BAME STUDENTS'

Action Plan Report

OUR VISION FOR A RACIALLY DIVERSE AND INCLUSIVE UNIVERSITY OF ST ANDREWS

JUNE 2020

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Executive Summary

The BAME Students' Action Plan Report was written by 25 BAME Students of the University of St Andrews, in June 2020, to reflect a vision for a racially diverse and inclusive St Andrews. The Report was presented to multiple members of staff and the administration including the Principal and the Assistant Vice-President (Diversity) at a Virtual Roundtable Conference that was held at the end of June 2020. It features 8 different sections, written by various students, each of which mainly comprises personal experiences, accompanied in most cases by research and data. We have highlighted some key issues and proposed solutions and points of action for both the University and the student body. Some of the main points will be outlined through this summary.

Academic Schools and Curriculum

This section presents Case Studies, highlighting issues of inclusivity and diversity across Academic Schools. Whilst there is an emphasis on 9 schools, each comprising of personal experiences, opinions, researched information on modules, some of the main problems highlighted across include:

1. Lack of inclusive and diverse curriculum: Most individuals felt that non-Western themes/topics were either not taught at all, or in some cases, when available, only limited to a small number of honours modules. Readings Lists were often also found to lack alternative perspectives, specifically in the case of 'Western-centric' topics.
2. Lack of BAME Staff/Faculty: There is a massive underrepresentation of BAME Individuals amongst staff and faculty, perhaps even more than amongst students and this requires a re-evaluation of hiring practices. It also emphasizes the need for better support for prospective and current BAME staff. Most students who responded to our survey noted that, as far as they were aware, they had never had a BAME lecturer/tutor.
3. Inadequate curriculum feedback mechanisms: Students found that due to the lack of a simple and efficient mode of addressing diversity and inclusivity related concerns in an academic context, the process of change was slow and there was a lack of accountability. The Module Evaluation Questionnaires are not adequate by themselves as they are only accessible at the end of the semester, making regular and continuous feedback difficult to include through them.

We acknowledge that the University is making efforts towards inclusivity in curricula through the Inclusive Curriculum Audit and also working on hiring BAME staff and reviewing recruitment

processes. However, the following are a list of some proposed action points that we would like to see incorporated to tackle the issues highlighted above:

► Diversifying Existing Module Content
► Appreciating non-traditional resources
► Making more non-Western-centric modules available, especially at Sub-Honours
► Promoting student collaboration in curriculum design, teaching practices, and evaluation procedures of progress, amongst other areas.
► Hiring more BAME Staff/Faculty
► Inviting external BAME individuals to aid teaching practices

The BAME Students' Network

Since the writing of this report in June of 2020, there have been significant developments in this area of Student Representation. The BAME Students' Network, which was an unofficial group drive to petition for Name Blind applications, was made an official Subcommittee of the Students' Association in early August 2020, and now has a full committee of 17 members. The network is currently working in collaboration with other student groups as well as the University to implement some of the actions outlined in this report, with a particular emphasis on inclusive curricula, BAME wellbeing and support, Access and Outreach, Community building, Mentorship and EDI Training amongst others. The Network will continue to further these goals, and work as a bridge between the Student Body and the University Administration in the upcoming semester and years, to ensure tangible and sustainable change.

Racial and Discrimination Training

The Racial and Discrimination Training section outlines two goals:

► Create University-wide racial equality training
► Create an established channel for reporting racism and discrimination

Current problems within the University handling of racial discrimination:

► Unacceptable standard of the diversity training introduced as part of matriculation in Semester One
► Problems BAME students find in getting help from student services
► Lack of a clear mechanism for perpetrators of racial discrimination

Suggested course of action:

► Use of Report and Support Tool which was implemented by the University in November 2020
► Improving/introducing training for Student Services specific to racial minorities
► Hiring more BAME counsellors in Student Services
► Setting up a system of alerts akin to the academic alert system that is currently in place at the University in order to effectively take action against perpetrators of racial discrimination

The Spence Project

The Spence Project is a student-led project which aims to investigate the historical link between St Andrews, and more widely Fife, to the Transatlantic Slave trade. It wishes to see the University

launch an independent investigation into its connections with the enslavement of persons for profit and making these findings publicly accessible to all. Furthermore, we would like to see commitment to future research and education into the study of the trade of enslaved people.

University Leadership

The University of St Andrews is a hierarchical institution. To nurture inclusion and belonging amongst community members, University leaders must set an example by proactively cultivating trusting, open and collaborative environments. The job descriptions of University leaders must include responsibilities to promote equality, inclusion and diversity, and performance reviews should factor in their respective successes and failures. To make long-term and sustained changes, leaders must be completely transparent, held accountable for their actions and operate on open feedback systems. These factors are intimately linked as leaders must listen to community feedback, use it to shape strategies, implement those strategies, transparently report back to the community the outcome of the strategies, and be held accountable for their successes and failures.

Alumni and Careers

The Alumni and Careers section highlights both the problems BAME students inherently face when entering the job market, and the lack of a substantial BAME alumni network.

The problems faced by BAME students when entering the workplace are diverse, reflecting the heterogeneity of the BAME community. The proven disadvantages faced by certain ethnic minorities as a result of both direct discrimination and unconscious bias necessitate immediate and purposeful action to aid these groups.

This report offers two main actions to be taken to address these problems:

► The University should actively seek to direct their donations to projects catered toward uplifting ethnic minority groups.
► Improve employability for Men and Women by formalizing a BAME Alumni Network

Study/Work Abroad

Studying or working abroad is a great opportunity for students to learn in different environments, to be challenged and develop various life-long skills. For students studying languages, it is essential in improving their language skills and enhancing their appreciation of the culture surrounding the language they are studying. However, the two different experiences reported in this section demonstrate there is insufficient support and understanding of how experiences differ for BAME students, who often struggle greatly with issues of race in their host countries. The University also has limited partnerships with non-Western countries/universities, and we suggest increasing this would be hugely beneficial for both outbound students and increasing diversity within the University. The main proposed actions to remedy the problems identified include:

► Establishing a BAME study abroad advisor for each School/department
► Ensure study abroad presentations include sections specific for BAME students, discussing racism and clearly outlining who to contact for support and guidance
► Setting up a specific team tasked with extending study abroad partnerships to more non-Western countries/universities

Access and Outreach

Improving Access and Outreach efforts at the University is one of the most important steps that needs to be taken to tackle the lack of diversity and representation at St Andrews. Having more BAME Students at the University will not only improve the experience of current students, but also help in tackling issues linked to discrimination and racism. Whilst the University is engaged in Outreach initiatives, these need to be expanded upon to specifically target BAME areas and demographics. Working in collaboration with current BAME students will also be beneficial. This section suggests three major means through which this can be achieved, supplemented by smaller changes and improvements to existing efforts. These include:

► BAME Open Days
► Targeted Outreach
► BAME Student Led Outreach Programmes (e.g.) St Andrews BAME Access Conference

The University has in some cases been receptive to these proposals and concerns and offered support. Some of these initiatives are underway, through the efforts of existing students, and in collaboration with the University. The feedback and efforts are appreciated, however in order to see efficient and timely action, a much larger amount of time, resources, funds, and urgency needs to be put into these.

Introduction

The resurfacing of the Black Lives Matter protests in 2020, across the globe, sparked by the death of George Floyd, put conversations around race at the centre of our own St Andrews Community.

Not only did this result in self-reflection of our own shortcomings, but paved the way for collective productive discourse, empowering students, and members of staff, to voice their experiences, prompting the wider community to engage with these sensitive issues. The BAME Students' Action Plan Report was one such initiative, written as a result of the drive and passion of St Andrews students accentuated by the events in summer 2020. The report is a result of countless hours of discussions amongst students at the University and has a threefold aim; accepting and presenting the problem, suggesting actions to make a change, and holding ourselves and others accountable.

The University of St Andrews still has a long way to go in terms of representation and racial diversity and inclusivity. While we have achieved what could be called a certain 'international representation', with 20% of our students identify as BAME and also recently, voted in our first Black female Rector, these are only small steps in resolving what is a deep-rooted and systemic issue.

It is necessary to keep in mind as the Principal has herself admitted that "the term BAME itself is inadequate". When we ungroup the statistics from 'BAME' into individual ethnicities, we get a nuanced image of what is an extreme disparity. Not only are most self-identifying 'BAME' students from International Domicile, but furthermore Black members of our community are disproportionately underrepresented.

Whereas we continue to see significant increases in the number of Black students applying to rival institutions, the number of Black applicants applying to St Andrews has remained consistently low. As a University, we must do significantly more to attract the best and brightest Black talent to study at the second highest ranking University in the UK, and we must act quickly in doing so.

During the COVID-19 pandemic, our University community has seen an increase in the number of racist incidents inflicted upon our South East Asian students. The increase in such incidents highlighted the need for us to improve our reporting systems, and tackle acts of racial injustice more efficiency. We as a community need to do more to say no to racism, in all of its forms.

When it comes to academic experience, individual schools have provided varying degrees of satisfaction to ethnic minority students. The response across schools has seen extreme disparities with reference to the curriculum; we have seen significant efforts from some schools to diversify their curriculum and much less engagement from others. It is clear we must do more to hold individual schools to account, to ensure inclusive curriculum, alternative perspectives, and constant re-evaluation of teaching practices and approaches.

This is only a glimpse of some of the issues discussed in this report. It should be noted that this Report is titled BAME Students' Action Plan Report, but it explores highly specific issues affecting different individual ethnic minorities, rather than generalising or essentialising the minority experience into a singular one. It not only serves to outline issues identified by the students, but also to propose actions to be undertaken seriously in addressing these concerns.

This report is authored by:

Yemi Akinyemi, Salma Ali, Ama Appiah, Charmaine Au-Yeung, Elroi Bernado, Teniola Dowie, Kira Elliot, Ananya Jain, Aïda-Léna Ndiaye, Zainab Magzoub, Philip Modu, Manhattan Murphy-Brown, Sean Nwachukwu, Papa Obeng, Alice Olomola, Samuel T. Oyewusi, Zoë Ruki, Luke Simboli, William Zhang.

Academic Schools & Curriculum

Introduction

The University of St Andrews has a robust protocol for designing world-class curriculum across academic schools. The 'curriculum design points' on the [University's website](#), highlights the 'inclusive' characteristics adhered to:

► "Curriculum content is sensitive and varied, informed by different social and cultural perspectives and builds on students' educational interests, experiences and aspirations."
► "Programmes provide a range of learning and teaching approaches that take account of the diversity of students and build effective working relationships.
► "Opportunities for students to engage in the design of the curriculum are provided.
► "Stakeholders inform the design, delivery and assessment of learning and teaching."

While the BAME Student community appreciates the efforts made by the University to keep inclusivity at the centre of educational design, this section outlines the gaps in theory and practice, suggesting that there has been a failure to ensure a diverse and inclusive practice in academic schools.

Several academic departments have failed to pay attention to and engage with racial inequalities and the question of race, as they would with other similar concerns linked with gender, and accessibility for example.

The sections are split into subsections that outline student experience across the following schools:

► Biology
► Classics
► Economics and Finance
► History
► International Relations
► Management

- ► Medicine
- ► Modern Languages - Arabic
- ► Modern Languages - Italian
- ► Modern Languages - Russian
- ► Modern Languages - Spanish
- ► Philosophy

Unfortunately, the 25 students who came together to write this report were not representative of each existing academic school, hence not all of the schools are covered by this report. However, in the future we would like to see this being expanded to include all academic schools. Each subsection has been written by students, and reflects personal experiences, pertaining to practices of inclusivity, race, and minority, particularly black, student and staff/faculty experiences. It discusses the need to explore how we can adapt hiring practices to attract the very best BAME academics to research and teach at this University. While we acknowledge that the information is not all encompassing and reflective of every single experience, it is reflective of specific minority experiences, which are equally representative and important. Personal experiences, in some instances, have been supplemented by data collected by the results of a recent survey conducted by Charmaine Au-Yeung. This survey sought to examine students' impressions of, and experiences with, racial diversity within their curriculum.

Following the Roundtable with the Principal the students who authored this report were made aware that the University launched an Inclusive Curriculum Audit in summer 2020. This audit requires all Schools to report on their engagement with the inclusive curriculum agenda, reflect on their current practices, share examples of good practice and identify areas for improvement. In addition, staff are now receiving more support to make the curricula inclusive (through drop-in sessions with the University's EDI team, staff training sessions, workshops, seminars and webinars).' This section however also proposes a number of actions that we would like to see incorporated further in the University's practice, and would help solve some of the issues pertaining to academic schools and curricula discussed throughout the chapter.

1. Diversity and Inclusion in Academic Schools – BAME Students' Perspectives

School of Biology

Like other academic schools in St Andrews, the School of Biology has a stark lack of BAME - especially black - lecturers, researchers, and students. On a wider level, racism in academia means that Black scientists are less likely to get funding and more likely to be overlooked for promotion. BAME students studying in the School of Biology have been concerned by the lack of cultural understanding and effective diversity/unconscious racial bias training within the School, which has led to negative implications in a variety of cases that affect BAME students. In response to the Black Lives Matter movement, the school's equality and diversity committee has taken 3 steps to promoting anti-racism:

- ► (1) Appointed Professor Kevin Laland as their 'minority ethnic champion',
- ► (2) Created an online forum on racism
- ► (3) Recruited BAME student representatives from every year group (including postgrad and postdoc).

Professor Laland and Professor Sacha Hooker (chair of the Biology's E&D committee), have been proactive and engaged leaders, listening to student input, and acting on ideas and actions with a critical sense of urgency. We hope that the committee's momentum will last through the academic year and beyond, and that the ideas expressed by the committee and BAME representatives will bear fruit and demonstrate to the wider University the potential of collaboration and taking meaningful action.

Kevin Laland recently published the following article in Nature, which details practical steps the University can take to reducing racism in academia: https://www.nature.com/articles/d41586-020-02471-6. These ideas, however good they are, can only be implemented if backed up by **funding** and resources provided by the University.

The University has also made us aware that the following are actions that have been implemented by the school of biology, and other actions are being planned as well:

- ► Development of a recruitment checklist (aimed at promoting recruitment of minorities, including BAME).
- ► Unconscious bias training for all, and recruitment and selection training for those involved in recruitment
- ► Undergraduate tutorials on 'Unconscious Bias', 'Bias in race, ethnicity, age, sex in research trials' and 'Teamwork and the benefits of a diverse team'
- ► Development of procedures for the reporting of bullying and prejudice in the workplace
- ► Development of guidelines for the organization of diverse conferences and workshops

We encourage these efforts and hope to see the concrete changes, and improvements resulting from these initiatives.

School of Classics

In Classics, the classical empires mainly covered are the Ancient Roman and Greek Empires. However, it does not explore other significant non-Western empires such as the Carthaginian Empire or the Ancient Egyptians, which are also 'Classic' Ancient civilizations. The scope of topics studied needs to be diversified and broadened away from Eurocentric perspectives.

