah Widdowfield) Operational: REC Chair (Akira O'Connor)	8x institutional open fora on issues of race and ethnicity to have taken place by 07/29. BAME staff and student satisfaction with institutional communication and engagement in pulse

Action # (AS/PS/DAP)	Action & Objective	Rationale	Activities [Timescales], Outputs	Leads, [Resources]	What success will look like
		The channels of communication established through the REC process and the change programme contribute to new models of institutional communication, which will benefit from being evaluated and reshaped according to feedback.	d) Evaluate how new channels of communication are meeting staff and student needs through periodic surveys (e.g. through pulse surveys and institutional surveys) [starting 01/26]. <i>Output(s):</i> REC MAIT subcommittee for engagement events		survey >50% by 07/27 (no baseline).
A12 (12/3/29) Section 4d, 5b , 5d 	Prioritise the recruitment of BAME people to key institutional committees to ensure that BAME staff and students are adequately represented in committee-based decision-making.	- BAME staff are under-represented (relative to the staff population) on institutional decision-making committees and panels. - There are limitations on some committee memberships (e.g. minimum grade requirements, alumnus status etc.) that make it less likely that BAME staff will be eligible for membership. - On some committees involving members external to the University (e.g. Court), there is incomplete data on members' identity characteristics. Whilst many committee/panel chairs are aware of the need to recruit diversely, more work needs to be done on understanding how best to ensure diverse recruitment and systematic adoption of good practices.	a) Amend Court ordinances that pose barriers to BAME recruitment (e.g. requirements that certain members be alumni) if possible [08/25-07/27] b) Actively recruit to new and upcoming vacancies to Court, and promotion panels with the goal of increasing BAME representation [starting 09/25] c) Implement ethnicity data collection across all the committees mentioned above [starting 09/25] d) Investigate the possibility of publishing an annual Committees and Panels Report, subject to data privacy considerations, to be circulated to all committee chairs, summarising data on committee membership by identity characteristics, that can be used to refine committee membership priorities [09/26-07/27]. <i>Output(s):</i> Decision on publication of Annual Committees and Panels Report.	Governance & Operational: Vice-Principal (Alastair Merrill)	Aggregated BAME/White ethnicity of the following key bodies to reflect the ethnicity of the body that the committee represents by 07/27: - Court (current baseline 0%, see Section 4d); and - promotion panels (current baseline 0%). Court ordinances that may pose membership barriers to BAME people identified and removed/changed by 07/27.
A13 (-/18/10) Section 9a	Ensure that BAME people are actively consulted on future institutional equalities projects to provide a mechanism by which all equalities actions consider issues of race/ethnicity.	- University equalities work has not always considered the views of BAME staff and students. - In the REC survey, although 57% of BAME people agreed that addressing racism was a priority for the University, some BAME staff and students reported that issues of race and ethnicity were perceived as being lower equalities priorities than others. Prioritising BAME representation on panels and working groups, and consultation of BAME people on the outputs of equalities groups, will go some way to ensuring that issues of race and ethnicity are always considered in all future equalities work.	a) Actively seek members and/or input from BAME staff and students for equalities project groups, consulting the REC MAIT and/or BAME Network if unsure of who to approach [starting 09/24]. b) Liaise with working groups that report to Student Experience Strategic Management Group (such as 'Events and Activities' and 'Spaces and Places') [starting 09/24]. <i>Output(s):</i> Current/future projects that will actively recruit BAME representation include: - Working group producing institutional guidance on freedom of speech [recruiting 09/24] - Working group on (physical and virtual) University space [recruiting 01/25] Task and finish group around reforming recruitment materials and advertising approaches [07/26-12/27]	Governance and Operational: Vice-Principal People & Diversity (Rebekah Widdowfield)	Terms of reference for all equalities project groups created between 09/24 and 07/29 to contain provision for the involvement or consultation of BAME people.
A14 (-/17,26/9)	Hold a series of events to promote engagement with the Legacies of	The Legacies of Empire Report, produced by a research project outwith the REC, outlines how St	a) Publish the Legacies of Empire report [10/24].	Governance and Operational: Vice-Principal	3x institutional events/activities on

Action # (AS/PS/DAP)	Action & Objective	Rationale	Activities [Timescales], Outputs	Leads, [Resources]	What success will look like
Section 2b , 3a	Empire Report to engage St Andrews staff, students and community members in understanding and confronting the role of colonialism in our past and present.	Andrews benefitted from empire and colonialism from a historical perspective. The Culture Working Group has identified that legacies of empire and colonialism also exist in current research and teaching practice. Dialogue events are consistent with the goals of a revised University Diversity Calendar.	b) Organise a series of reflective seminars, workshops, and activities to examine how the legacies of empire and colonialism still impact culture at St Andrews [10/24-07/25]. c) Cascade learning from these events to relevant PO members and Heads of School [07/25-09/25]. <i>Output(s):</i> Legacies of Empire report	Communications (Niall Scott)	Legacies of Empire to have taken place by 07/25.

Priority B: Enhance Inclusion and Support

Action # (AS/PS/DAP)	Action & Objective	Rationale	Activities [Timescales], Outputs	Leads, [Resources]	What success will look like
B1 (-/-/2,1,4,5) Section 3b , 5b , 6a , 6b , 8c	Establish a REC MAIT subcommittee on culture and transformative training to nurture and instil positive culture and community for BAME students and staff in St Andrews and to outline education and training-based interventions that promote anti-discriminatory behaviour with a focus on interventions for White majority stakeholders.	- Positive culture cannot be generated by edict, but there are encouraging examples of how Schools and societies within St Andrews have built a positive culture for BAME people. These examples include positive practice and positive change enacted through training. Both can be implemented at St Andrews to facilitate culture change. - There is extensive work being done externally to St Andrews, across the UK and internationally, to promote positive social norms, and to educate against and minimise the impact of negative social norms. - In developing culture through training, there is a need to transition from passive, generic training modules to active, culturally sensitive approaches that foster allyship, accountability, and behaviour change. - Majority culture stakeholders must be prioritised, both to avoid assumptions of the deficit model, and because majority stakeholders have a large influence on culture for all. - In 09/24, the University will launch a revised version of a mandatory EDI module, co-developed with student interns, that all students must take before they can complete matriculation. Student representative groups were widely consulted during its development. The University EDI team will be working on developing St Andrews-focused training resources for staff as part of	a) Establish a REC MAIT subcommittee on positive culture and transformative training [01/26]. Via this subcommittee, b) Building on data already gathered by the REC SAT and resources already developed by the University, audit positive culture throughout the University and in the literature, focusing on ventures that have created positive culture and community for BAME people [01/26-12/26]. c) Identify and develop transformational strategies, approaches, gaps and opportunities to effectively engage majority culture stakeholders with the aim of mitigating and preventing racial discrimination [01/27-06/27]. d) Engage with a cross-characteristic culture group to be established as part of the DAP [01/27-06/27]. e) Based on these activities, produce a report on best practice, to be shared internally and externally [12/27], and inform development of institutional training including transformative training targeting all community members, especially ethnic majority White staff and students. <i>Output(s):</i> Report on positive culture interventions Transformative training programme for staff and students	Governance: Vice-Principal People & Diversity (Rebekah Widdowfield) Operational: REC Chair (Akira O'Connor)	Completion of transformative training by 100% of staff and students joining after 09/28 when audited at 07/29. Completion of transformative training that is matched across BAME and White staff and students joining before 09/28, and >50% in each group, when audited at 07/29. 2029 REC survey to have BAME respondent agreement with the statement "At university, I feel I can be myself, without having to change aspects of my identity." >80% (baselines from current REC survey: BAME 65%; White 82%).

