

Strategy and Governance

Strengths

1. Major steps in prioritising Equality, Diversity and Inclusion
2. Strong positioning of Race and Ethnicity within published strategies – 6th of 8 key principles within the 'Diverse St Andrews' pillar (*increase in priority planned as part of strategy refresh*)
3. EDI website - one of the most comprehensive in the HE sector
4. The shift in responsibility for EDI leadership to a cross-organisation function with Professional Services and Academic Leadership is in line with sector best practice
5. Improved two-way communication through Faculty and School EDI Directors
6. The Equality Mainstreaming Report (April, 2021) presents a holistic view of strategies and actions
7. Recruitment of the Race Equality Charter Chair and establishment of REC Self-Assessment Team

Areas for development

1. Perception of gaps in joining up communication between inclusive curriculum work within Schools and wider EDI activities
2. With the ongoing focus on Athena Swan Action Plans, some concern that as work on Race and Ethnicity increases there will be insufficient resource to deliver on multiple agendas
3. No Academic Heads of Department from Black, Asian and minority ethnic groups
4. The section on Black, Asian and minority ethnic profiles on the website seems out of place and can come across as tokenistic and performative
5. Absence of a policy on Race and Ethnicity targeted at students
6. Governance structures seen as overly complicated
7. Requirement to enhance partnership arrangements between the Students' Association and University EDI Strategy/actions.
8. A lack of funding for activities and training with the Students' Association

Operations and Process

Strengths

1. Several examples of good EDI activities including:
 - a. A range of staff networks
 - b. Stand-alone research funding for EDI projects (with some submissions in the most recent year that were focused around race and ethnicity)
 - c. Internal mentoring programmes for women, and one (in development) for staff from Black, Asian and minority ethnic communities
 - d. Cultural awareness and sensitivity training
 - e. EDI training for students
 - f. Mentoring scheme for undergraduates and taught post-graduates from Black, Asian and minority ethnic communities
 - g. An Inclusive Curriculum audit – although with inconsistent engagement across Schools
 - h. Good examples of decolonising the curriculum, including Decolonial and Inclusivity practice events on the website
 - i. Introduction of 'Report and Support' – with options to report anonymously or with contact details
 - j. Medical School signed up to the British Medical Association Racial Harassment Charter
 - k. Imminent launch of 'One St Andrews' – partnership aimed at deepening relationship between the University, local community, local businesses and the Police

Areas for development

1. Perception that there has been limited real change – reputation and activities seen to be of greater importance
2. Significant amount of time and resource spent on compliance activities in the Central EDI Team
3. No specific category for race and ethnicity in Report & Support
4. Requirement to enhance focus on specific anti-racism training, microaggression training, training for PGR students, and ally & active bystander training (*the latter currently in development*)
5. Dis-satisfaction with the complaints system – responses to complaints about race and ethnicity, and the process of closing the communication loop

People and Culture

Strengths

1. Acknowledgement of leadership commitment to change, dynamism, increased awareness, willingness to engage
2. Priority given to training and development (specific reference to Advance HE Diversifying Leadership)
3. Social Contracts used to frame the learning environment in the School of Management (with a focus on treating peers with respect)

Areas for development

1. Disconnect between strategic commitments and lived experience
2. Limited recognition of the opportunity for differences to be acknowledged and celebrated, or the need for equity (as opposed to equality)
3. A culture of "Tell" rather than "Involve"; limited focus on reciprocal learning
4. Lack of forums for open, honest discussions to increase understanding of cultural differences
5. A fear of getting involved (speaking out against inappropriate behaviour), or being seen to be a trouble-maker
6. Perception of inequalities in recruitment and promotion; including limited diversity on panels
7. The need to actively facilitate a sense of belonging within the student community – with a specific focus on addressing marginalisation in classrooms and online forums where this is identified; and investment in infrastructure to support cultural diversity (*See Strengths (3) above*)
8. Need to increase recognition and/or awareness of linguistic differences in written and/or spoken English across different nationalities
9. Focus on encouraging coping strategies and/or whistle-blowing as opposed to dealing with inappropriate behaviour
10. University seen as 'hiding behind International student numbers' - need for outreach to UK Schools with a diverse population
11. Requirement to build trust in the system

University of St Andrews – Review of Race and Ethnicity Practice (March 2022)

Key Recommendations (the full set of recommendations will be included in the final report)

1

Working with Professors from Black, Asian and minority ethnic communities, facilitate discussions to explore ways to increase representation in academic leadership roles from existing resources.

5

Facilitate a discussion between the Students' Association and University officers to enhance partnership working. The engagement should explore the opportunities and barriers to working together.

9

Establish partnerships with neighbouring universities, and institutions further afield to build capacity of staff from Black, Asian and minority ethnic communities to take part in recruitment and promotion panels

2

Establish open forums/facilitated workshops for discussions on race, ethnicity and culture – aimed at exploring differences, managing expectations around differences, and working together to achieve change.

6

Actively publicise the work conducted around decolonising the curriculum, and support the implementation of the inclusive curriculum toolkit <https://www.st-andrews.ac.uk/hr/edi/inclusivecurriculum/>

10

Review existing training offerings and identify gaps. Current assessment includes the need to provide specific anti-racism training including microaggression training, ally and bystander training, and training in facilitating and taking part in structured conversations about race at work.

3

Establish forums to speak and share best practice from within Faculties and Units – with a clear focus on sharing actions, outputs and outcomes.

7

Update Module Evaluation Questionnaires to include a question on the diversity of the curriculum. Was the curriculum diverse enough? What are the examples that demonstrate this diversity?

11

Establish bespoke training for PGR students.

4

Establish a Communications Campaign linking activities in Schools, Central Race and Ethnicity work, and the establishment of the One St Andrews initiative.

8

Provide space, and pump-prime infrastructure projects to promote a sense of belonging and wellbeing among staff and students from Black, Asian and minority ethnic communities (building on the information about services available in the local community and further afield currently available).

12

Establish schemes to support students to take part in race and ethnicity committees linked to work towards the Race Equality Charter. This is in recognition of the need to increase levels of activity to reach equity with Athena Swan as part of the Race Equality Charter work; and noting the increased workload that will result due to the limited number of participants available.

13

Establish and publicise Staff and Student Behaviour frameworks, including behaviours around recognising and valuing diversity .

Ensure that performance against behaviours is included as a factor in promotion and performance management (staff); and student feedback/reporting mechanisms.

14

Introduce positive action fellowships and scholarships to increase representation.