School of Economics and Finance

In the School of Economics and Finance, some modules briefly discuss Economics and Finance in the context of developing countries such as EC4415-Public Economics, EC4410-International Trade and EC4405-Economics of the Environment. However, there is only one module on Developmental Economics, EC4432-Development and Finance, which enables students to gain additional perspectives and insights on global economics. Although having Development and Finance as a module is a very good step in the right direction, the School of Economics and Finance could offer

more modules that are non-Western centric and diversify the content of existing modules especially at 1000-level and 2000-level. Furthermore, certain modules which include a section on "Inequality" as part of the syllabus, such as EC4402 Economic History for example, could incorporate *Racial Inequality* as part of the taught program as it is equally important as *Gender Inequality* and *Wage Inequality*.

School of History

The School of History currently offers opportunities to focus on non-Western history and there are academic staff within the department that specialise particularly on the 'Global South'. However, these options are only available at Honours Level with modules such as 'MO3354: Rethinking the World in East Asia' amongst others.

At Sub-Honours, only one module explicitly engages entirely with non-Western history: MH2002: Introduction to Middle Eastern History. Beyond this, ME1003 briefly discusses Barbarian cultures and the rise of Mohammad, HI2001 covers postcolonialism and a few non-western historical approaches, and MO2008 addresses parts of the British Empire. However, at Sub-Honours level, these topics are mostly only given one tutorial worth of space for discussion in comparison to other highly Western Centric topics that appear to occupy significantly more space on the schedule, which by extension at times, deems them more important. Moreover, the majority required readings covered in these modules are predominantly written by White scholars. Whilst there are some members of faculty who actively encourage non-Western sources and approaches, the core readings only in a limited capacity feature BAME/Non-Western authors (e.g. Edward Said, Ali Ansari, Yahya Sadowski for HI2001). Most often these are primarily for topics linked to postcolonialism and alternative/global histories. In some modules, they don't even feature in that small capacity, particularly in subjects relating to 'Western' histories. BAME/Non-Western thinkers and academics having contributed extensively to 'Western' histories and/or historical methodology, and thus should be referenced and read as much as Anglo-American historians.

However, we do understand that referencing non-Western history is difficult if a lecturer's module is highly specific to certain areas, for instance, ME3309: 'Medieval St Andrews', or another topic with an explicit focus on the Western world. This is not to single out ME3309, or modules like it. All history is worth studying, and it is oftentimes the case that when you are writing about the British Isles, for instance, many scholars in the area are likely to be Anglo-American. Considering cases such as this, it can be suggested that the answer is more in diversifying the methodology used to analyse these areas. Module coordinators could, perhaps, encourage their students to think about the analytical techniques that they can learn from postcolonial history. This, we think, could potentially be a way to help diversify and include non-Western voices in new aspects of history.

Overall, although the School of History has several non-Western modules available to its students, there is more work to be done. More could be done to:

► Increase the number of BAME scholars on reading lists
► Reference and draw upon more specific non-Western areas of study at Sub-Honours level (i.e. 1000-level and 2000-level modules).
► Not limited BAME authors/sources to topics typically concerned with 'minorities' or 'non-western' histories

Finally, as many of these questions raised about diversifying academic history are open-ended, requiring the creation of new methodologies and approaches to history, we welcome dialogue with the School itself. These questions feed directly into timely historiographical debates in the field, and there is no one way to resolve them. Only by thinking critically about these problems together can we move forward.

School of International Relations

The School of International Relations offers some modules on postcolonial and decolonial perspectives, and non-western centric areas of study, however these are predominantly absent in Sub-Honours and mostly only available at Honours level. This works to engender a dichotomy that traditional and Western centric content is the default, and everything else is something "extra" or optional and not as essential. In Sub-honours, the number of critical and intersectional readings has slightly improved since 2017 but they are still often given as optional as opposed to compulsory or core readings, when they are included.

In the module on Foreign Policy IR1006, entire weeks are devoted to the US, UK, India and China respectively, whereas the foreign policy of the ENTIRE continent of Africa is reduced to one week, offering a comparison between Nigeria and Rwanda. The way in which these different countries are taught in the module also varies greatly. For example, we learn about the inner workings of the US political system, but the teaching on African countries takes on a markedly negative light, focusing on Nigeria's failings with Boko Haram and how that undermines their legitimacy. Moreover, during the week covering Africa, not one single African author is present in the compulsory reading list. Furthermore, when readings using divisive and flagrantly problematic language referring to some less developed countries as "backward" are assigned, staff need to ensure that they allow for appropriate discussion of these stances and that their rigorous critique is encouraged during tutorials.

School of Management

The School of Management places a strong focus on equality, diversity, and inclusion in the workplace, both in the school itself and even in offering a module on the topic. Yet it seems this is mainly in terms of gender, and while this is an essential area of focus, more can be done for greater racial EDI within the School as well.

At Sub-Honours, the module 'MN2002 Management and Analysis' includes a section entitled 'Management Kaleidoscope' which aims to examine alternative perspectives on management and business environments for organizations. These alternatives were only examined in Western contexts including all the readings and supporting material. Meanwhile, in terms of entrepreneurship and alternative forms of organizations, there are plenty of examples in non-Western contexts that students could benefit from being exposed to.

At Honours level, it is important to include perspectives and voices from BAME authors along with the study of Management in non-western contexts for such modules as (to only name a few):

- ► MN3126 International Business is meant to be in an international setting, hence more non-euro-centric sources and examples would be extremely helpful.
- ► MN4211 International Marketing is not truly international if the range of international market entry and pricing strategies it covers limits itself mainly to the western world.
- ► MN4100 Contemporary Issues in Management: the world is increasingly interconnected, globalized, hence it is essential to include more varied perspectives and educate students on non-western views, issues, innovations, and events, as they are likely to be "future challenges that will face them in the near and intermediate future as managers and citizens"

School of Modern Languages – Arabic

The Arabic department seems to fare better in terms of diverse modules, with some focus on marginalised voices such as the module on Palestinian literature. However, there seems to be a lack of native speakers in the department. BAME students have witnessed numerous instances of negative bias towards the few native-speaking staff by students, and their being treated markedly differently than white non-native speakers. Pedagogically speaking, native vs. non-native speaking teachers have different strengths and weaknesses. However, this difference should not be used as an excuse to marginalise native speakers, and a concerted effort should be made to hire, train, and support more of them.

School of Modern Languages – Italian

The School of Italian has a module titled "Black Italians"; however, its reading list is Eurocentric and covers the process of Black Italians learning about whiteness, and what it means to be Black in Italy. It does not focus on Black Italians themselves and their voices. This is problematic because it does not take Black Italians as subjects in their own right and suggests that Black Italians can only be studied and viewed vis-a-vis White perspectives.

School of Modern Languages – Russian

The Russian department currently does not offer any modules that concern race, nor is race touched upon in any capacity. At Sub-Honours level a series of optional modules titled "Russian Literature and Culture" are available. According to the course catalogue these modules "include a combination of canonical and non-canonical texts by women and men and explore the cultural and institutional contexts in which texts were produced, published, read, or viewed." At Honours level, RU4143 Gender in Russian Literature and Culture is also offered. Evidently, the department strives to be inclusive of gender and facilitate discussions about gender theory, Russian cultural perceptions of femininity, masculinity and sexuality, and how this compares or contrasts with Western theory. Such an approach should also be taken in regard to race. A module on race and race theory in a Russian context is lacking and should be developed. Furthermore, language classes such as RU4104 aim to give students the confidence and vocabulary to discuss a range of topics such as corruption, religion, fashion, politics, and business etiquette. The topic of race and racism is not included in this. In RU4101 Advanced Russian Language 2 migration, and global problems such as climate change, are discussed but there is no specific focus on racism. This ignores the fact that race and racism are things that BAME students are inevitably confronted with and would have to discuss, especially if they are to embark on a study abroad programme to Russia or visit Russia in their own time. Therefore, the

Russian curriculum should account for this so that all students would be equipped with the correct vocabulary and enough knowledge to converse on this topic. As study abroad occurs in the third year, these topics should be available in Sub-Honours modules to prepare students before they arrive in Russia. Moreover, sensitive topics such as the gulag experience during the Great Terror are taught in modules such as RU4130 Issues in Russian Cultural Memory, which demonstrates that the topic of race and racism can also be taught.

School of Modern Languages – Spanish

The Spanish Department makes a point on its website of not privileging European Spanish as the default, however this is not always the case in practice. The majority of the staff are from Spain and thus focus on teaching dialects within Spain. In Sub-Honours, there is no mention of race, identity, or colourism even though these are very pervasive issues in Hispanic cultures. None of the texts selected for study in Sub-Honours touch on this, with most focusing on the Spanish Civil War. Yet again, this perpetuates the dichotomy of Spain as the default, and Spanish speaking countries in the Global South as an afterthought.

Moreover, there is inadequate discussion given to the racial connotations prevalent in the language. In the past, this has meant that the burden has fallen on BAME students to bring up these issues in their own presentations. This is unfair because the equality and diversity agenda should not be on the BAME student to bear.

Overall, there needs to be a thorough examination in the teaching strategy of the department, to ensure the appropriate handling/management of sensitive topics and activities such as asking students to defend colonialism in a debate. In both Sub-honours and Honours, steps need to be taken to diversify the modules and reading lists, including more indigenous works and non-traditional voices and literature, as the current selection is quite mono-dimensional and outdated.

Department of Philosophy

The Philosophy department has taken great steps to make BAME students feel included in St Andrews using its BAME mentorship scheme provided by Minorities in Philosophy (MAP).

Some BAME students expressed a desire to study Eastern/Non-Western Philosophy at Sub-Honours alongside the two History of Western Philosophy modules on offer: one on the Enlightenment, and one on Ancient Greece.

It is important to note that great strides have been taken this year towards incorporating Black voices into the Philosophy department's curriculum. PY4606 spent two weeks talking about Epistemic Violence, with reference to the Black Philosopher, Charles Mills, and Epistemologies of the South. PY4649 spent several weeks on Black Existentialism, and Achille Mbembe. Students also have the freedom and flexibility to write on non-western Philosophical issues pertaining to wherever possible. One BAME student recalls multiple times where lecturers have allowed them to do this.

School of Medicine

From personal experience and observation, the school of Medicine has consistently had a low number of Black students and members of staff. Each year has usually had less than five Black students in total with slight variations. Among the staff, there are very few BAME members that students are taught by which is a concern in a school that has so many international students. Our skills need to be diversified so that we can accurately assess the needs of the patients we will meet in clinical practice.

It is beneficial to students and staff to have a diverse population within the school and a necessity to represent on the world we live in and what life will be like as doctors. The curriculum as it stands does not reflect a global population. We do not know enough of the epidemiological and presentational differences of medical conditions among different ethnicities. Much of our teaching is based off a White population with minimal consideration of how this would present in those of other ethnic backgrounds. Many key areas of the curriculum have not given us an insight into the presentation of common conditions or clinical signs in BAME patients. For example, how to assess the level of cyanosis (described as a blueish hue in skin) in darker skinned individuals when our examples are based on paler skinned people. We have minimal exposure to topics such as FGM despite there being a significant number of women and girls living in the UK who have experienced FGM.

There is also a need for more BAME teaching staff and guest speakers. When you have a school with so few Black students and staff, a gap in the learning develops. It is beneficial to have key areas of the curriculum taught by specialist academics that can help properly convey the issues with the level of sensitivity required. These need to be a mandatory part of the curriculum and not optional as it is a vital part of our learning.

Academic Curriculum Survey

As part of this report, we created a survey to understand student impressions of, and experiences with, racial diversity in their curriculum. The survey was publicised solely through Facebook, but specifically by sharing it via personal accounts, unofficial student Facebook groups, and the official 'Class of' pages. The form was open for 30 hours, from 14:50 on 17/06/2020 to 19:58 on 18/06/2020. In these 30 hours, 304 students responded to the survey; this is 3.33% of the student populace. Of the 304 students who responded, 302 were undergraduates, and 2 were postgraduates.

The survey asked the following questions. Students were asked to rank, from a scale of 1 (strongly disagree) to 5 (strongly agree) the extent to which they agreed with certain statements (Questions 3-8):

1. Tick all the subjects that you have studied this academic year.
2. What year of study are you in?
3. 'My modules this year have exposed me to non-Western/non-Eurocentric subjects'
4. 'I think there are enough module options available that specifically cover non-Western/non-Eurocentric subjects'
5. 'This year, I have had the opportunity to engage with BAME scholars'
6. 'This year, academic staff have encouraged me to look into non-Western/non-Eurocentric subjects and/or BAME scholars'

7. 'St Andrews gives us access to enough sources from other cultures/sources that have been translated from other languages'
8. 'I think there is enough BAME representation at St Andrews'
9. Do you have any further comments?

The results of the survey are as follows:

'My modules this year have exposed me to non-Western/non-Eurocentric subjects'
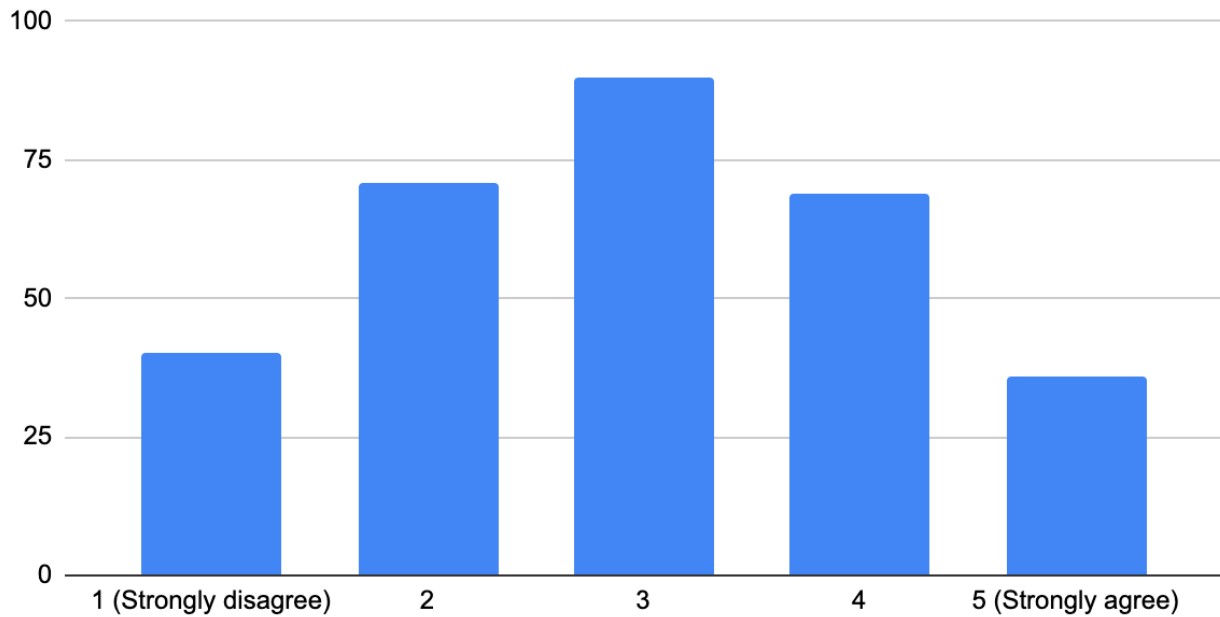

In the further comments section, several students noted that they had voted for '3' because they felt like the question was difficult to apply to the context of the STEM subjects. Science subjects, they argued, were the study of concepts that transcended racial lines. Students that voted for '4' or '5', on the other hand, were worried that their votes would skew the survey. They deliberately took modules relating to BAME people and/or non-Western areas of study, e.g. 'Rethinking the World in East Asia'.