Action # (AS/PS/DAP)	Action & Objective	Rationale	Activities [Timescales], Outputs	Leads, [Resources]	What success will look like
		the DAP. REC MAIT outputs, including Survey and Focus Groups Reports (A4) will contribute to this effort.			
B2 (-/-/-)	Expand EDI Project Fund so that Schools and Units can apply for intercultural training to draw on external expertise to facilitate education and culture change relating to race and racism.	- Successful one-off intercultural training sessions have been held (e.g. School of Earth and Environmental Sciences), with appetite for more across the University. - Schools and Units must currently engage external speakers through their operations budgets.	a) Allocate £15,000 annually to the EDI Project Fund for intercultural training [starting 09/24]. b) Encourage all Schools and Units to apply for financial support with which to engage external organisations to provide training [09/24-12/24] <i>Output(s):</i> Intercultural training allocation ring-fenced within EDI Project Fund	Governance & Operational: Head of EDI (Paulette Nhlapo) <i>Resource(s):</i> £15,000 per year	50% of Schools to have organised intercultural training by 07/29 (current baseline: 6%).
B3 (23/-/12)	Revitalise participation in the Staff BAME Network to foster inclusion amongst current BAME St Andrews staff.	- The Staff BAME Network is considered by its members to be valuable professionally and personally, providing a space in which BAME staff can build networks and increase feelings of belonging at St Andrews. - Network meetings are unpredictably scheduled and participation reflects this (some sessions are attended by fewer than 5 members). - An in-house evaluation of staff networks revealed that improving network leadership, momentum, and scheduling may help improve engagement. The newly formulated Staff Network Policy stipulates a budget being allocated to each equality network to cover meeting expenses.	a) Develop staff network policy for all staff networks including outline terms of reference detailing central support available [07/24-11/24; in progress]. b) With the EDI team, coordinate regular meetings of the Network with dates set and arrangements made prior to the start of each academic year [2024-25 year meetings set 08/24] c) Consult BAME staff on the desired nature and frequency of network meetings [09/24-11/24]. d) Relaunch Staff BAME Network, publicise widely and work with members to help build the network. Central activities to include emails, communication with School Directors of EDI, and physical advertising [01/25]. <i>Output(s):</i> Staff network policy Meeting schedule in Diversity Calendar	Governance & Operational: Head of EDI (Paulette Nhlapo) <i>Resource(s):</i> to be determined in discussion with Vice-Principal People & Diversity (Rebekah Widowfield)	Attendance at 50% of meetings by >20 people in calendar year 25 (no baseline data, though attendance in academic year 2024-25 has been low—often below 5 attendees).
B4 (-/-/9,12)	Increase active BAME alumni engagement in the Kaleidoscope Alumni Network to foster inclusion amongst BAME alumni.	- The Kaleidoscope Alumni Network is a BAME affinity group for alumni. - Current activities are mostly limited to online network building, though successful events have also been held in St Andrews with internal and external speakers. Feedback from members is that they wish to be able to attend more in-person events in their post-graduation destinations in the UK and across the world. This would allow the network to serve the continuing function of building diverse, St Andrews-related communities around the world.	a) Identify locations for UK and non-UK events that would best serve potential Kaleidoscope Alumni Network members, considering the locations that are already served by established alumni networks [09/24-12/24] b) Hold Kaleidoscope Alumni Network events in: - Britain, outside St Andrews [05/25]; - an international location outside the UK, Europe, USA and Hong Kong [05/26]. <i>Output(s):</i> National and international Kaleidoscope Alumni Network events.	Governance: Director of Development (Robert Fleming) Operational: Alumni Relations and BAME Engagement Coordinator (Catherine Dunford) <i>Resource(s):</i> £5,000 per year	Kaleidoscope Alumni Network membership of: - 3600 by 07/25 - 5600 by 07/27 (current membership 2605, with annual growth of approximately 800) Annual attendance at all events by 07/27: - in the UK, 200 - outside the UK, 150

Action # (AS/PS/DAP)	Action & Objective	Rationale	Activities [Timescales], Outputs	Leads, [Resources]	What success will look like
				additional to the existing budget	
B5 (-/-/8) Section 3b	Facilitate partnerships with local authorities, universities, colleges and Schools through new arrangements to share and implement good practice and engage in collaborative work towards race equality.	- Many local organisations are independently developing strategies aimed at fostering inclusive behaviour. - There is no regular venue in which the University can participate to exchange ideas and develop coherent strategies to promote inclusion. - REC consultations suggest there is a desire for the University to have a social responsibility to engage beyond the institution. There are local initiatives, such as the Fife Centre for Equalities, but there is no active involvement with the University.	a) Investigate the formation of a strategic local partnership with local authorities, colleges, schools and neighbouring universities to share good practice and engage in collaborative work towards race equality, incorporating or building on any existing initiatives [09/24-06/25]. b) If necessary, form a Fife and Tayside Partnership for Inclusion with partners [07/25-12/25]. <i>Output(s):</i> The formation of a Fife and Tayside Partnership for Inclusion Release a good practice report at a frequency agreed by the partnership e.g. every 2 years	Governance: Vice-Principal People & Diversity (Rebekah Widdowfield) Operational: Community Engagement Officer (Lesley Caldwell)	Have held 2 partnership meetings by 12/25. A timetable for the release of a good practice report by 12/25. Partnership to have representation from 3x FE/HE institutions, and 1x local authority by 12/27.
B6 (-/9/-) Section 3b	Establish an international staff buddy network to provide informal peer support and information to help new overseas staff with navigating a relocation to the UK.	- International staff must navigate a range of processes in moving from overseas to the UK. - Information and informal support from those who have experience of relocating to the UK would be beneficial to those making the move. REC survey responses show that this is not an issue that exclusively affects BAME staff, but BAME staff are well represented within non-UK staff coming to work at St Andrews.	a) Set up [01/26-12/26], recruit [01/27-08/27] and manage [starting 09/27] buddies for a new International staff buddy network that pairs a new hire with a member of staff with international move experience. b) Launch network [09/27] <i>Output(s):</i> International staff buddy network	Governance & Organisational: Head of Organisational and Staff Development Services (OSDS; Elaine Furnivall)	A fully operational buddy network offered to all staff arriving from outside the UK by 09/27.
B7 (-/9/-) Section 3b , 7a	Launch a BAME-focused entrepreneurship fund to support businesses that can increase the provision of services in St Andrews to better serve the cultural needs of BAME community members.	The town of St Andrews does not provide for many of the cultural needs of staff and student BAME communities. Local business is neighbouring towns and cities can be encouraged to open pop-up or travelling shops if the financial risk of doing so is mitigated.	a) Establish terms for BAME-serving business entrepreneurship fund [01/25-06/25]. b) Launch entrepreneurship fund with an initial outlay of £10,000 for a two-year period [08/25]. c) Encourage applications from Scottish businesses [06/25-08/25]. d) Review interim success of scheme after year 1 and increase available funds if necessary [08/26]. e) Review success of scheme after year 2 and determine long-term viability [08/27]. <i>Output(s):</i> BAME-serving business entrepreneurship fund	Governance: Director of CEED (Catriona Wilson) Operational: Enterprise Team Lead (Shruti Narayanswamy) <i>Resource(s):</i> Initial £10,000	5x businesses supported at the end of the two-year initial run, at 08/27.
B8 (-/27/13,14) Section 3b	Consider the needs of non-UK people and those less familiar with UK HE systems as part of the University's Web Programme enhancement of staff and	- The REC Staff and Student Lifecycle Working Groups noted that challenges in accessing university-relevant information were particularly problematic for international students and those unfamiliar with the UK HE or St Andrews University. - These challenges relate to finding academic, regulatory and support information, including policies,	a) Liaise with REC MAIT to collate relevant detailed findings of the REC Staff and Student Lifecycle Working Groups and ongoing projects, and feed into the digital transformation initiative [09/24-12/24]. b) Recruit REC MAIT representatives to work with Web Programme team to identify contextually-relevant needs and develop and test prototype dashboards [01/25-12/25].	Governance & Operational: Vice-Principal Communications (Niall Scott)	Initial prototypes of digital dashboards available to students and staff from 08/26.