'I think there are enough module options available that specifically cover non-Western/non-Eurocentric subjects'
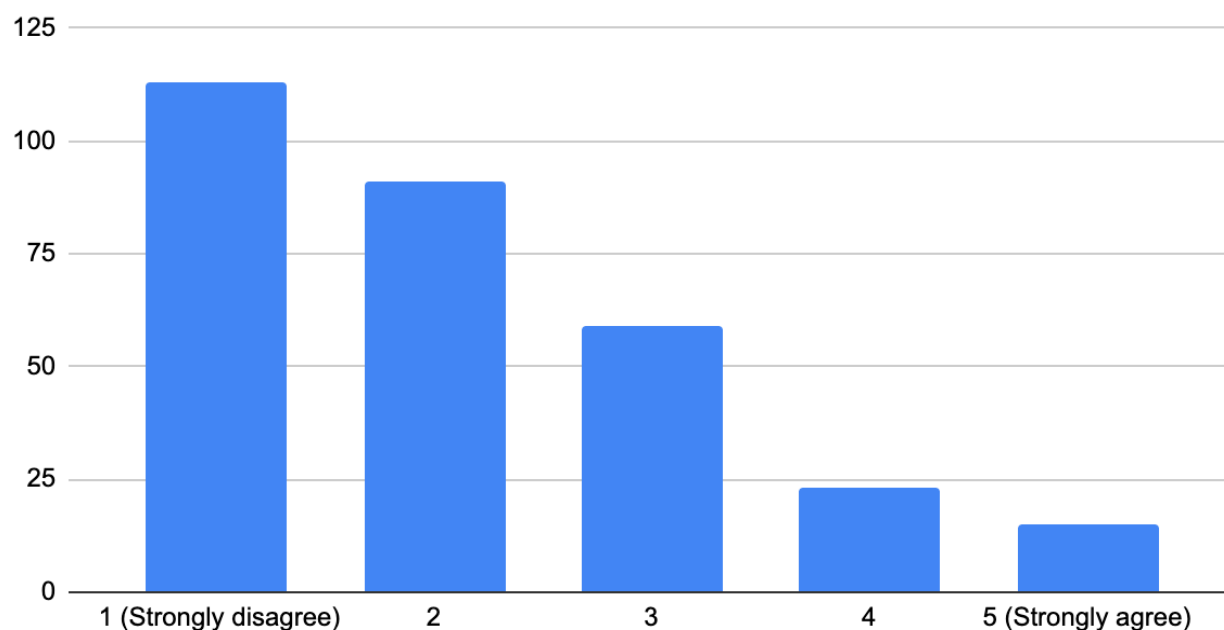

Students overwhelmingly found that most module options at St Andrews do not really address non-Western areas of study. Students noted that if they wanted to study BAME people, or non-Western areas of study, especially at Sub-Honours, they would have to do the research themselves as this went beyond the required readings. Although one Art History student noted that their professors were 'very supportive' if they wanted to choose a non-Western theme or research topic, they felt that studying it would 'mess up' their grade as they would have to spend extra time pursuing sources not covered in class, which overall deterred them from going beyond the required readings.

## 'This year, I have had the opportunity to engage with BAME scholars'
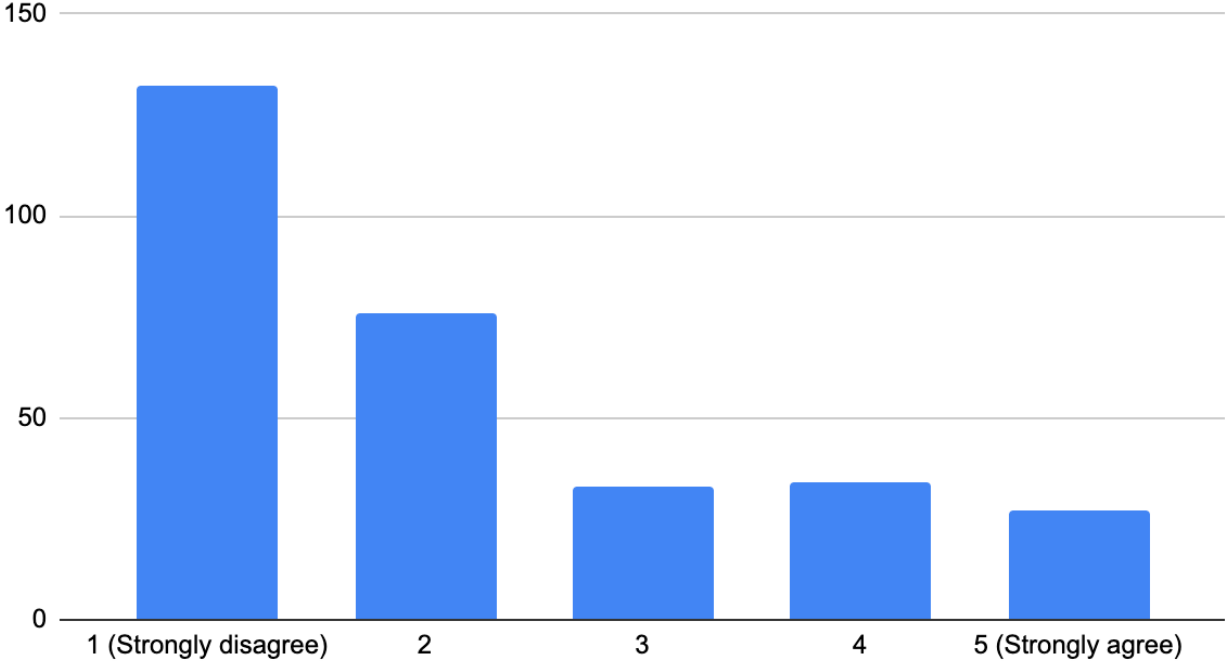
Most students noted that, as far as they were aware, they did not have BAME tutors, lecturers, or readings in their modules. Although there were notable exceptions (e.g. with the Computer Science, Economics, Spanish, and Modern History departments), most students also noted that as far as they were aware, they had never had a BAME lecturer. Again, those that voted for 4 and 5 noted that they were only doing this because they actively sought to take modules with BAME scholars, or modules with a specifically non-Western focus and were usually taught by BAME scholars. Overall, as most students, Arts and STEM, voted overwhelmingly for 1 and 2 points to a lack of student exposure to BAME scholars in their research.

'This year, academic staff have encouraged me to look into non-Western/non-Eurocentric subjects and/or BAME scholars'
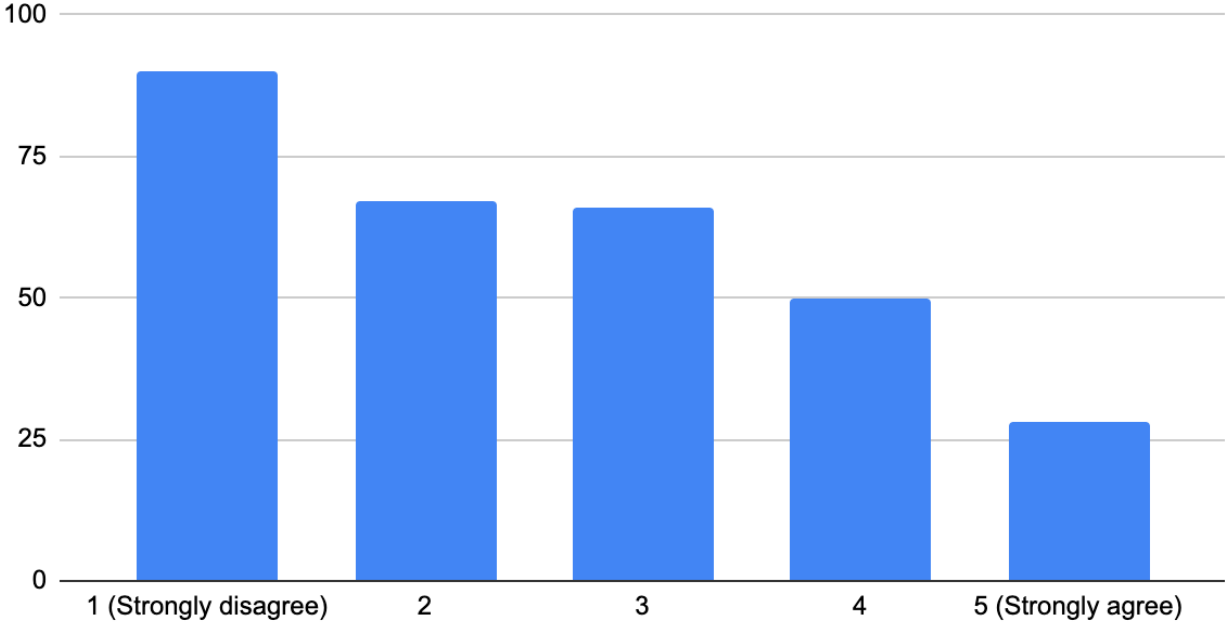
Overall, most students felt that they were not sufficiently encouraged to explore non-Western subjects in their modules. The rise in votes for 2 and 3 can be explained by the fact that STEM students felt that the question's concern about 'non-Western/non-Eurocentric subjects' was not as applicable to STEM subject material as it was to the Arts.

'St Andrews gives us access to enough sources from other cultures/source that have been translated from other languages'
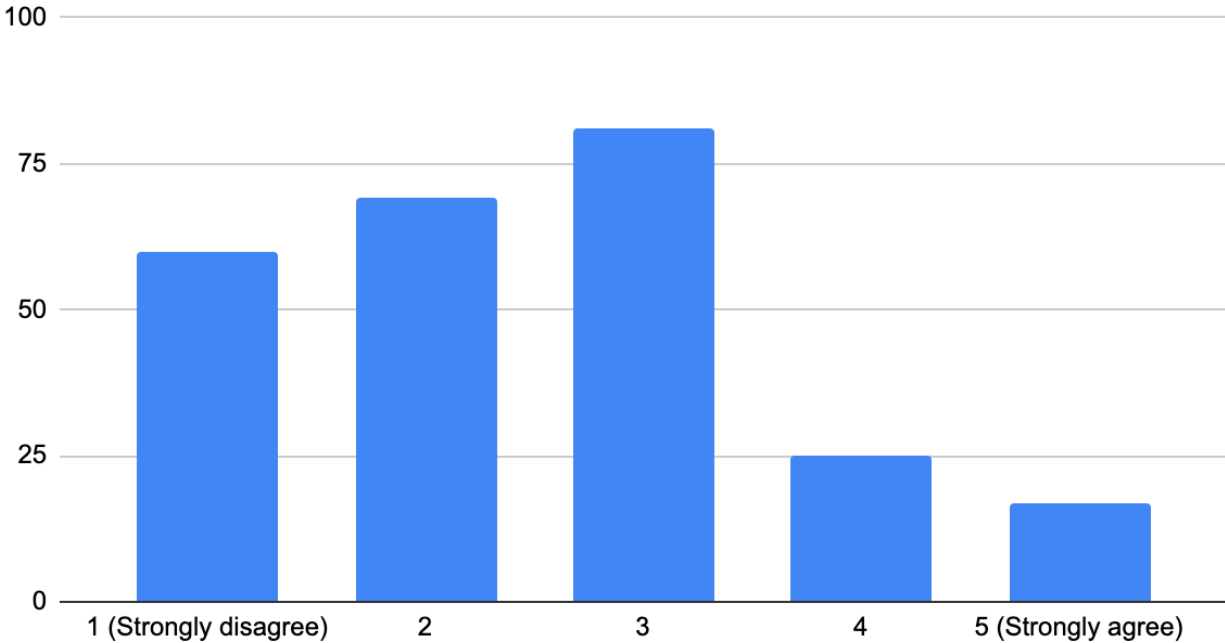
This question was added later on in the survey process after we received a suggestion from a respondent.

Again, questions of applicability were raised. Most people wondered whether or not their courses had a need to access sources in translation (hence the vote for 3). Those that voted for 4 and 5 studied languages at the University or, again, took courses that required them to engage with sources in translation (e.g. Middle Eastern Studies). Overall, however, most students felt that there could be more access to non-English sources in St Andrews across all subjects, not just those that focused on non-Western areas of study.

'I think there is enough BAME representation at St Andrews'
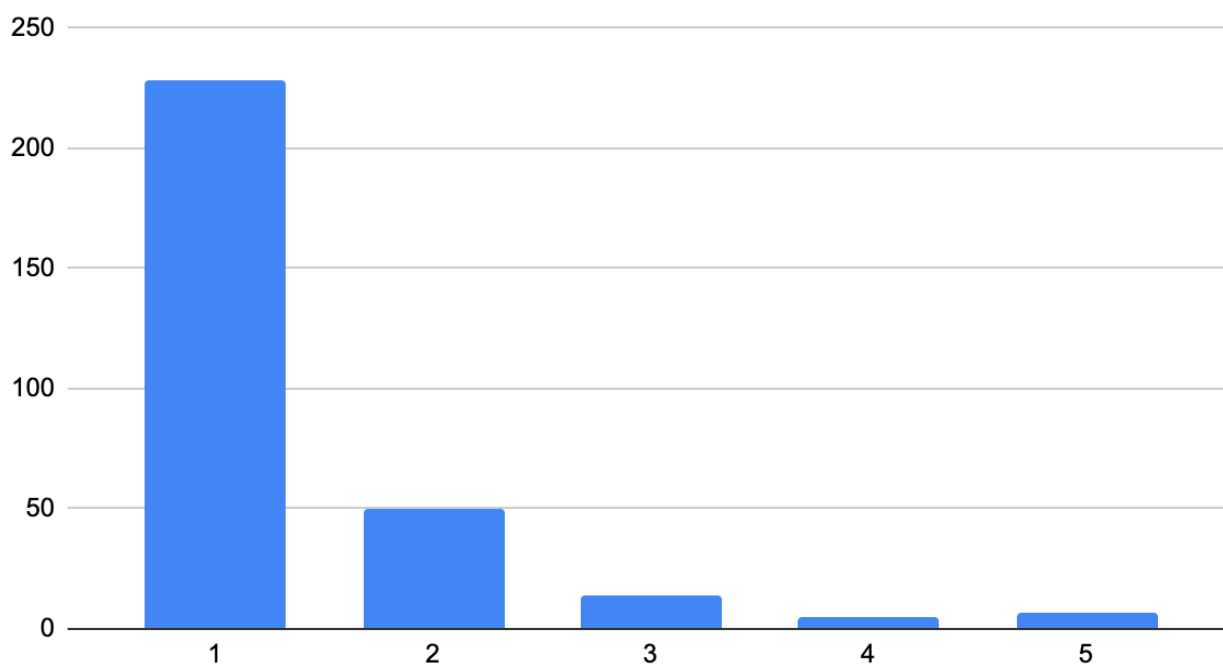
Students overwhelmingly felt that there was not enough BAME representation in St Andrews. Notably, those that voted 4 or 5 tended to be Computer Scientists, with one student in question pointing out that their Director of Teaching is Sri Lankan, and two other Professors were Eastern European and Turkish respectively. Nevertheless, this same student noted that the student body was significantly less diverse, with it consisting of a majority white background and 'very few black students present'. They felt that the University should be doing more to reach out to and recruit BAME - but, specifically, Black - students.

Analysis of Survey Results

► Science students found it difficult to answer the survey as they felt that they studied 'hard concepts' more than people. Nevertheless, they recognised that BAME representation was still important in their disciplines.
► Arts students felt that they had more options to be exposed to BAME and non-Western subjects and people than Science students.
  o Only subjects with more than 10 respondents in the survey were included for anonymity's sake.

- ► However, most students felt that these BAME and non-Western options were only available at Honours. Most students also felt that they had to actively look for these options within their syllabi as these links were not explicitly emphasised by module coordinators, made as compulsory readings etc. As such, most students also felt that they lacked intellectual support from staff members when exploring these areas of research.
- ► Most students, as far as they are aware, have not had a BAME lecturer or tutor unless they were undertaking studies relating to that tutor's area of expertise.
- ► More specifically, most students have also never had a Black lecturer or tutor
- ► Most students felt that their reading lists were not diverse enough.
- ► Moreover, most students felt that exposure to BAME scholars, and non-Western areas of study and sources, should not be limited to non-Western areas of study. Students from all disciplines ought to be exposed to non-White thinkers and texts.
- ► Students also acknowledged that many departments were trying their best to diversify their syllabi, but argued that a lot more could be done to diversify faculty, reading lists etc.
- ► The fact that 3.33% of the student population filled in the survey despite a) minimal advertising that was limited to social media, and b) a short timeframe demonstrates that students believe that racial diversity is a pressing issue in both St Andrews, and academia as a whole.

What We Could Have Done Differently

We would like to put forward another survey with questions geared more towards Science students, ideally by recruiting a BAME STEM student to help write the questions and analyse the data. That is because Charmaine, who conducted the survey, studies Modern History and Philosophy.

The survey was also only open for a brief period of time because the BAME report was due soon. If given the chance to do this again, we would extend the timespan of the survey to one week.

We would also like to break down the results of this survey by year group to see how responses differ between Sub Honours and Honours.

We would like to publicise the survey more officially on University channels, e.g. through In the Loop, the Postgraduate Society, School Presidents, the Students' Association to widen the number of participants. However, we would still share it on Facebook as that proved to be an effective platform.

BAME Faculty/Staff

Whilst we cannot and do not want to speak on behalf of academic colleagues at the University, we are aware that some of the issues raised in the report affect both students and staff.

The Need for Representation

BAME Individuals are highly underrepresented amongst staff. This underrepresentation does not only extend to senior academic staff but at all levels, including administrative roles and those filled by students. This extends to staff in the Students' Association on the Ambassador Team, as well as in other Outreach programs. The question of diversifying available modules and reading lists has

been brought up repeatedly in this Report however having diverse perspectives from members of faculty is a key step in avoiding singular rigid, perspectives and having diverse teaching strategies. In some cases, external speakers should also be brought into classroom discussion to provide this perspective, something that is highly feasible in this virtual world. One example of where this has worked well is the IR3038 module which brought in intersectional speakers from a variety of professional backgrounds.

Hiring Practices

There needs to be an investigation into the hiring practices of the University, and why BAME members of staff, specifically Black members, make up such a small percentage. In terms of academic staff, hiring panels must include input from BAME members of staff as well as externally hired BAME individuals. This is something that has been touched upon by the Race/Ethnicity Religion and Belief Focus group previously, which comprises of BAME faculty, some student representatives, as well as EDI members of staff, however these efforts need to be furthered and addressed on priority.

The University has made us aware that the following actions have been taken to address this:

► Advertising vacancies in various media publications including the Windrush Magazine (June 2018, June 2019), the Black History Month Magazine (October 2019) and the BAME Education and Careers Guide Magazine (November 2019).
► Revision of recruitment and promotion procedures to encourage applications from underrepresented groups.
► Plans to review the recruitment processes will be reviewed as part of a Human Resources and Occupational Health enhancement project, to focus on diversity as a central area.

While these efforts are acknowledged and appreciated, the numbers of BAME faculty and staff members continue to stay extremely low, and we would like to see more intensive efforts being prioritised so as to produce tangible changes.

How can the University help support BAME academic staff?

It is also important that when BAME members of staff are hired the transition period is not rushed. One testimonial revealed the staff member was not given much time to organize and adjust to their move to a new country and to their new working environment. They also felt that they did not have enough time to tailor the modules they were going to teach. These are basic requirements which, when missing, may negatively impact teaching practices, affecting both students and professors.

It should also be noted that in some cases BAME members of staff carry out extra emotional labour which goes unrecognised in comparison to their white cohorts. This also needs to be kept in check through regular reviews of workload and wellbeing.

The offer of staff mentorship to new hires, for women specifically, is appreciated. However, the availability of a formalised BAME Staff Mentorship scheme would enrich the process/ This type of support is crucial considering new hires may be experiencing a significant reduction in their support network and struggling with problems of isolation if they have moved to St Andrews without their family. A BAME mentor-mentee relationship has the critical benefit of both individuals having a

mutual understanding of the micro-aggressions and oppression faced by the other daily, which a non-BAME counterpart cannot offer. It is critical in providing adequate support and contributing to BAME staff well-being.

Training: Unconscious Bias and Teaching Practices

It is also imperative that unconscious bias and sensitivity training is made mandatory for both students and staff. The training must foster a work culture with a commitment to equality and diversity integrated in daily practice, as opposed to simply a tick box exercise at the beginning of every year. The training should also include information on dealing with incidents of discrimination, both as a victim and as a by-stander. In order to sustain this, there needs to be a clear and strong no-tolerance policy against racial discrimination exercised and implemented by the University effectively.

Proposed Initiatives

Collecting data from all existing academic schools

There needs to be a comprehensive survey across all schools to have a proper account of the issues that exists (similar to the survey conducted by us). Following that, each school should have an individual plan and set of goals and actions to work on.

Diversifying Existing Module Content

We want to see efforts made to include BAME authors and non-western perspectives and examples into modules where appropriate. We acknowledge it may be difficult to implement a single rule or quota for this, as each subject and module is different. However, we want to emphasize that in many instances there would be a lot to gain for the students to be exposed to a plurality of perspectives. Hence why we would like module coordinators to make efforts to include more BAME authors and content that is not euro-centric in general, and particularly in modules where one would assume this would be the case given the name and nature of the topic (for example, the module titled- "Black Italians"). In working towards this, we suggest a periodic review of Western/non-western authors to be done by module coordinators just as is done in certain Schools (like the School of IR) in regard to gender split.

Making more non-western-centric modules available, especially at Sub-Honours

We suggest schools issue surveys to their students to find where their interests lie regarding their respective areas of study. While we would like this to be extended to all academic years, we recognise some foundational/core modules are necessary at Sub-Honours. Hence while we would like this survey to be applicable to all, we ask it is mandatory, at least for Honours. We also recognise some of the challenges associated with offering more racially diverse curriculums is not due to a lack of desire to offer such content, but rather there is a lack of appropriate staff with the required specialization to teach such modules.

There is the argument that if interest in a particular module is too low, it is not practical for schools to offer such a module to their students. However, in schools such as Italian or Russian, some Honours classes are made up of only 6-8 students. Hence, we would argue for the exact 'minimum' number

of students required to run a module in each school to be made available to be able to evaluate the potential realization of a new module and hence start to determine further steps to be taken to make the module available.

Furthermore, an alternative to having to hire new staff and the financial costs associated with it, would be to put in place modules that existing staff have the qualifications to teach but complemented by external speakers/professors from other universities where our staff have shortcomings in their capacity to teach certain aspects. These external/visiting lecturers could come to class virtually (and/or physically once Covid 19 permits) enabling a wider option of potential teaching participants.

As we have seen from the recent Covid-19 crisis, we students are able to learn online and through distance teaching. While it may not be the preferred way, it shows we could also explore the potential of having instead specific modules taught online for the most part by a qualified professor (from another University or some other institution) and supported or coordinated by a St Andrews professor. Another idea would be to initiate partnerships with other UK or foreign universities where in a way an "exchange" of modules could occur; St Andrews could make some of its modules available to the other University, and vice versa. Details remain to be determined as it is rather unique and unprecedented, but there could be a lot to gain from such an exchange.

Promoting student collaboration

The lack of diversity in reading lists, syllabi and curricula across the University is not only a social problem, but an academic and professional one, as it prevents our institution from progressing toward excellence and allowing members to fulfil their potential. When module coordinators rely on "easy to find" materials that are usually by White authors, we stop challenging ourselves to think differently and grow. We have found that there are module coordinators who are extremely open to addressing their White (and often male) curriculums and promoting BAME, and especially Black, representation. In the past, student collaboration with module coordinators has been shown to be effective in finding additional and replacement readings by Black/BAME authors. Although, module coordinators must take responsibility for ensuring that their curriculums are inclusive and reflective of the world's diversity, this indicates that student collaboration could be an effective tool in promoting inclusive academia. This also points to a wider problem, that is students should have an input into module design and syllabus construction, to promote the teaching of relevant and reflective material. This could be a missed opportunity, as given that so many of our students are international or study abroad during their time at St Andrews, they may come across many interesting perspectives and readings that could enrich learning experiences. Integrating student input is also intimately linked with promoting transparency in the module/syllabus design process, where students can respectively challenge the incorporation or lack of incorporation of topics/readings.

We therefore propose the creation of a formalised platform through which students can express interests, recommendations, and ideas to module coordinators before and during the curricula design process and after the module has begun. This platform could take the shape of an online forum connected to MMS, that allows students to easily make recommendations of diverse readings they have discovered directly to their module coordinator, thereby setting up direct and transparent communication channels between students and their teachers. This initiative would also nurture a collaborative environment, where student input is respected and listened to.

Appreciating non-traditional resources and forms of knowledge

Thus far, we have presented many proposals and high-impact initiatives that can be implemented to serve short-term and medium-term goals. However, to make St Andrews a beacon of inclusivity, we must look toward making long-term investments, that produce long-term sustained results. We must be pioneers and change the landscape of academia across the world, proactively challenging the normalised acceptance of Western ideas, and breaking down systemic inequality in academia. These types of long-term investments include investing in translating non-English resources. When conducting research on alternative readings and authors for African-based modules in the School of International Relations, we discovered that there are many excellent readings by African and/or BAME authors written in Arabic and Swahili for example. By not being able to access these readings, we arrest experimental learning and rely solely on second-hand perspectives and analyses, proactively using dominant White voices in the construction of history.

Additionally, many African countries have a rich and beautiful history that has been passed down orally throughout generations, as per tradition. African countries, such as Sudan for example, also use archival materials such as video, artefacts and voice recordings to preserve history. We must look toward appreciating these non-traditional resources, which may involve intra-University collaboration across many Schools (such as the language schools), strengthening our University through interdisciplinary teamwork. Crucially, however, we must proactively recruit and attract Black and BAME voices to our communities, as it is these individuals who can illuminate paths to undiscovered knowledge and show the way to empower more Black and BAME voices. Although the University does not currently practice targeted recruitment or 'head-hunting', targeted recruitment has been shown to be one of the most effective methods of promoting BAME representation.

The BAME Students' Network

Since the writing of this report in June of 2020, there have been significant developments in this area of Student Representation. The BAME Students' Network, which was an unofficial group drive to petition for Name Blind applications, was made an official Subcommittee of the Students' Association in early August 2020, following a motion written by Ananya Jain, the BAME Association Officer (formerly known as Member for Racial Equality and Cultural Diversity) and Co-President of the BAME Students' Network. The Network has a full committee of 17 members and is working on establishing both its short- and long-term strategic plan, to ensure effective collaboration between the student body and the University. The BAME Students' Network will be crucial in enacting some of the changes we want to see mentioned in the report and we look forward to seeing it collaborate with the University in future.

In the first semester of Academic year 2020-21, the Network focused on a wide range of areas including working on outreach and access, inclusive curriculums, mental health support and services for minority students, hosting community building events, and providing advice and inputs to different University administrative bodies. Some of these initiatives included collaboration with the University Administration. The members of staff in most cases were highly receptive and often reached out for input, notably to investigate social media and virtual representation, admission materials, COVID-19 guidance for BAME Students, and mentorship programs. Whilst acknowledging the unprecedented circumstances of the past year, in some cases clearer and faster communication would have been beneficial. Over the past few months, it has also come to notice that multiple different groups and individuals have been working towards EDI related concerns. To enhance efficiency and ensure efforts are not redundant, it would be advisable to have clear communication between these groups and encourage collaboration. This is something that the University must prioritize and execute at the earliest.

The Network will continue to further these goals, and work as a bridge between the Student Body and the University Administration in the upcoming semester and years, to ensure tangible and sustainable   change.

Racial Discrimination and Training

Introduction

Racism, bias, and discrimination still play a large role in the University community. Racial discrimination exists in the form of both major incidents such as personal attacks, and microaggressions. This has been confirmed recently through the racist and discriminatory incidents that have been exposed in light of the Black Lives Matter movement; the fact that the Student Association President, on the 11th of June 2020, in an email, stated to have received "various forms of racist bile" from individuals in response to his email in support of Black Lives Matter. The School of Biology has in the past emailed its students stating that module evaluation questionnaires show that "on average those with protected characteristics are rated lower in such surveys". More recently, a video of unidentified individuals walking up and down South Street, shouting derogatory and extremely racist remarks, also surfaced. Given that the percentage of some ethnic minorities at this University is marginal, it is imperative we proactively ensure that all students are safe, respected and integrated. Additionally, to strive toward true institutional excellence, we must use our diversity to create heterogeneous learning environments. This can only be achieved if we promote academic freedom, where community members are empowered and comfortable to share their divergent ideas in supportive and collaborative environments. Additionally, as we look toward increasing the diversity of this institution, we must ensure that we have safe environments for incoming recruited BAME students. Therefore, to create and protect these environments we have formulated two goals to proactively address racial discrimination at this University.

Goal 1: To create University-wide racial equality training

At the time of writing (June 2020), there was no mandatory nor recommended racial discrimination, bias and/or diversity training or initiatives targeted towards the general student body. There was a Dignity and Inclusion at Work portfolio, including a series of relevant trainings for staff and a Student Diversity Training Module (which had been co-designed with students a few years ago). Only certain students holding specific positions were recommended to complete this training, one which has not been updated in a few years and was not designed in an accessible format. On 17th June 2020, the authors of the first draft of this report had a roundtable meeting

with the Principal, AVP and Jasmin Hinds, where we expressed the need for the University to have interactive, non-individualised, engaging racial equality training for all its members. Both at and following the meeting we repeatedly expressed a desire to collaborate with the University to create a training., The University advertised its standard online student diversity training module without prior consultation from current student representatives on 19th August 2020. The module deeply offended and upset many BAME students at the University and was met with backlash and disappointment, giving the impression that it was more of a rushed box-ticking exercise in response to the Black Lives Matter movement, rather than a genuine, well-thought through initiative. Given that the training was a compulsory component of matriculation, it was imperative that it be well-researched and designed, but instead the content was deeply flawed and counterproductive. An example of the appalling and highly problematic content included the question "Why is it important for you to be interested in equality and diversity"? The options for the possible answers included: "It isn't" and "because otherwise people might get angry with me", but the correct answer was "workplaces are looking for staff who are aware of these issues'', directly implying that the sole purpose of such a training is for employment reasons. The training lacked race/racism-centred case studies and asked unchallenging, almost trivial questions, which failed to implore the individual taking the training to even briefly think about their biases or prejudices. No resources were provided for follow-up and the training did not include any of the ideas that we had presented in this report, given well prior to its implementation. After the extensive backlash from students and members of staff, the training was removed. Over the next few weeks we worked with the Head of E&D to re-design a new and improved online training module. For this purpose, we have reviewed training modules from other universities, provided feedback and discussed aspects which we liked and disliked. The Head of E&D will be passing our feedback on to an external provider, who will re-create the training, and once it has been approved by us, it will be made a mandatory Moodle module. We hope the online module will be only the start of effective race and diversity training at the University, because we recognise the need for regular, active, deep engagement and dialogue if we want to change behaviour as well as attitude.