Action # (AS/PS/DAP)	Action & Objective	Rationale	Activities [Timescales], Outputs	Leads, [Resources]	What success will look like
	student-facing communications to ensure that relevant information is readily and easily accessible to all staff and students.	legal requirements, processes, and University role holders. - Currently the University uses multiple systems, with information and entry points split over multiple and sometimes duplicate webpages. - A broad short life project 'Student Facing Communications Analysis', reporting to the Student Experience Strategy Management Group, will make its recommendations in late summer 2024. - There is an ongoing Web Programme, a digital transformation initiative, led by the Business Transformation Team. The REC Chair has been liaising with the Business Transformation team, who are keen to continue engagement with the REC MAIT as the project progresses.	<i>Output(s):</i> Prototype digital dashboards to replace current staff and student web interfaces		
B9 (-/5/32,33) Section 3b , 6a	Review implementation of UK Visas and Immigration requirements, associated communications, and job advertisements to reduce the bureaucratic and emotional burden of Home Office requirements on BAME students and staff and help current and prospective St Andrews community members navigate legal requirements.	- BAME staff and students comprise a large proportion of university community members from outside the UK, so are disproportionately affected by immigration-specific bureaucracy. - National immigration policy can be confusing and unwelcoming in its dissemination by government. It is important not to reproduce this sentiment in internal communications. During action plan consultations it was reported that, while some institutions advertise sponsorship of visas for overseas candidates for jobs, St Andrews' capacity to do so is not clearly communicated in advertisements. There is the potential to improve clarity of St Andrews' communications and consistency across the sector.	a) Collaborate with Corporate Communications, the Web Programme (B8), and members of the REC MAIT to ensure that communications with staff and students are informative and friendly [09/24-07/25]. b) Organise annual information sharing sessions (e.g. 'Managing your visa'), and more regular drop-in sessions for students (e.g. 2x semester, focusing on peak enquiry periods) [09/25-07/26]. c) Develop FAQ style web pages that offer translation of Home Office policy in terms that make sense to staff and students [01/25-12/25]. d) Review the roles for which overseas visas can and cannot be sponsored, and generate internal guidance emphasising consistency across roles within the University, and the sector [09/24-07/25]. <i>Output(s):</i> Internal guidance on sponsorship for job advertisements	Governance & Operational: Academic Registrar (Marie Noël Earley) for students and Director of HR (Mairi Stewart) for staff	A full programme of information sharing sessions and FAQ style web pages available from 09/25. Non-UK student and staff agreement that the institution makes it easier to navigate the demands of studying/working in the UK in pulse surveys >75% by 07/27 (no baseline data).
B10 (-/17/3) Section 9a	Develop institutional guidance on communication relating to significant world events to ensure transparent, consistent positions that consider the impacts on diverse	- Student Services and HR are asked to reach out individually to students and staff potentially impacted by world events. - Students on the REC SAT, and additional student societies, raised concerns with Principal's Office about the University's response to the conflict in Gaza. - There are situations where the needs expressed by different marginalised groups affected by world events may come into conflict with each other,	a) Establish a working group to guide institutional communications and actions in response to significant world events, with input from students and professional services who support students and staff affected by such events [01/25-03/25]. b) Working group to develop guidance on responding to world events [03/25-12/25]. <i>Output(s):</i> Corporate Communications guidance on responding to world events	Governance & Operational: Vice-Principal Communications (Niall Scott)	Guidance on responding to world events circulated to all with routine responsibility for broad communication in 01/26.

Action # (AS/PS/DAP)	Action & Objective	Rationale	Activities [Timescales], Outputs	Leads, [Resources]	What success will look like
	community members who could be affected.	requiring a transparent and consistent approach to response and action. Formalised guidance would allow all who engage in communication with the University community to be aware of principles and good practice that should guide this communication.			

Priority C: Challenge Inappropriate Behaviours

Action # (AS/PS/DAP)	Action & Objective	Rationale	Activities [Timescales], Outputs	Leads, [Resources]	What success will look like
C1 (25/29/2,1,4,5) Section 3b , 4c	Set behavioural expectations of staff and students regarding racism and embed these expectations into the culture of the institution to reduce inappropriate behaviour towards BAME people.	- BAME people report in the REC survey that they experience hostility from other staff and students. - BAME people also report having to explain to others why what they experienced was unacceptable. - While there are formal routes and policies for generic behavioural issues (e.g. grievance, disciplinary and dignity at work), there is currently no clear guidance on: - what constitutes unacceptable behaviour relating to race and ethnicity; and - what procedures are to be initiated by line managers who have unacceptable behaviour relating to race and ethnicity brought to their attention. - The pre-matriculation EDI module (mentioned in B1) will broadly address behavioural expectations of students. This action will build on this foundation. - Behavioural expectations are being developed as part of the Diverse Action Plan (DAP2). This action needs to be implemented in conjunction with existing bystander training and culture change-based training initiatives (B1).	- Establish a working group to develop behavioural expectations that formalise acceptable and unacceptable behaviour relating to race and ethnicity [09/24-12/25]. - Develop policy document to provide clarity around how breaches of the behavioural expectations will be dealt with [01/25-12/25]. - Integrate findings from the working group to support the embedding and operationalisation of behavioural expectations (being undertaken through DAP2) into key policies and processes including recruitment, induction and performance management [01/26-12/26]. - Ensure review and redevelopment core EDI training for staff and students (B1) provides a clear understanding of their roles and responsibilities relative to the behavioural expectations. [10/27-07/28]. <i>Output(s):</i> Policy document outlining the options for dealing with breaches of behavioural expectations	Governance: Vice-Principal People & Diversity (Rebekah Widdowfield) Working group operational: Head of EDI (Paulette Nhlapo)	Institutional policy document outlining how breaches of behavioural expectation will be dealt with available 01/26. BAME staff and students in 2029 REC survey report: - reduced experiences of racism on campus to <20% (from REC survey baseline 37%); - increased agreement that it is not tolerated to >75% (from REC survey baseline 59%); - increased awareness of what to do if they encounter it to >70% (from REC survey baseline 53%).
C2 (26/-/4) Section 3b	Relaunch a revised Report + Support system based on staff and student feedback, prioritising tracking and accountability to build trust in and effectiveness of the system at dealing	- Students report a number of issues with Report + Support including a lack of transparency in how disclosures are dealt with, inability to proceed with action or track progress of disclosures if they are submitted anonymously, and the lack of trust that disclosures will be taken seriously. - Given these reported issues, there is low trust in Report + Support from BAME staff and students.	- Assist Report + Support software provider in the development of a two-way communications mechanism by which the progress of anonymously submitted disclosures can be tracked by reporters. This work is in progress. [12/24] - Review the integration of Report + Support into HR Disciplinary and Grievance and Student Conduct systems to address inappropriate behaviour via a disciplinary route following investigations to ensure reports are dealt with appropriately at an individual level [08/24-09/25].	Governance: Vice-Principal People & Diversity (Rebekah Widdowfield) Operational: Deputy Head of Mediation and	Increase agreement that appropriate action would be taken if an incident was reported to 50% in BAME students and 60% in BAME staff (baselines ~30% and ~47% respectively from REC survey).