Goal 2: To create an established channel for reporting racism and discrimination

To create and protect an inclusive environment, all University members, regardless of race, ethnicity, socio-political background, must not only be empowered to stand against racism, but must have the resources to do so. There must be a very clear and direct established channel for reporting discriminatory behaviour. Additionally, victims of racially charged discrimination and microaggressions not only require a safe means of reporting racism but require a support system in place to facilitate their (re-)integration into the community and nurture a sense of belonging. The current procedures in place for reporting racism, such as approaching the police directly, are not adequate enough to address the problems of victims and can often be further traumatising.

Avenues of reporting and redressal are not clear to a large proportion of the student body as a result of their ineffective advertisement and poor signposting, as well as a lack of a clear system in place. Action taken by the University is minimal and often based on avoidance of controversy, considering these incidents fall into a 'grey area'. Students are often told to 'deal with it', rather than be helped when they take the courageous step to reach out. As further highlighted by current

anti-Asian racism attached to by Covid-19, the University also has a responsibility to provide support for those who experience racism at the hands of members of the wider St Andrews community. For many international students, the University is their only point of contact and support network in the United Kingdom. Therefore, the University is responsible for ensuring that they feel safe and a sense of belonging and can help them in going through the motions of reporting an incident of racism/discrimination.

Significant changes have already been made since summer 2020, with the launch of a Report and Support Tool which addresses most of the points made above.

Racial Equality Training

Aims: Overall

► Our overall aims for racial equality training, whether through an online medium, or interactive/in-person dialogue and community-based medium, are to achieve the following:
► Nurture empathy toward University members with protected characteristics
► Create an explicit set of anti-racism and anti-discrimination community values
► Empower all community members to speak up against racism and discrimination, which could be via our proposed reporting system (see below)
► Reinforce prosocial norms
► Use the experiences and insight of BAME members to create a shared vocabulary for white individuals on how to use inclusive language, free of biases and microaggressions
► Inform members what established channels are available to report racism/discriminatory behaviours and how to receive support from the University.

Aims: Online training module

► Understand terminology with example situations (such as diversity, equity, inclusion, microaggressions, stereotypes, bias)
► To highlight that covert acts of racism, such as microaggressions, can have an extremely harmful impact on well-being
► To give case-studies that are based on student experiences of what microaggressions and other acts of racism signal to those receiving it
► To highlight the University's no tolerance policy to racism
► To signpost sources of support and support networks within the University that can also help individuals report racism
► To signpost clearly how to report racism, including signposting the Report and Support tool
► To highlight that there are strict consequences to perpetrators of racism
► To highlight actions that bystanders can take to report racism, stop racism and create environments where racism is socially unacceptable.

Aims: Interactive training (Covid-19 permitting)

► Provide an opportunity for interracial discussion and dialogue, where individuals can challenge their own biases and prejudices in a safe environment

► Educate oneself and reflect about methods of bystander intervention and how action can be taken in an ambiguous situation keeping safety of all parties in mind

► Encourage an active, and recurring dialogue, rather than a one-off session, to ensure that this becomes a mainstream humanitarian imperative for students, to practice on a daily basis rather than as a marginal issue.

Organisation and Implementation

Online Training Module

After the first Diversity Module was taken down, a group of BAME students from the BAME Students' Network, got in contact with the University's Head of E&D, to work together and re-design the module. After discussing and flagging all the key issues and areas of concern, we also had a chance to look at training courses from other universities around the UK. Over the next few weeks, we consolidated a proposal comprising our vision for the new training module, including any relevant points to include or steer clear of with specific references to the other training. The new training is currently being developed in the form of a storyboard by the provider in collaboration with the Head of E&D and will be shared with us and approved before it is released again as a mandatory Moodle Module. Making it mandatory is absolutely necessary, because the conversation on racial equality should not be voluntary or marginal; rather it is essential to make it a primary part of the University system and our educational goals.

Interactive In-person Training

Following the online module, there is a need for student-led in-person workshops (COVID dependent). The workshops must be held in halls of residence, society committee trainings, as well as in academic schools, and must be interactive and personal, to be more effective in engaging and changing mindsets. These must not be one off, but rather a series of semi-regular practices, as has been previously stated.

Proposed Format

The training should be designed to follow a similar format to the Got Consent workshops that are currently implemented at the University, and also following some of the same principles as online training. In that sense, it should be non-individualized and interactive, bringing the community together, and creating safe and open environments where individuals are able to ask questions and go through the, potentially uncomfortable, experience of challenging their own biases and behaviours.

Distinct from the Got Consent workshops however, these training sessions/workshops should be accompanied by follow-up sessions which encourage community members to continually reflect on what they have learned and to apply the training into their day-to-day behaviours. Additionally, to quantifiably measure the effectiveness of these training sessions, and to clearly present to community members their (likely unaddressed) biases, tools such as the Harvard University Implicit Association Test should be used. This tool accurately measures implicit biases associated with disability, gender, race, age, religion and weight, and individuals should take this test before and after training, and then compare results. Follow-up sessions and tools such as these are crucial components for long-term results.

Proposed Method of Creation

We propose the creation of a diverse committee comprising of BAME Students, faculty and members of Staff (E&D heads, AVP Diversity and crucially, BAME Staff and Admin) to collaborate and work alongside Student Services and Stand Together (As Got Consent Does) to create an optimal and effective programme. The committee should bring together the shared experiences of BAME University members, to create an accurate reflection of the 'BAME experience' in St Andrews. To achieve this, the committee should partake in proactive outreach sessions with University members (such as through focus groups), to collect information on what community changes BAME members want that would promote inclusivity and belonging. Additionally, we should be using the wealth of knowledge and experience of St Andrews scientists, such as psychologists, social scientists and neuroscientists, to collectively create effective training programmes that are grounded in science and research. To that effect, we are currently in contact with two social psychologists from the School of Psychology and Neuroscience to explore novel psychological interventions that combat unconscious bias.

Proposed Method for Implementation:

In light of the current pandemic, it is necessary that this training be delivered through a dual mode. This will ensure safety as well as make sure that the programme reaches a vaster section of the student population. It would also ensure that the training not be evaded or missed by any student and/or member of faculty, or staff. We would like to begin the in-person sessions whenever it is feasible/possible. Alternatively, the interactive training can also be conducted via Teams after a team of student volunteers is trained to administer it. Planning this for Semester 2 2021 could make it more feasible.

Reporting of Incidents of Racial Discrimination

Aims

There is a need to emphasise the No Tolerance Policy and build a strong system of reporting, both to ensure that students feel safe and listened to in such situations, and also to act as a potential deterrent for racial discrimination in the first place. For this, an official reporting platform needs to be created for students to be able to report incidents they have been subject to, as well as overseen/heard, on or off the University property.

This system should:

► Be effective, easily accessible and available
► Cause minimal emotional distress to the victim
► Provide tangible support and adequate redressal

Organisation and Implementation

The reporting platform should be realised in the format of an online form, to make it accessible at all times. Keeping the problems with anonymity in mind, specifically with relation to reporting of hate crimes and serious incidents that require action to be taken, the form should be divided into two sections, serving two different purposes.

Anonymous Reporting of Microaggressions

 While they are often overlooked, microaggressions form the basis of multiple racist incidents, specifically in an international University where there is a lack of awareness amongst students. These are most often completely ignored in larger conversations about racial inequalities at the University but are an essential part. This section should be a close-ended form, based on multiple choice questions that help get information on the nature of the incident. Questions should be tailored to provide certain fixed answers, to collect information of the nature of the incident with reference to location, time of the day, as well as type of microaggression.

This will be effective in addressing the concerns of those who have experienced/seen others experiencing such behaviours, the kind that may seem small or insignificant. It will result in the creation of a detailed and extensive database outlining student experiences and can serve as a useful resource to investigate while creating the training (mentioned above in the previous section), as well as increase understanding.

Detailed Reporting of Major Incidents and/or hate crimes

For major incidents that require active redressal and addressing from the University/police, the second section of this form should have an open-ended questionnaire. While keeping some similar elements, to the previous section, to get detailed information, long text boxes can be added for the student to provide detailed descriptions of the incident.

Keeping the problems with anonymity in such cases in mind, the form will require the student to fill in their matriculation number, but no names will be mandatory (on the form itself). This will enable a sense of privacy and give the feeling of a semi-anonymised form to the individual submitting as well reduce any biases/preconceived notions from the person reading/managing the system.

Once the report has been submitted, it should be examined by a committee to investigate the different avenues of redressal. The students should themselves receive a copy with details of their submission and additionally the report should be sent to Student Services. The student should get an email about scheduling an appointment should they wish. This will make the process of reporting simpler, and less emotionally distressing for the affected student (who will not have to repeatedly recount details).

Reports must only be marked resolved if the student is fully satisfied with the response of the University, in order to avoid any evasion of responsibility as well as ensure effectiveness of the system.

Report and Support Tool

The above format was recommended by us in June 2020 when this report was written, and in the months since then the University has been proactive at working towards making this goal a reality, specifically with reference to an anonymised mechanism. In November 2020 the University launched a "Report and Support" tool. The following is some text from the Head of E&D explaining what the function of the tool is, and what its design is based on

http://reportandsupport.st-andrews.ac.uk

"The Report and Support online tool is designed to act as another method for staff and students to report incidents of bullying, harassment and discrimination. Aligned with the current student Bullying & Harassment Policy, and the staff Dignity & Respect at Work Policy, the tool allows anonymous reporting. For information, the system is slightly similar (not wholly) to those in place at Bristol and Manchester universities:

- https://reportandsupport.bristol.ac.uk/

- https://www.reportandsupport.manchester.ac.uk/ *"*

The Report & Support tool addresses most of the points made above. However, we would like to see more evidence that there are indeed proper support mechanisms available for BAME students specifically once they do report something.

A Note on Student Services and Counselling

Therapists at Student Services must be trained to handle the reporting of such incidents and be aware of all the mechanisms that have been put into place. There is also an extensive and urgent need for more BAME therapists to be employed with Student Services, in order to make it easier for affected students to discuss the problems they are facing comfortably. The BAME Network has created and circulated a questionnaire furthering exploring this issue within the BAME student population and has gained valuable insights from the responses to the questionnaire The BAME Students' Network has been in touch with Student Services regarding this, and has shared the results of the questionnaire, with the hope that the conversation can continue to achieve these goals.

Proposed System to Deal with Offenders/Perpetrators of Racial Discrimination

The current system and form of reprimanding is quite unclear, which is understandable as this is a grey area. However, there needs to be a clear mechanism put into place in order to effectively act against the perpetrators of racial discrimination. While a detailed plan for this would need to be drafted, we propose setting up a system of alerts akin to the academic alert system that is currently in place at the University. A similar mechanism can be created with reference to repeat offenders/perpetrators of racism and racial discrimination. The logistical details would need to be worked on.

Conclusion

This two-point proposal of creating University-wide racial equality training and establishing a channel for reporting racism and discrimination is an essential step towards making racial equality a key goal of the University's educational curriculum. While work on both these steps has already began, there is a need for more accountability and a constant dialogue between BAME Students' and members of the administration to ensure that the content being created and the steps being taken are effective and sustainable long term, rather than just appearing to be a box-ticking approach. The suggested steps work towards the following outcomes through tangible, visible action that can be put into place by the University:

- ► Changing existing attitudes, and educating the community
- ► Actualising the No Tolerance Policy and taking concrete action
- ► Actively making St Andrews a safer space for BAME individuals

The Spence Project

An investigation into the ties between St Andrews and the trade of enslaved people

What is the Spence Project?

The Spence Project is a vertically integrated project (VIP) committed to the aim of investigating the historical links to Slavery within the area of St Andrews. According to Dr Julia Prest at the University of St Andrews:

> _"David Spence was an enslaved man brought from Grenada to Fife by his owner, Dr David Dalrymple. Spence then claimed his freedom following his baptism in a church in Wemyss in 1769 and refused to return to the West Indies. In the course of the legal wrangle that ensued, Spens received financial and practical support from a number of local individuals and groups including, it is believed, the Fife salters and colliers. The support of the impoverished local miners is of particular interest as they were themselves in a state of bondage to their masters until the system was supposedly phased out from 1775, but not fully abolished until 1799. It would seem that their support was born of a sense of localised class-based, cross-racial solidarity."_

It is this legacy which the Spence project aims to embody. Members of the project were inspired by the work of groups such as the Lemon Project at William and Mary, Brown Centre for the Study of Slavery and Justice as well as other UK-based investigations into the use of enslaved people in educational establishments, which have demonstrated not only the need for such research to be undertaken, but the importance this historical knowledge has in informing modern day action and policy within these institutions.

Initial findings

With these goals in mind, a preliminary investigation began, in which our researchers looked through information which lends itself to the notion that St Andrews did in fact profit, either directly or indirectly, from the trade of enslaved people. This includes findings such as:

Legislature

► In 1833 the government passed the Slavery Abolition Act which paid £20m (£16.5 billion in 2013 pounds, when calculated as wage values) to compensate slave owners. The beneficiaries were spread all over the United Kingdom, but the biggest concentration was in Scotland.

Properties

► Preliminary findings have uncovered potential connections between several properties in St Andrews, and profits from the slave trade. We, working with the local community, want to investigate these links thoroughly, accurately, and responsibly

Other Potential Connections

► Connection to Henry Dundas (former university chancellor). There is currently an ongoing debate over his legacy in Scotland. Dundas, and his statue, remain controversial. 'The Melville Monument', from St Andrews Square, Edinburgh, due to his alleged contribution in extending the slave trade by 10 years
► John Gladstone received thousands of pounds from the British government for compensation for his slaves throughout his 13 Estates in Jamaica and British Guiana. He invested this money into various places in Scotland, places that we aim to investigate responsibly.