Action # (AS/PS/DAP)	Action & Objective	Rationale	Activities [Timescales], Outputs	Leads, [Resources]	What success will look like
	with inappropriate behaviour.	- Report + Support is often presented as a solution when it is the information-gathering mechanism by which solutions might be obtained. - Student Conduct, Student Services or HR look at every report made, carry out risk assessment and follow up where possible (without breaking anonymity in the case of anonymous reports), but the processes behind the scenes are not visible to students and staff. - There is an online feedback form for Report + Support but it is not used frequently. These issues are reported elsewhere (e.g. in the University of Manchester's REC application), indicating that this is a sector-wide problem.	c) Continue annual publication of a Report + Support report that summarises how the system has been used in the past year, with commentary from Principal's Office [starting 01/26]. d) Work with the Students' Association on campaign to raise awareness of Report + Support [2024-25 academic year] e) Provide more detailed summaries of Report + Support data to Vice-Principal Research, Collections & Innovation, Vice-Principal Education, Vice-Principal People & Diversity and the Principal on an annual basis. This internal report should provide anonymised case histories and snapshots of the levels of inappropriate behaviour being reported in research, teaching and broader university environments, to enable targeted action at Principal's Office level. This will deal with reports appropriately at an aggregated level. [starting 10/25]. f) Relaunch Report + Support with a programme of presentations and round-table discussions that include information on how the system has been enhanced. [09/25] <i>Output(s):</i> Improved Report + Support tool with awareness raising campaigns Public Report + Support reports and detailed summaries report for members of Principal's Office	Wellbeing (Rebecca Swarbrick)	Increase in named reporting to 66% (baseline 59% 2021-22).
C3 (26/-/4) Section 3b	Update guidance on reporting inappropriate behaviour and disseminate widely to ensure that if students or staff experience inappropriate behaviour, they know what action (internal and external) they can take.	The REC survey suggests that there is a sizeable proportion of staff and students who are unaware of how to report inappropriate behaviour. Only 45% of all students and 72% of all staff agreed that they knew how to report a race-related incident to the institution.	a) Produce updated online guidance on the options (both internal and external) available to staff and students for reporting inappropriate behaviour, consolidating and building on existing resources [09/25-03/26]. b) Publicise the updated guidance to all via an internal communications campaign [03/26-12/26] c) Coordinate targeted awareness raising of guidance to staff and student with wellbeing, EDI, and pastoral roles [03/26-12/26]. <i>Output(s):</i> Updated reporting guidance	Governance & Operational: Head of HR (Mairi Stewart) for staff and Director of Student Services (Lara Meischke) for students	Pulse survey respondents show increased agreement that they know how to report race-related incidents: 70% in students and 85% in staff (baselines 45% and 72% respectively from REC survey) in 01/27. Awareness levels above maintained in 2029 REC survey.
C4 (25/-/1,4) Section 3b	Review in-person and online active bystander training provided across the University to empower staff and students to challenge inappropriate behaviours.	- Active bystander training provides staff with a framework for addressing inappropriate behaviours, and also helps articulate behavioural expectations at St Andrews. This can help empower staff to speak out against racial discrimination. - Aspects of active bystander are currently covered by online Consent and Bystander Intervention training.	a) Revise mandatory EDI training for staff to include core tenets of active bystander training (mandatory EDI training for students was revised to include this in 2023) [01/25-06/25]. b) Develop plan for systematic rollout of staff active bystander training in Schools and Units with associated central financial support [03/25-09/25].	Governance & Operational: Head of Organisational and Staff Development Services (Elaine Furnivall) working	Roll-out of mandatory online active bystander training for staff in 09/25. Active bystander training completed by: - 100% of new staff joining

Action # (AS/PS/DAP)	Action & Objective	Rationale	Activities [Timescales], Outputs	Leads, [Resources]	What success will look like
		The core tents of active bystander training will be covered within the revised mandatory online EDI training for staff and students. In-person active bystander training has the potential to increase engagement with and buy-in to mandatory online active bystander training.	<i>Output(s):</i> Revised mandatory EDI training for staff	with Head of EDI (Paulette Nhlapo)	after 09/25 when audited at 07/26; - 75% of all staff when audited at 07/29. 60% of all Schools and Units to have run in-person active bystander training by 07/29 (baseline 4 Schools at 07/24).
C5 (-/-/8) Section 3b	Facilitate partnership activities with local schools through One St Andrews and the St Andrews Community Fund to build community and reduce anti-social behaviour, particularly towards BAME students.	- BAME students report racist and anti-social behaviour towards them, particularly by school pupils and young people in town. - REC consultations suggest there is a desire for the University to have a social responsibility to engage beyond the institution on matters which impact the staff and student body. - One St Andrews is a University body that facilitates and funds community partnerships. - The St Andrews Community Fund accepts applications of between £250 and £3,000 from community organisations to, amongst other things, promote diversity and inclusion. - The Community Fund provides routes through which partnerships with local schools and community organisations could be funded and built. This action complements the wider partnership work proposed in action B5.	a) Establish partnerships with local schools for joint participation in a vertically integrated projects to build community (a model where succession helps preserve knowledge and relationships despite changing student bodies) [02/26-07/26]. b) Plan and pilot a series of activities for a broader cross-section of school and university students [09/26-12/26]. c) Run the first series of workshops in partner schools and at the University, making University and/or Students' Association space available for these activities [01/26-06/27]. d) Evaluate the effectiveness of workshops in student participant surveys and determine how partnerships should be progressed for the 2027-28 academic year [06/27]. <i>Output(s):</i> A co-developed programme of activities to build community between school and university students	Governance and Operational: Community Engagement Officer (Lesley Caldwell)	A programme of partnership activities run with at least one local school in the 2026-27 academic year. Participating school/university students are more favourable in their attitudes towards university/school students than they were before participating (new scheme so no baseline).

Priority D: Reform Staff Recruitment and Career Development

Action # (AS/PS/DAP)	Action & Objective	Rationale	Activities [Timescales], Outputs	Leads, [Resources]	What success will look like
D1 (12/3/28) Section 5a , 6a	Evaluate and reform recruitment and selection processes to reduce BAME candidate attrition through recruitment stages.	- There is BAME applicant attrition at each stage of recruitment selection. For academics, the drop in the percentage of BAME candidates made offers, compared to applying, is 16 percentage points. For professional service staff it is 18 percentage points. - It is unclear from the data gathered so far what is causing this attrition—there is a need for urgent	a) Establish a recruitment reform task and finish group (as part of the new Central EDI Committee structure) to develop understanding and actions to improve recruitment outcomes for minoritised candidates [established 01/25] b) Present recommendations for recruitment reform to senior university leaders in Scotland to discuss and identify best practice to diversify recruitment and make progress as a sector [01/26-06/26].	Governance: Director of HR (Mairi Stewart) working with REC Chair (Akira O'Connor)	Online recorded materials for applicants rolled out 07/26. Intervention outcome results used to inform new recruitment practice, rolled out 06/28.

Action # (AS/PS/DAP)	Action & Objective	Rationale	Activities [Timescales], Outputs	Leads, [Resources]	What success will look like
		action to better understand the problem, and to trial possible interventions to counteract it. REC consultations identified a number of suggestions for recruitment e.g. random selection, blinded applications, removing the need for references, and sponsorship of incoming BAME candidates by current members of staff.	c) Revise mandatory training for recruitment panels to specifically address unconscious bias in relation to ethnicity [01/26-06/26] d) Develop online recorded materials for potential applicants that explain how to apply and what to expect at interview [01/26-06/26]. e) Pilot interventions developed by group, which may include: - mixed ethnicity shortlists; - a pool of BAME staff willing to sit on recruitment panels; - candidate sponsorships for specific posts. All [07/26-12/27]. f) Evaluate success of interventions to determine progression of pilot work [01/28-05/28]. <i>Output(s):</i> • Data-driven recommendations for recruitment reform Evaluations of pilot interventions	Operational: Recruitment Manager (Daniel Kellingray)	Overall BAME attrition from application to offer halved by 07/29: - academic staff –8 percentage points (current baseline –16 percentage points); - professional services staff –9 percentage points (current baseline –18 percentage points).
D2 (-/3/-) Section 5a, 6a	Develop an institutional positive action plan to establish positive action as a tool that can be used to tackle BAME under-representation in recruitment and promotion.	• There is uncertainty amongst staff over what positive action is, and how it differs from positive discrimination. • An institutional working definition and statement encouraging the use of positive action would equip recruiters with a tool to tackle BAME under-recruitment and under-promotion whilst maintaining a transparent and fair overall approach. Central endorsement of the use of positive action is necessary for Schools in need of urgent action.	a) Recruitment reform task and finish group (D1) to develop an institutional working definition of positive action and a positive action plan [01/25-06/25]. b) The recruitment team to suggest Schools and Units where recruitment and promotion would benefit from positive action [07/25]. c) Present positive action plan to Principal's Office for approval [09/25]. d) Share positive action plan with all internal and external recruiters [01/26]. <i>Output(s):</i> Positive action plan	Governance: Director of HR (Mairi Stewart) working with REC Chair (Akira O'Connor) Operational: Head of EDI (Paulette Nhlapo)	Positive action plan published by 01/26 and adopted by institutional bodies thereafter 2029 REC survey to have BAME and White respondent agreement with the statement "The University leadership is committed to addressing BAME under-representation." >65% (baselines from current REC survey: BAME 47%; White 57%).
D3 (3,5,14/11/-) Section 5d, 7a	Expand academic promotions criteria to include 'academic citizenship' to recognise the different roles minoritised people take on (internal and external) that enhance the reputation of the University and ensure this	• BAME people represent the University in a number of ways not acknowledged in current promotions criteria (e.g. in speaking to diverse groups of potential students, in publicity materials for the university, formally and informally mentoring staff and students, contributing to discussions of race/ethnicity as representatives of the University, contributing to the management and leadership of external organisations, engaging with community audiences, public service activity and work with voluntary organisations).	a) Establish a promotions task and finish group to develop understanding and actions to improve promotions outcomes for minoritised candidates [established 01/25]. b) Connect REC MAIT and the task group to identify how academic citizenship is incorporated into the promotions processes and criteria at universities that already do this [01/25-08/25]. c) Expand academic promotions criteria to include academic citizenship, with examples of internal and external roles and activities that count towards this criterion, including BAME contributions, among others, as specific examples [09/25-11/25].	Governance: Master (Ineke De Moortel) Operational: Head of EDI (Paulette Nhlapo)	Updated promotions criteria and guidance for 2025-26 promotions round, released: - to candidates 11/25; - to panels 03/26. Promotions application rates and success rates are matched across BAME and White staff by the 2028-29

Action # (AS/PS/DAP)	Action & Objective	Rationale	Activities [Timescales], Outputs	Leads, [Resources]	What success will look like
	is rewarded in promotions outcomes.	- Heads of School, who write an assessment of each candidate, may not be aware of academic citizenship work that staff are undertaking, and may therefore not factor this into advice on applying for promotion, and their assessments of promotion applications. - Academic citizenship has been incorporated into promotions criteria at other universities (e.g. Universities of York, Aston, Warwick) to acknowledge the many roles that minoritised people are asked to take on. In addition to the rolling review of the promotions process based on feedback from promotions panels, the University has plans to set up a task and finish group to consolidate and implement actions proposed by the institutional Athena Swan and REC applications in relation to promotions.	d) Provide guidance to promotions panels on the importance of academic citizenship and how it is to be scored in assessing promotions applications [01/26-04/26]. <i>Output(s):</i> Updated promotions criteria		promotions round, assessed 07/29.
D4 (3,14/10,11/29) Section 5d	Embed academic promotion diversity monitoring into Schools' annual operational planning to provide data to inform local actions targeted at eliminating disparities between BAME and White staff promotion metrics.	- There are differences in BAME staff promotion application and success rates between faculties (over the past 4 years): - Arts & Divinity - BAME application 11%, White application 8%, BAME success 82%, White success 63%; - Science & Medicine - BAME application 4%, White application 7%, BAME success 52%, White success 57%. Records of promotion applications and success rates are kept and fed back to Schools but there is no framework to support active engagement with the data.	a) Using the promotions task and finish group (D3), analyse differences in promotion support, if any, at faculty level [01/25-06/26]. b) Provide School management groups BAME and White promotion application rates and outcomes as part of annual equalities data packs (D8) [starting 08/26]. c) Establish requirement for Schools to have a section on EDI (including recruitment and promotion) within annual operational planning submission, which will be reviewed by University management including the Master and discussed with Schools. This section will reflect on EDI monitoring data from previous year and include plans to address any concerns [starting 08/26].	Governance: Master (Ineke De Moortel) Operational: Director of Planning (Laura Knox)	School management groups required to address promotions inequalities in annual operational planning submissions starting 08/26.
D5 (9/9/-) Section 6d	Monitor the full range of career progression routes that professional services staff can take within the institution to understand progression patterns, address inequalities, and evaluate the effects of the new professional services-focused competency framework.	- Professional service career progression routes include regrading within the same School/unit, and moving to different roles across Schools/Units within the institution. - Data pertaining to these different progression routes is not all recorded centrally, or readily accessible in the current format in which it is recorded. - The University is developing and consulting on a professional services staff-focused competency framework as part of the People Strategy. Understanding how professional services staff progress their careers under current arrangements, and how the competency framework contributes to career	a) Centrally record the moves (including secondments) and corresponding role changes of professional services staff within the University [starting 07/25]. b) Centrally record the profiles of professional services staff who make regrading requests [starting 07/25]. c) Include these data in equalities data packs (D8) [starting 08/26]. d) Using baseline data from 2025-26, the introduction of the competency framework in 2026-27, and data gathered thereafter, research how career progression is altered by the introduction of the competency framework [09/28-03/29]. e) Publish career progression report [07/29]. <i>Output(s):</i> Report on career progression under the competency framework	Governance & Operational: Director of Planning (Laura Knox)	Professional services career progression report published by 07/29 . Proportion of BAME professional services staff at grades 7 to 9 to match the proportion of White staff those grades following implementation of the competency framework, measured at 07/29.