Importance of this Information to Modern Day St Andrews

All of these findings were originally compiled by a voluntary group of undergraduate researchers, working at a limited capacity due to the COVID-19 lockdown. What has been uncovered thus far may represent only a fraction of St Andrews' potential historic ties to slavery. To understand these ties fairly and completely, the University of St Andrews has begun an official and comprehensive project led by staff, students, and members of the community to pursue these connections responsibly and accurately

We are not alone in our investigations and would like to avoid being left behind by other universities in this matter:
► The University of Cambridge has already begun an investigation into the links to slavery through advisory groups
► Several Oxford colleges have spoken out about their financial ties to slavery and one (St Johns) is hiring fulltime researchers.
► University of Glasgow is setting up a joint centre for the study of slavery with the University of the West Indies after it was revealed that 23 of those who funded the Gilmorehill campus held financial ties to the trade.
► There is an international consortium of 'Universities Studying Slavery' (USS) which is made up of over 60 universities which St Andrews competes with. USS holds an annual conference at Harvard University.

We believe that in order to further St Andrews' role as a global university, it is imperative that it is proactive in this investigation.

St Andrews must preserve its traditions without hiding from the dark realities of history. This project will facilitate a dialogue that highlights and acknowledges St Andrews' links to slavery, allowing Black students to feel comfortable and at home in an institution which has such deep roots to its past. Additionally, as students, we believe history must be told accurately and without omission. Narratives which centre on the lives of slaves, indentured servants, and the global working class are vital to a full understanding of our past. We commend the establishment's response to the ongoing racial injustices happening around the world, and we believe it is this mindset which lends itself to the success of such a project. In Principal Mapstone's own words:

> "We must accept, as a 600-year-old institution, that while we might pride ourselves on our commitment to diversity and our intolerance of all racism, we have long been a part of the establishment and structures which perpetuate discrimination in this and other countries. Accepting our part in this and shining a light on the ways in which we unwittingly prolong this legacy, is a fundamental step for any institution serious about diversity and inclusion."

A Town and Gown Investigation

St Andrews finds itself in a unique position in which its campus is intertwined with the geographical area of which it is based. Therefore, we believe it would be unwise to undertake a study of the university while ignoring the wider role St Andrews may have operated in the enslavement of people. Moreover, investments and the ownership of land change often between the University and citizens of St Andrews, meaning that a study of only one of these entities could only obscure the investigation. The University and town are intrinsically linked and often referred to by those elsewhere as one and the same. We pride ourselves on these strong community relations. For these reasons, the scope of the project must go beyond the walls of the University, and into the St Andrews landscape as a whole.

What Should Be Done?

We as St Andrews students, are asking the University to undertake three crucial actions:
► Continue to seriously pursue the Vertically Integrated Project (VIP), led by both students and the School of History. This VIP will explore connections between the University of St Andrews and the enslavement of persons for profit. It will also communicate these findings to a wider audience to both ensure transparency and raise awareness of these issues.
► If sufficient evidence is found, to officially acknowledge the role St Andrews played in the trade and make these findings publicly accessible to all.
► Conduct future research into the study of the trade of enslaved people and add more commitments in light of new information uncovered over time.

It would be impossible for St Andrews to rewrite its past. But more importantly, many students feel it would be a mistake to hide from it. We must ensure that our memory is not selective. In order to commit to our goal of being a truly "diverse, inclusive and accountable organisation," St Andrews must acknowledge its complete history, not only as a leader in education, but also its role as a benefactor of one the darkest aspects of human history.

University Leadership

The University of St Andrews is a hierarchical institution. To nurture inclusion and belonging amongst community members, University leaders must set an example by proactively cultivating trusting, open and collaborative environments. The job descriptions of University leaders must include responsibilities to promote inclusion and diversity, and performance reviews should factor in their respective successes and failures. To make long-term and sustained changes, leaders must be completely transparent, held accountable for their actions and operate on open feedback systems. These factors are intimately linked as leaders must listen to community feedback, use it to shape strategies, implement those strategies, transparently report back to the community the outcome of the strategies, and be held accountable for their successes and failures.

Bi-Annual Interactive Fora

Currently, BAME students lack direct, regular and established communication channels with University leadership. To rectify this and promote inclusive leadership; we propose that at bi-annual University-wide events, leaders gather to share with their community their progress, successes, failures and future plans. More specifically, leaders should share demographic realities in their respective departments, a summary of the comments they have received about their inclusive practices (or lack of them) through established communication channels, the results of implemented and ongoing action plans, and new ones to be implemented. The outcome of these events should be published in a bi-annual report, where any future action plans written are specific, measurable, achievable, relevant and time-bound (SMART). This initiative is already practiced at other elite universities, such as Harvard University. Additionally, this initiative allows two further opportunities in the academic year to propel an image of "One St-Andrews", unifying University leaders, students, staff and faculty members across all University areas, and provides a platform for every University member to be both seen and heard. The University does publish regular Equality Mainstreaming Reports that contain information about actions that have been undertaken and future actions plans (https://www.st-andrews.ac.uk/hr/edi/equalityschemeandpolicies/reports/). However, the University could provide this information in a more accessible format (e.g. a summary report') and engage more directly with student representatives and the general student body.

We were also made aware of the Principal's forum which is an internally facing meeting with staff and students. However, we would like to see similar communication between the Administration and the Student Body, focused specifically on EDI with specific discussions on race equality.

We want a University-wide, unified event, that is appropriately supported by proactive advertising on a University-wide platform, where leaders signify its importance and potential. We want this to be a highlight of the year, and a key opportunity for leaders to listen to their community and collaborate on making proactive change, without waiting for a crisis or a movement, or a trend.

At the heart of any change, is dialogue, and we want this event to not only embrace that, but capitalize on top-down leadership by having University leaders set a tone of encouraging productive dialogue at the University. Following from this, we want the event to use a 2-way communication system, where both leaders and community members can listen to each other and communicate their ideas/recommendations/experiences. We suggest to have the event take place twice a year, to allow leaders to listen to their community and work on creating new strategies through dialogue (in the first event of the year), and following this, leaders would write up and publish a report that summarised the event and created practical action plans that are time-bound and specific. By the second event of the year, leaders will have had time to work on implementing the action plans, in collaboration with the community, and the community could use their experiences to relay back to leaders what they thought the successes/areas of improvement are for each action plan. New ideas and improvements could then be collaboratively created and implemented in time for the next event, and a report summarising what was brought up, with new and improved action plans, can be published. This would create a sustainable feedback cycle, that would ensure continuous self-improvement and long-term results.

Crucially, the event would ensure transparency and accountability, and would work to overcome the lack of communication between leaders and their community members, which is apparent. It ensures that we all, leaders and community members alike, work not for our own self-interests, but for a cause greater than ourselves, thereby nurturing trust and proactivity – two qualities characteristic of any strong community. We want to use these events to work toward creating inclusive cultures, where we can openly discuss race, equity and diversity and where we value and respect reflection of current practices, and efforts to remove inequality.

It is also necessary to point out, that whilst it is imperative the University adheres to the requirements of the HE governance act, we want actions to be less reactive, or centred on legality, but more proactive and centred on a drive to self-improve. If the event we are proposing does not satisfy those legal requirements, that is no problem, but we do ask that the University finds time to also hold what we are proposing- it may not satisfy a legal problem, but it does work toward addressing structural social and academic problems. Finally, and most importantly, these initiatives only work if the necessary funding and resources are allocated to implement ideas and action plans. So often, useful feedback, emotional labour, personal experiences and exceptional ideas are commended but forgotten. Change cannot happen without action, which is why we want these events to also be a platform where leaders transparently announce how much funding and resources they are allocating toward **implementing** change. To provide an example of how this can be done, Drew Gilpin Faust, the 28th President of Harvard University, wrote a _letter_ to the Harvard community, stating very clearly how much money she was allocating to implement the ideas brought forward by their Task force on diversity and inclusion.

More BAME Role Models

BAME Staff in Senior Leadership

We believe that BAME students in St Andrews would greatly benefit from having a more diverse senior leadership team. These members serve as role models to students. By encouraging more BAME staff to take on senior leadership positions at the University, we believe this will in turn inspire BAME students to also pursue careers in Higher Education.

Increasing the number of BAME staff in senior leadership will also increase the diversity of thought and culture involved in major decision making. We recognise that it may be difficult to recruit more BAME senior members of staff with the right skills to be part of our University's senior leadership team. The University has recently begun in 2021, to develop a BAME mentorship scheme in collab with RRABG, which is one step in the right direction.

The recent election of Leyla Hussein as the first female Black rector of the University shows students not only identified with the ideas brought forth in her manifesto, but also believed in the value of having a BAME figure in a leadership position. The impact of having a BAME member in the University Court can also be very inspiring for many BAME students as they will not only have someone to look up to, but they will also have a powerful BAME figure holding the University to account in representing BAME student interests.

Alumni & Careers

Introduction

Members of the BAME community continue to face barriers to employment created by racial inequalities. While initial studies sought to attribute these differences to an 'attainment gap' between ethnicities, the evidence detailed in more recent reviews appear to contradict this. The '2016 Labour Force Survey' conducted by the Office for National Statistics (ONS) revealed that BAME individuals generally had educational outcomes on par with or even superior to that of their White counterparts. These findings were corroborated further by the Joseph Rowntree Foundation's (JRF) review into the barriers to entry and progression for minority groups in 2015, as well as by the more comprehensive government-commissioned McGregor-Smith Review in 2017. The fact remains that in spite of minority ethnic groups having higher levels of educational attainment than their White counterparts, as a whole, they fare much worse in securing opportunities for employment that match their skills and qualifications.

Therefore, as an institution the University must ensure that it devises strategies that helps to address these problems, primarily for St Andrews' BAME students and graduates. The aim of this section is to apply a 'St Andrews' lens to the current problems blighting minority groups across our international community. It places a particular focus on the active roles the University can play in improving the employment outcomes for its BAME students.

An effectively engaged alumni is one that offers bilateral benefits to the University and its students. In such a scenario, students are able to benefit directly, by gaining access to a large professional network, as well as indirectly, through scholarships and other initiatives funded by successful alum. Simultaneously, the University is able to benefit through the financial support of alumni. Given St Andrews' prestige and history, it is blessed with an extensive list of influential alumni of which it can leverage from. Although donations are typically protected by anonymity, the recent injection of $10m in the form of a donation from the parents of a former student is a reminder of the power shared by this pool of supporters.

In this case, the University decided that the 'donation would be used specifically to support St Andrews' new Scottish Oceans Institute and a PhD scholarship in Physics and Astronomy'. Such a statement indicates that the University may have a direct hand in deciding which projects to allocate the funding to (assuming that donations do not express a wish for how their donations should be

allocated). A quick look through the University's donations page shows reference to the University's COVID-19 appeal. However, there was nothing giving potential donors the option to contribute to racially inclusive initiatives within St Andrews in light of the recent injustices faced by the Black community. Similarly, the alums in our working group mention that while there were two emails dated on the 3rd and the 27th April asking for donations to the COVID-19 appeal, the only correspondence received referencing the civil unrest was an apology from the Vice-Chancellor dated on the 19th June.

In response, the University has made us aware that:

"Fund-raising is undertaken by the Principal and the Development Office on behalf of the University – that is how donations come in. Fund-raising is largely directed under the auspices of campaigns run by the University. From 2011 the University ran a campaign that concluded at the end of 2018 and so donations that came in during that period and which are referenced on the website have mostly come in under that campaign. £27m of the £100m raised was for student scholarships and will directly have benefitted the BAME student community. The University has not yet formally launched its next campaign but I can give a commitment that support for BAME students and staff will be prominent in it. Fund-raising for the Covid-19 appeal specific campaign has benefitted the entire university, particularly students."

Despite these suggested benefits to BAME Students, there remain no specific or direct initiatives focused on elevating BAME Students and scholars, when looking at the projects the University has picked to advertise that supposedly 'support their strategic vision'. Contrary to the suggestion that part of the funds 'will have directly benefitted the BAME student community', there is no underlying proof or evidence to support this claim. Although seemingly minor, the lack of any mention of specific, fundable BAME-focused initiatives acts as an obstacle to potential investment and may create the impression that ethnic diversity is on the periphery of the University's strategic vision. The only project that seemingly references this is the donation project page dedicated to scholarships. However, this only refers to donations to the University's 'scholarship programme' rather than listing specific programmes that they support. A separate look through the scholarships available for both undergraduate and postgraduate students appear to stop at general economic hardship funds, and nothing specific to any of the ethnic groups within the BAME category.

To address these issues, and to ensure that all students are catered for, more needs to be done by the University to ensure that sufficient funds are redirected to initiatives that improve and prioritise the prospects of students in minority ethnic groups. One incoming student we spoke to specifically referred to the lack of BAME focused scholarships available as being a significant deterrent for others like him when applying.

Highlighting the Problem

Our analysis has shown a key issue going forward for BAME students is the lack of a substantial alumni network. As well as being less likely to find a graduate role than their white counterparts, the lack of a visible and formal BAME alumni network to lean on has worked to further compound these issues faced by current and prospective BAME students at the University. Whereas individuals from white backgrounds and segments in the Asian communities who may come from more upper-class

communities are well-represented in industry, many BAME students need further assistance in developing a substantial network.

Studies reflect the importance of this need and show that using contacts is a common and often highly successful method of gaining a good job, especially for young adults who can make use of their parents' networks. (Holzer 1988; Kadushin 2012; Patacchini and Zenou 2012; Zwysen and Longhi 2016). Interestingly, similar studies have shown that networks play a more significant role in determining employment outcomes than the quality of educational institution an individual had studied at.   As discussed, many individuals within ethnic minorities -and especially the black community- do not possess the social capital to enable them to rely on such a method for securing employment. Consequently, in the search for employment after formal education, this places many minority students at a disadvantage in comparison with their White peers.

Moreover, there is also evidence that suggests that there is discrimination happening in job application process at both interview and CV stages (McGregor Smith Review 2017). Through the work of the Name-Blind Application Working Group, we understand that the University is aware of the presence and effects of unconscious bias.

As has been raised in earlier sections of the report, one further qualification going forward - which is particularly important to raise in the context of St Andrews' student demographics - is the myth of BAME 'homogeneity'. Although the most recent (2017-2021) Equality Mainstreaming Report suggests that the percentage of BAME students has risen from 8.7% to 10.1% over the course of three years, it is imperative that the administration recognizes that BME cannot be perceived to be a homogenous entity. In this case, the increase in the percentage of BAME students can be attributed to St Andrews' increased outreach presence in (East) Asian countries. China is now a hotbed for St Andrews recruitment, at the same time in which the numbers of Black applicants have remained stagnant or reported slight increases. Such situations highlight the issue with attributing increased diversity to increased BME figures is fallacious since it negates to take into account any skew in the data caused by one particular group faring significantly better than the others.

The discrepancies in experiences amongst constituent ethnic groups within the BAME 'identity' manifests in various ways, and this particular call to action highlights the differences in post-graduation employment trends. While the general trend still show that British ethnic minority graduates are between 5% and 15% less likely to be employed than their White British peers six months after graduation, the U.K government's Destinations and earnings of graduates after higher education (published December 18, 2020) data on employment outcomes in Table (1) indicates that there are significant differences in professional employment rates amongst ethnic groups in the UK; with Black African, Black Other, Pakistani, and Arab qualifiers having the lowest rate of professional employment 1 year after graduation. Alarmingly, this trend does not appear to converge but rather persists in the medium term as we see in Table (2). At 3 years post-graduation, it is Black Caribbean and Black Other qualifiers who have the lowest rates of professional employment, at 60% and 54.2%, respectively.