Action # (AS/PS/DAP)	Action & Objective	Rationale	Activities [Timescales], Outputs	Leads, [Resources]	What success will look like
		progression, will help address inequalities and refine improvements to new systems.			
D6 (19,33/-/23) Section 4e	Model impact of different interventions on ethnicity pay gap and associated costs to identify concrete mechanisms to drive progress and support a business case to Principal's Office.	- There is an academic staff mean ethnicity pay gap of 18%, and a mean ethnicity pay gap affecting Black staff overall of 18%, highlighting the need for continued focused effort and targeted interventions. - While different interventions have been modelled periodically in the past this has not been translated into costed proposals to reduce the ethnicity pay gap. The institution has proposed a suite of actions on the gender pay gap in its Athena Swan Silver Action Plan, that will be used as levers to implement proposals to reduce the ethnicity pay gap.	a) Research key levers for addressing the ethnicity pay gap and model impact of different interventions and associated costs [07/25-12/25]. b) Convene meeting of senior University leaders in Scotland to discuss effective mechanisms for reducing ethnicity pay gaps and making progress as a sector [01/26-06/26]. c) Develop recommendations and supporting business case, in line with a suite of currently ongoing institutional actions on pay levers [07/26-11/26]. d) Present recommendations to Principal's Office for approval [12/26]. <i>Output(s):</i> Ethnicity pay gap intervention plan	Governance: Vice-Principal People & Diversity (Rebekah Widdowfield) Operational: Head of EDI (Paulette Nhlapo) with Director of Planning (Laura Knox)	Costed proposal developed to address the ethnicity pay gap implemented starting 07/27. Mean academic ethnicity pay gap reduced to at most 10% by 07/29 (current baseline 18%). Mean ethnicity pay gap for Black staff reduced to at most 10% by 07/29 (current baseline 18% in 2023).
D7 (13/-/22,25) Section 4a , 4b	Enhance data linkage and develop an institution-wide staff retention plan to improve and monitor BAME staff retention.	- BAME staff turnover is greater than White staff turnover. For academics, the percentage of BAME staff who leave annually is 7 percentage points higher than for White staff. For professional service staff it is 5 percentage points. - BAME staff are more likely to be employed on fixed term contracts than White staff (academic BAME 51%, academic White 29%, PS BAME 23%, PS White 13%). - REC survey qualitative data point to a link between job insecurity, bullying, cultural problems and staff turnover but there are currently no systematic ways to link data across the systems (e.g. contract type, exit interviews and grievance and disciplinary records). HR policy reviews (e.g. 2024 review of fixed term contract policy) would benefit from joined-up data that is able to make links between contract terms, disciplinaries and grievances etc.	a) Implement systems that connect data relevant to BAME turnover including (contract type, retention and turnover, grievances and disciplinary, exit interview) [09/25-12/25]. b) Establish a joint REC MAIT-HR study team to explore links across data that give insight into BAME staff turnover [07/26-06/27]. c) Establish staff retention metrics for monitoring and target-setting as part of a staff retention plan [07/27-12/27]. <i>Output(s):</i> Staff retention plan	Governance and Operational: Director of HR (Mairi Stewart)	Staff retention plan published by 01/27 and adopted by institutional bodies thereafter. BAME academic and professional services staff on fixed term contracts to have halved the gap with White staff to 10% and 5% respectively by 07/29 (current gap baselines 22% and 10% respectively). BAME academic and PS staff turnover to be 15% and 15% by 07/29 (current baselines 21% and 19%).
D8 (33/-/22) Section 5f , 7d	Improve equalities data packs, prepared by Planning, provided to Schools and Units annually to streamline data provision and incorporate ethnicity	- There is currently no standard provision of equalities-relevant data (e.g. pay gap, attainment gap, student/staff demographic etc.) to Schools and Units. - Schools and Units looking to assess the impact of interventions, or prepare charter applications must use limited data dashboards or individually request	a) Identify and collate data requirements from all the charter action plans and other EDI work [07/25-10/25]. b) Prepare standardised equalities data pack to Schools and Units on an annual basis (on the understanding that Schools and Units will still be able to request bespoke data as needed) [11/25-07/26].	Governance & Operational: Director of Planning (Laura Knox)	All Schools and Unit provided with their first annual equalities data pack in 08/26.

Action # (AS/PS/DAP)	Action & Objective	Rationale	Activities [Timescales], Outputs	Leads, [Resources]	What success will look like
	data where numbers permit to make equalities activities and interventions easier to monitor.	bespoke data from Planning, who then prepare it according to specifications. The institutional Athena Swan Action Plan has a related action to produce and publish an annual EDI report covering representation, progression and promotion and pay gaps to highlight significant inequalities and inform actions at School/unit and university levels.	c) Provide annual standardised equalities data packs [starting 08/26]. d) When equalities data packs are introduced, Head of EDI to visit Schools and Units to present key findings and how they could be used [08/26-08/27]. <i>Output(s):</i> Annual equalities data packs for Schools and Units		

Priority E: Extend Support for Students

Action # (AS/PS/DAP)	Action & Objective	Rationale	Activities [Timescales], Outputs	Leads, [Resources]	What success will look like
E1 (-/-/22) Section 7a , 7b , 7e	Establish a joint REC MAIT-Admissions study team tasked with investigating the causes of differences the proportions of BAME students recruited to undergraduate, taught postgraduate and research postgraduate degrees to understand how current institutional procedures and sector-wide trends contribute to the differences in recruitment across cohorts.	- BAME students make up differing proportions of the undergraduate, taught postgraduate and research postgraduate cohorts. Although the proportion of BAME students shows an upward trajectory for undergraduate and taught postgraduate students, it has not increased in research postgraduate students. - Black British students are particularly under-represented in all of our UK-domiciled student cohorts (2% in each of undergraduates, taught postgraduates, research postgraduates). The Admissions team has established procedures for engaging with local and national—particularly London—secondary schools and colleges, but we do not fully understand how successful these activities are at encouraging application and offer acceptances.	a) Establish a joint REC MAIT-Admissions study team to investigate the causes of differences in the proportions of BAME students recruited as UGs, PGTs and PGRs [established 09/25]. b) The study team to analyse: - quantitative admissions data; - qualitative data from small-group discussions with current students; - the factors that influence BAME students taking up a place at St Andrews, including Admission team outreach, availability of funding, and environmental context factors; - differences in the paths that BAME students in each cohort take to studying at St Andrews [09/25-03/26]. c) Via the study team, generate a report and recommendations for BAME student outreach and engagement, to inform practice [04/26-07/26]. <i>Output(s):</i> Report on BAME student outreach and engagement	Governance & Operational: Director of Admissions (Julie Ramsay)	BAME student outreach and engagement report published by 07/26 and recommended practice adopted by Admissions for 2026-27 academic year. UK-domiciled Black student cohort to increase to: - undergraduate 4% (current baseline 2%) - postgraduate taught 4% (current baseline 2%) - postgraduate research 4% (current baseline 2%).
E2 (-/-/-) Section 7d , 8b	Establish a joint Academic Monitoring Group-REC MAIT study team on undergraduate ethnicity attainment gaps to analyse the different performances of BAME students in Science & Medicine compared to Arts & Divinity faculties,	- Undergraduate ethnicity attainment gaps are pronounced in Science & Medicine (8 percentage points), and relatively small in Arts & Divinity (2 percentage points), suggesting a difference in practice that may be contributing to outcomes within the institution. - While the attainment gaps are in the context of high retention and attainment figures overall and the Academic Monitoring Group (which reports to Education, Strategy Management Group and Court)	a) Establish a joint Academic Monitoring Group-REC MAIT study team to investigate undergraduate ethnicity attainment gaps, focusing on the differences between Science & Medicine and Arts & Divinity faculties [established 01/25]. b) The study team to analyse: - quantitative attainment data alongside data specific to individual Schools to investigate correlations; - qualitative data from small-group discussions with current students;	Governance: Vice-Principal Education (Clare Peddie) Operational: Assistant Vice-Principal (Dean of Learning and Teaching) and	Ethnicity attainment gap reduction report published by 04/26, and made available to Schools thereafter. Ethnicity attainment gaps to be on course to have halved in Schools selected for intervention pilot by

Action # (AS/PS/DAP)	Action & Objective	Rationale	Activities [Timescales], Outputs	Leads, [Resources]	What success will look like
	understand what drives ethnicity attainment gaps, and recommend actions to reduce them.	annually reviews attainment gaps, more work is needed to analyse the data, and understand why differences across faculties (and ultimately Schools) exist, and what actions can be taken to reduce them. Existing literature and positive practice (B1) can be used to inform actions to be piloted with the aim of eliminating faculty- (and School-) specific ethnicity attainment. A longitudinal approach that considers the entire student journey from application to graduation may be required. For example, the REC Student Lifecycle Working Group identified that some students, especially those who use English as an additional language, are unclear on expectations of written communication, whilst some staff may not be communicating effectively with them. These communication barriers may be feeding into ethnicity attainment gaps for non-UK domiciled students.	- good practice within Schools at and outwith St Andrews [01/25-12/25]. c) Via the study team, generate a report and recommendations for good practice to inform pilot actions in Schools where the ethnicity attainment gap is particularly pronounced [01/26-03/26]. d) Pilot of recommended actions in selected Schools [09/27-07/29]. <i>Output(s):</i> - Report on good practice to reduce the ethnicity attainment gap - Ethnicity attainment gap reduction pilot scheme	Provost (Frank Müller)	07/29 (e.g. Science & Medicine Schools to have ethnicity attainment gaps reduced to 4 percentage points (current baseline 8 percentage points).
E3 (-/-/24) Section 7e	Pilot the introduction of contextual admissions for UK-domiciled BAME taught and research postgraduate students in some Schools to inform university-wide roll out and reduce BAME under-representation at postgraduate level.	- It is well established in the literature that universities do not redress, but rather amplify, educational inequalities that exist at pre-HE education (evident in the ethnicity attainment gaps that exist at St Andrews). - BAME postgraduate under-representation may be contributed to by the lack of contextual information used to determine postgraduate offers—though more information is needed. St Andrews uses contextual admissions at undergraduate level and is planning the introduction of contextual admissions at taught postgraduate level.	a) Explore models for contextual admissions at taught and research postgraduate levels, and model how they would impact UK-domiciled BAME postgraduate admissions [01/26-09/26]. b) Run a contextual admissions pilot scheme for UK-domiciled postgraduate applicants in selected Schools [10/26-09/27]. c) Evaluate pilot scheme to determine ongoing action [10-27-12/27]. <i>Output(s):</i> Contextual postgraduate admissions pilot scheme	Governance & Operational: Director of Admissions (Julie Ramsay)	A contextual admissions pilot scheme for 2027-28 academic year intake, with evaluation of the scheme informing practice in future years. Exact outcomes of pilot depend on modelling exercise proposed and contextual admissions model chosen but should be consistent with Black student admission increases stated in E1.
E4 (-/-/-) Section 7e	Launch a scholarship programme for UK-domiciled BAME research postgraduate students to remove the financial barriers for and incentivise BAME students to begin their	There is a longstanding under-representation of UK-domiciled BAME PGR students, who make up 12% of the UK-domiciled research postgraduate cohort (compared to 14% at Scottish institutions and 20% at UK institutions). Targeted scholarships have been used at other institutions (e.g. Southampton, Imperial, UCL) to successfully grow BAME research postgraduate numbers.	a) Develop scholarship terms and advertise scholarships [09/24-08/25] b) Fund 10-15 scholarships for UK-domiciled BAME research postgraduates over the duration of the action plan [09/25-07/29]. c) Fund-raise for an additional 10 scholarships [08/25-12/28]. <i>Output(s):</i> BAME PGR Scholarship Scheme	Governance: Vice-Principal Education (Clare Peddie) Operational: Assistant Vice-Principal (Dean of Learning and	10-15 UK-domiciled BAME students to have been awarded scholarships for research postgraduate study by 07/29.

Action # (AS/PS/DAP)	Action & Objective	Rationale	Activities [Timescales], Outputs	Leads, [Resources]	What success will look like
	research careers at St Andrews.			Teaching) and Provost (Frank Müller)	
				Resource(s): £1 million	

Priority F: Proliferate Antiracist Pedagogy

Action # (AS/PS/DAP)	Action & Objective	Rationale	Activities [Timescales], Outputs	Leads, [Resources]	What success will look like
F1 (-/-/33)	Deliver an institutional commitment to inclusive teaching to raise the visibility of the University's intentions, motivate actions that progress antiracist pedagogy, and develop an inclusive teaching workflow for effective communication and implementation across the University.	- The institution has a number of strategic pillars that state institutional priorities for action (e.g. Diverse, Sustainable etc). - To operationalise inclusive and antiracist teaching within Diverse St Andrews, a detailed plan is necessary. - Staff require sufficient time, training and resources to engage in this work. - An Inclusive Practice in Education Working Group (under the Education Strategic Management Group and currently led by two members of the REC SAT) was established in early 2024 to focus on all aspects of inclusivity in the curriculum. This working group organised a successful Inclusive Practice in Education symposium in 03/24. - Comments in the REC survey pointed to uneven implementation of antiracist teaching, necessitating efficient communication and expert training. Monitoring progress against specific goals will ensure uniform implementation across all Schools.	a) Develop an operational plan for inclusive teaching and curricula, embedding antiracist pedagogy across the University [09/24-06/25]. b) Deliver expert training in antiracist pedagogy for key stakeholders, including Vice-Principal Education, Deans, Heads of School, and teaching staff [09/25-07/26]. c) Assign a member of the Education and Student Experience Office (or a teaching-focused working group) to oversee inclusive teaching (including audit of curricula and annual self-reflection from Schools) [starting 09/25]. d) Host an annual town hall meeting with relevant staff and student networks to report on the implementation of inclusive and antiracist teaching [starting 10/25]. e) Organise an annual inclusive practice in education symposium to share good practices and discuss issues [starting 12/25]. <i>Output(s):</i> - Operational plan for inclusive teaching and curricula - Annual townhall meeting Annual inclusive practice in education symposium	Governance & Operational: Vice-Principal Education (Clare Peddie)	Operational plan for inclusive teaching and curricula released and communicated to Directors of Teaching and Heads of Schools published by 07/25. A programme of annual events: - townhall meeting commencing 10/25 - inclusive practice in education symposium starting 12/25. Schools to have initiated inclusion-focused reviews of modules offered: - in years 3 & 4 by 2026-27 academic year - in years 1 & 2 and at postgraduate level by 2027-28 academic year. 2029 REC survey student agreement increases to: - >80% for "...issues of ethnicity and race are included in academic