Table (1)		
Ethnicity	Sustained Employment 1 Year After Graduation (%)	Employment Gap (Between White and Minority Groups) (%)
White	65.1	--
Mixed Other	57.8	-7.3
Indian	63.8	-1.3
Pakistani	57.1	-8
Bangladeshi	62.9	-2.2
Asian Other	59.6	-5.5
Black African	56.8	-8.3
Black Caribbean	65.3	+0.2
Black Other	56.1	-9.0
Arab	45.2	-19.2
Other	54.3	-10.8

Data Obtained from: Destinations and earnings of graduates after higher education (published December 18, 2020)

*Individuals categorised as Chinese had employment gap of –10.5%, although their data also possesses the highest % of people whose destinations were unknown. Due to reliability issues, Chinese was omitted.

	Sustained Employment 3 Year After Graduation (%)	Employment Gap (Between White and Minority Groups) (%)
White	72.4	--
Mixed Other	73	0.6
Indian	67.2	-5.2
Pakistani	74.6	2.2
Bangladeshi	62.9	-9.5
Chinese	64.6	-7.8
Asian Other	62.5	-9.9
Black African	69.4	-3
Black Caribbean	60	-12.4
Black Other	54.2	-18.2
Arab	62.8	-9.6
Other	67.8	-4.6

Data Obtained from: Destinations and earnings of graduates after higher education (published December 18, 2020)

(**https://www.ethnicity-facts-figures.service.gov.uk/education-skills-and-training/after-education/destinations-and-earnings-of-graduates-after-higher-education/latest#graduate-destinations-by-ethnicity**)

These findings are also supplemented by that of the ones found by The Resolution Foundation. Their study into employment outcomes amongst minorities in the UK revealed that Black African and Bangladeshi graduates are two-times as likely to work in low-paying occupation as Indian, White, and Chinese graduates. Such disparities in outcomes across the various socio-ethnic groups within the 'BAME' moniker further highlight the importance of adopting a nuanced approach when tackling issues specific to each socio-ethnic group.

Consequently, these difficulties have caused great stress and anxiety amongst students inside of these minority groups, many of whom are first-generation University students and lack the know-how and awareness to navigate the job market. In many corporate industries, such as financial and legal industries, the network effect plays a critical role in securing job opportunities. Although the rollout of the Saint Connect app can be seen as a conscious effort to codify the University's engagement with the alumni, its purpose is not clear as it readily interchanges between being a professional network to a social media platform. Having a well-defined BAME alumni group for members to opt-out of would address this issue.

Moreover, it is important to stress that the need to formalise this network is critical for professions that do not have an established presence amongst professional networks. While the more traditionally commercial industries have long been working on creating inclusivity networks on platforms like LinkedIn, or through consortiums, this culture is only starting to migrate into the STEM industries. It's no surprise that the large proportion of individuals signing up to such professional networks happen to be those already in or looking to get into commercial facing industries. For BAME students studying STEM subjects, more needs to be done to ensure students can better access these role models. The lack of such transparent structures in the sciences make it ever so important for the University to take an active role in this. A formal and active BAME Alumni network should ensure that the mentorship benefits are not limited to black finance hopefuls engaging with black and Asian finance professionals but rather inclusive of Black medical students who would be able to receive advice off of other Black and Asian medical professionals

Call to Action

To combat the inequalities highlighted in this section, we propose the following;

- **The University should actively seek to direct their donations to projects catered toward uplifting ethnic minority groups.**
- **Improve employability for Men and Women by formalizing a BAME Alumni Network. In order to achieve this;**
  - *the University Careers Centre should create and maintain a database of BAME alumni to address the lack of representation and improve visibility*. For this database to be effective, it is paramount that it could be broken down by ethnicity and gender.
  - *Rebuild relationships with previously disenfranchised BAME alumni.* The level of engagement and the success of this network would in part be contingent on the University following the recommendations highlighted in the University Leadership section of this report. Fostering open communication channels between the University and BAME alumni will benefit both the University and its students.

Study/Work Abroad

BAME Students' Experiences with Study and Work Abroad and Proposed Action

The following are first-person accounts of the experiences of BAME students who participated in the University's study and work abroad programmes.

Experience 1

The defining aspect of my experience with Study Abroad was the lack of support, care, and communication. As a Black person going to Russia, I had valid fears and concerns. My skin colour is very likely to be the first thing that people will notice about me, especially in a country with a population of homogenous skin tone. This brings unwanted attention and the real possibility of racism. I voiced these concerns about my safety to the Russian study abroad coordinator at the time and she did not sympathise. She did not say or do anything to help. I was made to feel as if my worries were unwarranted, unnecessary, and exaggerated. A particular moment that thoroughly astonished me was when I asked about accommodation options. According to the RLUS programme students studying abroad would be provided host families to stay with. I asked the coordinator if it was possible to choose who we live with and if the host could be informed in advance that I am Black so that I would not be assigned to a racist family and so that there would not be any surprises and hostility when I arrive. Her response was "well if they don't like it [it being that I am Black], then tough, tough for them". This remark was shocking and completely unacceptable. It did not provide me any comfort and did not offer a solution for my worries. What she failed to realise was that it would be tough for **me** to live with racists who resented my presence in their home. It would be me who was at risk of harm. My safety, mental and physical wellbeing was not considered. Simply put, I was told that I would just have to deal with whatever happened. Thus, the official Russian study abroad coordinator was seemingly indifferent to my concerns and was unhelpful; I felt that I had no one else to turn to as even the appointed person to help in this situation was unsympathetic and unsupportive. It is here that the need for compulsory training in racial sensitivity, discrimination, and the diversity in the experience of BAME students is especially evident.

Once I did arrive in Russia, it turned out that the lady I had been assigned to was indeed racist. On several occasions she compared me to her black cat and lamented being "the only white thing in the house"; she enforced a power dynamic which meant that I had to inform her each time that I

wanted to shower because she controlled the hot water, yet the water only retained warmth for around two minutes; she made me show her each item of clothing that I wanted to wash one by one before she allowed me to do my laundry; and most distressingly she invited a friend over to her house who proudly announced that she had come to see "her friend's black girl". Given the very real history of Black people being exhibited in human zoos I felt as if I had become an attraction to be stared at and inspected. These are just some of the many examples of racism I experienced during my semester in Russia, and just an abridged version of my time with that particular host.

The University was not aware of what was going on because the coordinator of the institute I was studying at in Russia was in charge of our accommodation and we were instructed to direct any queries to her. Furthermore, I did not feel comfortable contacting the study abroad coordinator in St Andrews because of my previous experience with her. I was then tasked with arranging new accommodation. The coordinator in Russia helped me find new hosts, but despite my concerns and my wish to leave where I was staying as soon as possible I was all but ordered to stay until the end of the month because I had already paid my rent and the old lady did not want to refund my money.

When I was harassed in the streets, when I was shouted at and jeered at, when people asked to touch my hair, when someone physically obstructed my path and cornered me, when people would take pictures of me and record me without my consent, when two men nearly sexually assaulted me, I had no one to turn to. I just had to deal with it alone. The coordinator in Russia did not always understand my concerns and worries. During a conversation, in which she proceeded to use the word several times to demonstrate her point, she told me that the n word is not considered derogatory in Russia so I should not be offended if I am called that. I realised that even the one person I could have possibly turned to would not be helpful when it comes to such matters. I experienced too many things to relay them all to the other students on the study abroad programme with me, and what I did reveal they could not fully empathise with. I felt alone.

Even in the Netherlands, where I spent my first semester abroad, I experienced racism and did not know who to speak about this with. I felt as if I could not approach anyone about it. The University and the department did not speak about this topic during any of the study abroad presentations, so I did not know who to turn to – I knew who to go to for academic matters, but not discrimination.

Possible Solutions

In light of experiences such as mine I propose the creation of the role of 'BAME Study Abroad Advisor'. This advisor should be appointed for each school, and for each subdivision within schools where necessary. For instance, rather than appointing one BAME Study Abroad Advisor for the whole of the School Modern Languages, there should be one such person available for each of the languages taught within that school. This is because the different languages have different study abroad formalities and use different companies. As an example, the Russian department study abroad programme is arranged through RLUS, an independent company that specialises in arranging courses in Russia only. This is not the same as in the French department, for example. In cases where several departments use similar companies and courses a single Advisor could perhaps take on the joint role within these department.

It is important that the person holding this role has an in-depth, non-problematic understanding of the issues, fears, and worries BAME studies have in relation to studying, living, and working abroad. Therefore, it would be ideal if the Advisor were also to be BAME. The role of the Advisor includes, but is not limited to:

► Answering questions and queries students may have about embarking on a study abroad programme as a BAME person. These questions could be about the level of racism in a particular country, everyday life, the laws, how hard it may be to access certain things that are specific to BAME people, etc.

► Providing advice to students about study abroad options. Options such as choice of country to study in, choice of city, length of course, accommodation options, etc. Racism may be more prevalent in certain parts of a country and so the Advisor should maintain awareness of this so that the most recent and relevant advice is given to students.

► Acting as a contact who BAME students can speak to during their study abroad programme. Students may require additional support once in their respective locations and the Advisor should be on hand to help.

The role of the Advisor is thus of paramount importance for supporting the mental and physical wellbeing of students. I am certain that had such a person been appointed my study abroad experience would have been better. My non-BAME peers could not wholly understand what I was experiencing, and it would have helped to have a trustworthy contact to speak to, one who is still affiliated with and employed by the University.

Another possible solution is that Study Abroad presentations must include sections about what it is like for BAME students studying abroad. These presentations should include slides about racism and discrimination and provide sources of contact for BAME students to speak to. These study abroad presentations do a disservice to the student body by ignoring the BAME population. Information should be included in slides and there should be someone capable of answering questions related to racism.

Moreover, the concerns of BAME students in regard to study abroad should be taken seriously by members of the department. Students' concerns should not be diminished and they should not be gaslit. All staff must receive mandatory training to be aware of the issues BAME students face and be trained in ways to effectively communicate with students and support them. Student Services is included in this because they must be aware of the specific and different types of discrimination and microaggressions BAME students face, so that they can offer useful and relevant help, rather than generic advice that may not be applicable to BAME students.

Most importantly, the catchall term BAME does not highlight the specific issue of anti-black racism. The training received by staff should be not aimed towards a generic non-white BAME mass; it should elucidate the different experiences of different ethnic groups. For instance, though there are some similarities in the types of racism Asian students and Black students may face, there are specific and dissimilar discriminatory acts, stereotypes, and microaggressions aimed at each group. It is imperative that the Advisor is knowledgeable of this.

Aside from that, to help tackle the biases and institutional racism of the University, BAME members of staff should be hired across the University, not just in designated positions such as 'Head of

Diversity and Inclusion', or even in this proposed Advisor role. The aim is not to separate BAME staff members into special token roles; the aim is for the University to hire more ETHNICALLY diverse staff across the board so that issues of racism can be spoken about in everyday University life without relegating such issues and consigning them to a singular position, or a lesson, or presentation.

Experience 2

Another St Andrews student, of mixed Black and White ethnicity and Islamic faith, was undertaking a work abroad placement in Italy in 2016-2017 and also staying with a host family. However, she felt very uncomfortable with her host family because they expressed views that were racist and Islamophobic, and she ended up having to move out. She refers to it as a very stressful moment of her life, that she had to deal with by herself and with only the support of her mom, who was doing her best to help her from abroad. The University was not even aware of all she was dealing with because she wasn't sure who to reach out to. She had reached out to the study abroad coordinator of her school, with no response, because he had left his position at the University at the beginning of the academic year, of which she was never informed. It is only when she took it to Facebook to contact him that she succeeded, and he informed her that he no longer worked for the University.

She did also contact the Global Office, however they were unsure how to assist her as their knowledge on work abroad and homestays was limited, especially in the specific country contexts.

Overall, she felt there was no support. And even when, half-way through the year, the School of Italian got another coordinator, there wasn't much contact. She emphasizes the need for a clearer support system for students abroad, especially on work abroad. Because from what she has gathered with the experience of her peers, study abroad students do seem to have some support, but work abroad students feel a bit left by themselves.

As a study abroad student myself this past year, I can say that, at least for the Erasmus program, we were clearly told where we could seek help and who to contact. Being in a major city, and not doing homestay, I did not face major discrimination and I was able to get help with all the minor or administrative issues I raised with the global office. However, that is only one experience, and we suggest a survey to be sent out to BAME students who undertook any program abroad (study or work) so as to gather as much feedback as possible and be able to devise a plan as to which areas need improvements and how to go about it.

This would enable us to draw more complete conclusions. But from the experiences we have gathered so far, we can already say there does seem to be a problem with work abroad and homestays for BAME people who go abroad. The lack of support and communication weighed heavily on the students and made what should have been a wonderful year abroad, a rather stressful experience.

Extend Study Abroad Opportunities to more non-western countries

Extending the number of study abroad partner universities could be an effective way to increase the diversity and number of BAME students in St Andrews while providing St Andrews students with the opportunity to discover new countries and cultures.

Currently the _University mainly partners with Western Universities_, with a few partnerships in Asia (China, Hong Kong, Singapore, Japan), a few in Oceania (Australia and New Zealand), but only two in the Middle East (Jordan and Qatar), one in Africa (Morocco), and one in Latin America (Uruguay).

Extending partnerships with high-standing universities or private professional schools that meet St Andrews quality standards in Asia and the Middle East, but particularly in Africa and Latin America, would be extremely beneficial. These institutions do exist, and the only issue perhaps would be in terms of grade conversions, but we believe agreements could be reached and some of these countries could be made partners for work abroad if not study abroad. A special team would need to be created in order to look further into potential partners. However, there are a great number of universities and private schools in Kenya, South Africa, Ghana, Senegal, Brazil, Peru, and many other countries that could be a great fit. Other European universities such as Bocconi Universita (Italy) or Université Catholique de Louvain (Belgium) already partner with such universities, proving that it is possible.

The Université Catholique de Louvain has a total of 555 different partnerships around the world, of which 12 are in Africa in a total of _8 different countries_. In Latin America they have up to _45 different partnerships_ and _79 in Asia_ (including the Middle East).

Bocconi University has "_developed long lasting partnerships with around 280 prestigious universities and institutions at the undergraduate level in 54 countries._"

They state: "Participating in our Exchange Program is an extraordinary chance for students to grow and improve both their academic and personal skills in a multicultural environment:

1. over 1,900 slots, 1,100 slots at the undergraduate level
2. around 50% of BSc students spend a semester or an academic year abroad"

Below is a visual representation of their network:

From personal experience at Bocconi, the University's shocking lack of diversity, especially in terms of Black students, was partially compensated for by their extensive study abroad partnerships. My experience was definitely enriched as a result, as meeting and studying with students on exchange from Thailand, Brazil, Peru, Kenya, and many more made for a wonderful multicultural learning experience and provided insights into so many different backgrounds.

Thus, this would benefit both St Andrews at large and St Andrews students who go abroad to these new environments. From a recent conversation with the Study Abroad office, they mentioned that actually not many St Andrews students wanted to go abroad, because for many (about 40% of St Andrews population), St Andrews is already an "abroad" experience. But when most of St Andrews' international population is American (based on 2015/2016 figures, about 43% of the Non-UK population is domiciled in the USA) and almost half of the non school-specific programs are in the U.S (8 out of the 17 opportunities listed on the _Study Abroad website_), it is understandable that they would not see the point of going on a study abroad (back to their home country). However, perhaps increasing the variety of destinations would change this.

We have been made aware that the Study Abroad programme, Global Office and Student Services are working with AVP Diversity and Head of EDI to improve support for staff and students travelling abroad, including specifically BAME staff and students. For instance, they are working on ways to ensure that information about each country's equalities profile is available for students when deciding on a study abroad destination. New protocols are also being developed, or improved where they already exist, so that students are able to disclose aspects of their background e.g. religion, sexual orientation and ethnicity, that may influence the choice of host family.

This is a good start, but it should also be considered that the financial costs of studying abroad represent a significant barrier for many students, and apart from the Erasmus program which provides a small monthly allowance, there are very few financial aid and sponsorships programs available. Hence, it is perhaps worthwhile to consider the Study Abroad program and its extension a

primary area of focus and investment, on top of increasing outreach and recruitment in the drive towards increasing diversity at St Andrews. There are also other steps we believe should be taken, as outlined below.

Steps to take following the report:

► Send out a survey to BAME students who undertook a placement abroad to gather their experience and areas where St Andrews needs to improve in terms of supporting them

► Set up a team tasked to actively seek other University partnerships outside of the western world. Can ask for student suggestions on universities or institutions that could be a match.

► Investigate the potential of expanding the Study Abroad program and re-evaluate accordingly its budget allocation for potential staff increase and outreach efforts

► Create a racial sensitivity and discrimination training programme for all staff

► Appoint a BAME Study Abroad Advisor

► Ensure that study abroad presentations discuss racism and that during these it is made clear who students can contact to discuss issues of racism and what resources are available.

Access & Outreach

Improving Access and Outreach efforts at the University is one of the most important steps that needs to be taken to tackle the lack of diversity and representation at St Andrews. Having more BAME Students at the University will not only improve the experience of current students, but also help in tackling issues linked to discrimination and racism. The following are three major means by which this can be achieved, supplemented by smaller changes and improvements to existing efforts. These are:

► BAME Open Day
► Targeted Outreach
► BAME Student Led Outreach Programmes (e.g.) St Andrews BAME Access Conference

Statistics

Through our research, we have discovered that the Department of Education is looking to place a cap on the number of English students able to study in Scotland, Wales and Northern Ireland. This is a great concern to us as it could potentially affect the number of BAME students who are able to attend University. We would like information on how the University will tackle this as a large number of black students who are studying at St Andrews are from England.

Application statistics from UCAS shows that in comparison to other ethnic groups, black students are less likely to apply to St Andrews. The graph below also highlights a significant difference in the offer rate between black applicants and other ethnic groups. This confirms that even when black students *do* apply to study at St Andrews, they are still less likely to receive an offer over students from other ethnic groups.
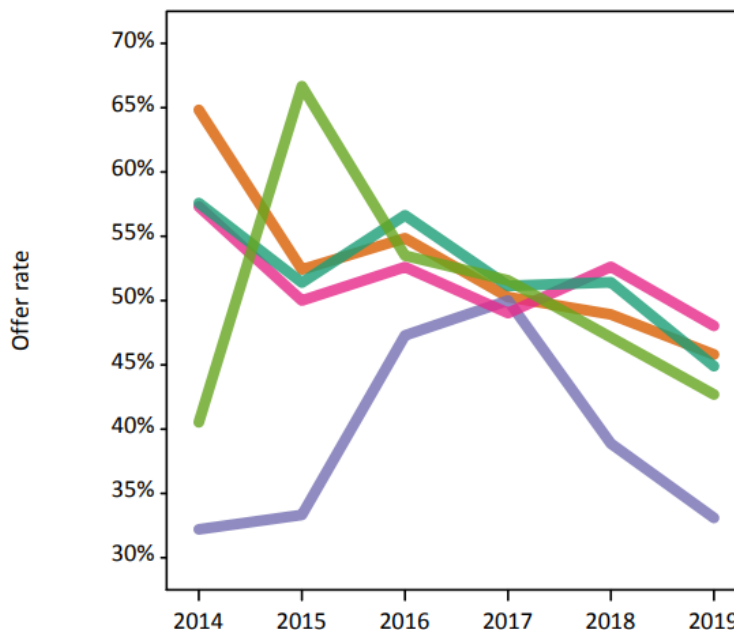
Open-Days/ BAME Offer Holder Days:

Having the chance to visit St Andrews and see what the town and University has to offer, first hand, is something that a lot of potential students can benefit from. Through our discussions and from personal experiences, we have found that it can be very expensive and distant to visit St Andrews for one open day. In many cases, it can take multiple train journeys, making it difficult to get here, and accommodation can be costly, which can be discouraging to those wanting to see if St Andrews is the right place for them to apply to.

We would want BAME students from low-income backgrounds to be able to receive funding and free accommodation when they travel to attend open days. We recognise that there is funding is currently provided to subsidise travel for offer holder days, however this does not address the students who have not yet considered if they even want to apply to St Andrews. We believe that if more BAME students have the opportunity to visit the town it can motivate them to apply to the University.

We feel that prospective BAME students should be able to speak to current BAME students more readily and they can address any specific questions/concerns that they may have, that non-BAME students may not have the experience to answer. It can be easier for BAME people to identify with and relate to fellow BAME people and it can be overwhelming when potential students are unable to see anybody that resembles them when they visit the University. This would require more involvement from current BAME students on visiting and open days, where they are able to act as

ambassadors. It would be our aim that students coming to the University would be greeted by a BAME volunteer.

Through our research, we found that there have been no BAME members of the University Senior Ambassador Team for 5 years. We would like to improve this in the coming year as we realise they are key for improving diversity at the University. A BAME Senior Ambassador would provide a voice for and guidance for prospective and current BAME students. After discussion with senior staff at the University, we are pleased that they are beginning to work with the Student Ambassador Programme to ensure that more BAME students are recruited as well as increasing the BAME student presence at Open Days. We look forward to seeing the benefits of this in the coming years.

Whilst we understand that BAME representation is currently a problem, we would also like to highlight that the Black experience differs from the experiences of other ethnic minority groups. Therefore, we would like to increase not just BAME representation in general across the University but also particularly focusing on Black student/staff representation. One way this can be done is by holding a separate offer holder day for Black applicants.

Targeted Outreach Programmes:

One of the reasons we found that there is a lack of BAME applicants to St Andrews, can be attributed to the fact that it is not as well known by many secondary school students. Through our research and discussions, we have found that the University targets particular specific areas within the UK for its outreach programs. In particular, we found that private and boarding schools were targeted as well as international schools such as in North America, while we found that there was a lack of funds being applied to outreach within the UK and Scotland. These resources are therefore also not reaching BAME areas as efficiently. We would like to see this diversify so that similar programs that are used to recruit students internationally are implemented in the UK and in particular, in BAME areas.

We understand that the University of St Andrews has several schemes that are used to provide outreach to low-income areas and local areas such as *Lift Off,* which works with secondary schools in Fife and the LEAPS programme, which targets students living in Scotland. However, we would like to see a similar program implemented in economically deprived areas within England as well as targeted towards BAME students.

As a BAME community, we have identified ways in which we would like to personally improve outreach and access. We recognise that as students we can have a significant impact on improving the outreach by utilising social media, virtual mediums as well as our own networks personal networks.

Social Media

We as BAME students would like to increase our visibility. We can do this by utilising social media and documenting our student experiences. We would like to connect with other BAME societies and the ACS and create a YouTube channel, focusing on the experiences of students, day in the life and BAME society events.

Since the initial writing of this reports, these efforts have been undertaken by the BAME Students' Network committee, however more support would be appreciated from the University on the technical side of things once it is feasible, keeping the global pandemic in mind. We appreciate that the respective concerned individuals from the administration have been receptive to these ideas, and have also taking advice from us on representation of BAME students on virtual platforms in University advertising.

Student-Led School Outreach Programme:

The statistics produced for the name blind application working group details that there are only 69 Black undergraduate students currently at the University which is 0.9% of the total population. The following academic schools do not have a single Black student, Classics, Earth & Environmental Sciences, Film Studies, Physics & Astronomy. Currently, BAME students make up 17.9% of the total undergraduate student population. This has undoubtedly affected the BAME student experience at St Andrews. It is important to note that only 37.3% of all BAME students are from the UK. The proportion of BAME students in the postgraduate teaching and research populations are higher at 35.4% and 24.6% respectively.

The following statistics represent UK Domicile prospective students only:

		Applications		
Ethnicity		2017/8	2018/9	2019/0
BAME	Asian	548	731	831
	Black	137	190	204
	Other (including mixed)	513	643	700
BAME Total		1198	1564	1735
White		7524	8422	8567
Not known		810	655	621
Grand Total		9532	10641	10923

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UG Applications, Offers, Acceptances, and Entrants by Ethnicity (UK Domiciled only, FTE)

For the 2019/20 academic year, a total of 204 Black prospective students applied to the University which went up from 137 in 2017/18. This meant that only 1.9% of applicants were Black in 2019/20 and 1.4% in 2017/18. This trend is echoed across Asian prospective students and other minority ethnic groups including mixed race. In 2019/20, a total of 1735 BAME prospective students applied to the University which represented 15.9% of all applicants. A clear conclusion that can be drawn from this data is that there simply are not enough BAME, particularly Black prospective students applying to the University. This is the main bottleneck to increasing the diversity of the student population.

Therefore, we would like to advocate for the student-led outreach programme that was devised by Zoe Nengite and Alice Olomola. This project would increase the ethnic diversity of applicants applying to the University by giving current students the opportunity to visit their secondary school and share their passion for the University. Students will be encouraged to share their experiences and motivate students from a similar background to apply to the University. This will increase the number of relationships the University has with schools and will be more powerful than recruitment staff with no relation to the school. The outreach project has the potential to exponentially increase the ethnic diversity of applicants. It will lead to stronger relationships with schools in more ethnic diverse areas such as London or Manchester. It is a long-term project which will have a huge benefit on students for years to come. It will empower students to be not just Ambassadors of the University but also their school. This will lead to students having a better overall relationship with their school. We are pleased that the University supports this scheme and look forward to implementing it over the coming academic year.

ST ANDREWS ACCESS CONFERENCE

During our discussions as a BAME community, we spoke with a former President of the Cambridge African-Caribbean Society. We found out that they had created an Annual Access Conference led by students at the University that focuses on demystifying the application process and delivering workshops, speeches and Q&A's for Year 12 students. Their programme is free to be attended by 140 students and is held annually in London in August.

We would like the University to support us in creating a similar programme in St Andrews for prospective BAME students. The St Andrews Access Conference would be an annual event with panel discussions, speeches, Q&A's and workshops as well as subject masterclasses led by student volunteers. It would be a one-day event. The purpose of this event would be to provide support to students regarding the application process as well as the opportunity to gain an accurate portrayal of the BAME student experience, which is particularly important due to the negative press the University currently has regarding this. Our aim with the conference is to form a community with the Year 12 students and positively change their perception of what it is like to study at St Andrews as well as give them support in creating competitive applications.

This programme would be available for BAME students in Year 12 that are interested in applying to St Andrews but want more information or those that may not have considered St Andrews but are likely to meet the application requirements. We would like it to be a free event for the students in order for this to be accessible to as many of them as possible and would be interested in providing financial support for transport/accommodation for students from a lower financial background. Since the majority of BAME people live in England and due to its excellent transport links, we would be interested in hosting the conference in London. For students that are unable to attend, we would like to record the conference and make it available online.   However, the location can be adjusted depending on where we receive the most interest from, especially as we recognise that London can create issues with accessibility for Scottish students.

The conference would be held in August/ September before prospective students complete their UCAS applications. To fund the event, we would appreciate the support of the University as well as external sponsorship.

In 2020 the first edition of the conference was held virtually in early October. Emails were sent to various secondary schools prior to the event to encourage BAME students to sign up to attend the conference. They had to fill out a form which included questions about their ethnicity, year level, and prospective subjects. We had about 100 students sign up, mainly from London and parts of England, but also a few from Scotland. We sent out emails to them with information packages and a schedule for the conference a few days before it occurred. However, we had a rather low turnout as only about a total of 20 students attended the conference. This was a shame as many current BAME students at St Andrews had worked very hard and diligently to plan the conference, delivering high quality sessions with useful information.

Nonetheless, we received positive feedback from the prospective students who were in attendance. As an overview of the conference, we held a session given by a representative of the Admissions Office in the morning and then held various sessions in the afternoon, from 1PM to 6PM. These sessions included:

► Living in St Andrews: Traditions and culture, social life, societies, and accommodation
► Admissions: Application process, and available bursaries/scholarships
► Freshers: We invited four freshers to talk about their experience in St Andrews so far, how it was settling in, why they chose St Andrews and to share any tips they might have
► Alumni: We held a panel discussion with a few BAME alumni who shared insights as to how their experience and degree in St Andrews has been useful for them thus far, what they

enjoyed most/least about St Andrews, and their advice as to how to make the most of one's time at the University

► Subject Specific Breakout rooms: we had planned various breakout rooms by subject, depending on which subjects prospective students had registered interest in. We had numerous current BAME students who volunteered to take part in the breakout rooms discussion, however due to technical difficulties with Teams, not every subject was able to hold discussions in their breakout rooms.

► Q&A session: this was planned at the end, but happened to naturally occur throughout the conference, and it was great to see some engagement from prospective students.

Despite the low turnout and the technical difficulties at the end, there was an overall positive takeaway from the conference. As the first one of its kind, there are also numerous lessons to be learned from it.

First, in the future, we need to make the application process harder and more rigorous, to ensure that places are only given to those most serious about applying. Next, such a conference would be more valuable in person (if possible) as many students are rather shy online, not wanting to turn their cameras on hence making it difficult to get the level of engaging discussion that we would be able to if it were in person. Furthermore, technical difficulties would be avoided in this way, although if subsequent conferences need to be held online, it would be best to use another platform than Teams and collaborate with the University Admissions Team specifically for technical assistance and advice.

Conclusion

This report is the result of numerous discussions held among BAME students at the University of St Andrews, along with inputs and in consultation with University staff.

It is thanks to the time and effort of many, but above all to the dedication and commitment we all collectively share of making St Andrews a more diverse and inclusive space.

Whilst we are proud of this report, this is only the first step out of many more to come; steps that need to be taken collectively by all of us, not just BAME Students/Staff but the entire St Andrews Community. We hope to see concrete actions taken and tangible change to ensue as a result. Through this we wish to foster and see greater communication and cooperation between students and staff at the University to ensure greater accountability and more efficiency overall.

We are pleased to share that some steps in this direction have already been taken since the first draft of this report. Those changes and improvements, whilst invaluable, are only the beginning and there is still much work to be done. We hope this report will act as a basis for highlighting present issues and concerns, but also tracking progress made to address them, and holding various actors accountable in the process.

For this reason, whilst the original document which was written by students at a particular time and in a specific context will be available in its current form, a 'living' draft of the report will also be created with support from the University in the form of an accessible Webpage. Each section will be updated semesterly, by both the University Administration and Student Representatives to track progress and realign aims and goals where necessary to ensure that the vision presented in this document is made a reality.

Acknowledgements