Action # (AS/PS/DAP)	Action & Objective	Rationale	Activities [Timescales], Outputs	Leads, [Resources]	What success will look like
					discussions" (current REC survey baseline 68%) - >70% for "lecturers are confident and competent in facilitating discussions around ethnicity and race" (current REC survey baseline 58%) .
F2 (-/-/33) Section 8a	Introduce a requirement for academic job candidates to communicate their professional commitment to equality, diversity and inclusion as part of their application materials and evaluate the efficacy of the change to ensure that alignment with institutional values can be evaluated at selection.	Some Schools (e.g. Psychology & Neuroscience and Physics & Astronomy) have added a requirement for candidates to include inclusive teaching and research statements, but there is no consensus or consistency on this across the University. An institution-wide position that all candidates must demonstrate their commitment to EDI concerns in their work would signal its importance to prospective candidates, and ensures that candidates' records on these areas can be included in decision-making for all academic hires.	a) Develop recommendations and guidance for EDI statement in candidates' application materials [01/25-12/25]. b) Communicate upcoming requirement for academic job applicants to submit statements on inclusive practice [01/26]. <i>Output(s):</i> EDI statement requirement for academic vacancies.	Governance: Master (Ineke De Moortel) & Vice-Principal People & Diversity (Rebekah Widdowfield) Operational: Director of HR (Mairi Stewart)	EDI statement requirement implemented 07/26.
F3 (-/-/33) Section 8a	Determine an institutional Pedagogical Terms of Reference (or Glossary) for antiracist teaching to support improved standardisation of how terminology is used in teaching.	- Within the University and the sector, there are different understandings of what is meant by, or how to use EDI-relevant pedagogical terms such as decolonisation, antiracist, race/ethnicity etc. - Uncertainty over terminology is a barrier to staff confidence during discussions about race and racism in the classroom. - Standardisation within the institution would enable a common understanding and implementation of antiracist teaching practices. Resources produced by the QAA Anti-Racist Curriculum Project could offer a good basis for this action.	a) Determine and circulate an institutional pedagogical terms of reference to formalise an institutional understanding of antiracist teaching terms [10/24-08/25]. <i>Output(s):</i> Online pedagogical terms of reference resource	Governance & Operational: Vice-Principal Education (Clare Peddie)	Pedagogical terms of reference published online by 09/25.
F4 (-/-/33) Section 8b	Review existing pedagogical EDI resources and make recommendations for new resources to ensure adequate provision for antiracist teaching and build confidence in delivering it.	- A range of resources exist to support inclusive and/or antiracist teaching, though they have been generated by many institutional groups/Schools and are not all updated or maintained. - REC survey comments identified a need for better provision of and signposting to resources to help antiracist teaching.	a) Recruit student interns to undertake a review and collation of existing resources [starting 01/25]. b) Review the effectiveness and coherence the current provision of antiracist teaching resources and arrangements [01/25-06/25]. c) Make recommendations for resources to be maintained, those to be shuttered, and areas in need of new resources [07/25]. d) Update, collate and promote consolidated resources alongside examples of best practice, including inclusive and antiracist teaching webpages [09/26-06/26].	Governance & Operational: Vice-Principal Education (Clare Peddie)	Recommendations for new resources made to Education and Student Experience Office by 07/25. Consolidated resources updated and made available by 07/27.

Action # (AS/PS/DAP)	Action & Objective	Rationale	Activities [Timescales], Outputs	Leads, [Resources]	What success will look like
		Shuttering resources that are redundant or less useful would streamline the current provision, whilst freeing up capacity for new resources. Given internal and external resources available, it is expected that few new resources will be required.	e) Make all resources accessible from the University website Education pages [09/26-07/27]. <i>Output(s):</i> Collated online publication of resources		
F5 (-/-/-)	Expand EDI Project Fund so Schools can apply to host external speakers on curriculum reform to draw on external, discipline-specific expertise to facilitate antiracist curriculum reform.	Whilst expertise in antiracist curricula exists across the University, different disciplines have different best practice. Schools must currently engage external speakers through their operations budgets which can act as a barrier.	a) Allocate £15,000 to the EDI Project Fund for antiracist curriculum reform enabling Schools to engage external speakers to deliver discipline-specific training [starting 09/24]. <i>Output(s):</i> Antiracist curriculum reform allocation within EDI Project Fund	Governance & Operational: Head of EDI (Paulette Nhlapo) <i>Resource(s):</i> £15,000 per year	Antiracist curriculum reform to have been supported in 6 Schools by 07/26 (new scheme so no baseline).
F6 (-/-/9)	Establish an institutional annual public lecture on race and ethnicity to contribute to the discourse on race equality at St Andrews and beyond.	There are many activities relating to race and ethnicity organised by Schools and Units that contribute to the Diversity Calendar. The institution will demonstrate its commitment to scholarship and discourse on race and ethnicity by holding an annual public lecture at which leading figures speak.	a) Seek suggested speakers and School/Unit hosts from across the University community [09/24-11/24]. b) Allocate up to £5,000 per year for an annual public lecture on race and ethnicity, hosted by the Principal [first lecture 03/25-05/25]. <i>Output(s):</i> Annual public lecture on race and ethnicity	Governance: REC Chair (Akira O'Connor) Operational: Dependent on host identified in speaker nomination <i>Resource(s):</i> £5,000 per year	Annual public lecture on race and ethnicity in second semester of academic year. First lecture held by 06/25.
F7 (32/-/11,33)	Establish an inclusive teaching award to recognise and encourage staff engagement with inclusive pedagogy, including antiracist pedagogy.	- The University has longstanding teaching excellence awards to which it has recently added the Golden Dandelion Award. - Golden Dandelions recognise modules that demonstrate and teach excellence in sustainability. Currently there is no formal recognition for staff of modules that engage in inclusive teaching.	a) The Inclusive Practice in Education Working Group to liaise with Diverse Action Plan staff to consider the suitability of the EDI awards proposed under that plan, and with the Education and Student Experience Office to consider a teaching award [09/25-03/26]. b) Establish an annual module recognition award, judged by a panel assembled by the REC MAIT. The award may be given to all modules that demonstrate outstanding engagement with antiracist teaching [starting 04/26]. <i>Output(s):</i> Inclusive teaching award	Governance & Operational: Vice-Principal Education (Clare Peddie)	Inclusive teaching award to recognise 8 modules in its first year, 2026-27 academic year (new scheme so no baseline). All Schools to have 2x inclusive teaching awards by 2028-29 academic year.
F8 (-/-/33)	Incorporate the sharing of teaching best practice into existing cross-School networks, led by Faculty	Current institutional EDI networks can be used to facilitate practice-sharing, but are not used routinely to share teaching best practice.	a) Facilitate improved communications across Schools, faculties and the Education and Student Experience Office using: - Director of EDI-suggested communication channels; - away days involving Directors of EDI and Directors of Teaching;	Governance: Vice-Principal People & Diversity	Pulse survey of EDI Directors to show increasing agreement that good pedagogical practice

Action # (AS/PS/DAP)	Action & Objective	Rationale	Activities [Timescales], Outputs	Leads, [Resources]	What success will look like
	EDI Leads to facilitate information sharing and spread antiracist best practice.		- Targeted promotion drives (e.g. attendance at School council and management team meetings) [all starting 2024-25 academic year].	(Rebekah Widdowfield) Joint operational: Faculty EDI Leads for Science & Medicine (Kevin Lala) and Arts & Divinity (Neha Gopinath)	is shared when assessed at the end of each academic year (baseline to be collected in Semester 1 2024-25, and pulse surveys to be taken at the end of each academic year thereafter).

Figure 0-1: Gantt Chart of REC Action Timelines

