Deliverable: Demographic Data for the University of St Andrews

This is what was found by the CREEM URGE pod at the University of St Andrews on demographic data (public and internal facing) as well as stated goals for representation, and/or proposals to collect and report demographic data.

The link(s) to demographic data at our organization are here:

  - This includes statistics for “Population by ethnicity”, “Attainment by ethnicity”, “Retention by ethnicity”, and “Ethnicity actions”. The results are broken down between white and BAME (Black, Asian or Minority Ethnic; i.e., non-white) students, but there is no further breakdown (e.g., between Black and Asian students).
  - Under “Ethnicity actions”, the report states that “Within this strand, a priority is achieving greater ethnic diversity and seeking to identify where there may be progress, retention and experience gaps for BAME students with the view to taking meaningful actions to address identified gaps.”
  - Actions/initiatives include 1. a race equality working group (to work towards the Advance HE Race Equality Charter), 2. equality, diversity, and inclusion staff appointments (AVP Diversity, research fellow, project manager, EDI project officer, two EDI area leads, plus existing head of EDI, two equality and diversity awards advisers and an EDI assistant = 10 members of staff), 3. Inclusive curriculum audit, and 4. Consultation exercises (staff and student surveys)

- **Staff EDI report 2019**: [https://www.st-andrews.ac.uk/about/edi-progress-reports/staff-equality-diversity-and-inclusion-report-2019/](https://www.st-andrews.ac.uk/about/edi-progress-reports/staff-equality-diversity-and-inclusion-report-2019/)
  - This includes statistics for “Population by ethnicity”, “Promotion gap by ethnicity”, and “Ethnicity actions”. Like for students, there is no breakdown of BAME statistics.
  - Under “Ethnicity actions”, the report lists 1. Supporting three staff members to participate in the Advance HE Diversifying Leadership (BAME) programme, 2. Staff BAME Network, 3. Scottish Race Equality Network (a forum for sharing

  - The results consist of the gaps between BAME and white staff in terms of mean and median pay. This document includes “Actions to address the mean ethnicity pay gap”. No detailed statistics are given, with the following justification: “The University has analysed the ethnicity pay gap by contract types and grade to provide a more granular overview of the data. However, as this analysis contains groups with headcounts of less than five, the data is unsuitable for publishing.”

- **Universities and Colleges Admissions Services (UCAS) report for sex, area background and ethnic group (2014-2019)**: [https://www.st-andrews.ac.uk/about/governance/university-strategy/](https://www.st-andrews.ac.uk/about/governance/university-strategy/)
  - This includes yearly statistics about university applications and admissions, broken down by demographic groups. In particular, figures are given by ethnic groups (classified into White, Black, Asian, Mixed, and Other). The demographics groups are compared in terms of several measures, including number of applications, number of offers, and offer rates. The metrics are defined in the UCAS guide ([link](https://www.st-andrews.ac.uk/about/governance/university-strategy/)). To facilitate the comparison, the “average offer rate” is given. **Our URGE pod doesn’t understand what this is**, probably because none of us went to university in the UK.

**How does your organization compare to others, or to the field as a whole?**

- In the 2019 student EDI report, there were 10.9% of students from the UK who identified as BAME, compared to 14% of the total UK population. The proportion of HE students identifying as BAME across the UK is 23.6%. The report points to the lower BAME representation in HE in Scotland (8.8%) as a contributing factor. 4% of the Scottish population identifies as BAME. The report also points out that of non-UK students, 32.5% identify as BAME. Info isn’t available about what countries these students are from, though US students are the largest international population.
  - **Summary**: BAME students represent a larger percentage of the student body than at other universities in Scotland and the general population of Scotland, but a smaller percentage than other universities in the UK and the general population of the UK.

- The 2019 staff EDI report shows graphs of the proportion of BAME staff at the University of St Andrews compared to those at all Scottish universities or at all UK universities. Amongst UK nationals, the proportion of BAME staff was 10.3% overall at UK universities, 4.1% at Scottish universities, and 2.7% at St Andrews. Similarly, St Andrews has fewer non-UK nationals who identify as BAME (19.1%) than Scottish (28.3%) and UK (30.7%) universities.
Public goals on demographics or increasing representation

- **General goals**
  - The University strategy for 2018-2023, described at [https://www.st-andrews.ac.uk/about/governance/university-strategy/](https://www.st-andrews.ac.uk/about/governance/university-strategy/), has a category for Diversity (including gender, ethnicity, disability...). In particular, point 6 of the Diversity sections states: “We acknowledge as an institution that a priority for us in the next phase must be greater racial and ethnic diversity. We will seek to address the experience of people from black and ethnic minority communities at all levels of the University, in order to make meaningful interventions in respect of recruitment, representation, and curriculum reform. As a global university, we will assume a more active position towards academics at risk and children of refugees.”
  - The EDI reports for students and staff (linked above) both have “Ethnicity actions” sections, which lists some of the actions that the university has taken or is planning to take to achieve greater ethnic diversity. These do not include measurable goals.

- **Measurable goals**
  - We were unable to find any SMART goals for increasing representation on University websites
  - We will follow up with the AVP Diversity to ask whether this information exists (e.g., if the race equality working group has produced any progress reports) and if so whether we can access that information.

- **Suggested additional goals**
  - Having SMART goals that are published on University websites, with annual reports on what progress has been made towards those goals

Policy or proposed policy for collecting demographic data at your organization

- We did not find a specific webpage describing how data are collected, reported, tracked, and used in decision making. Based on the data that we were able to find in the reports linked above, we have a few suggestions to make it easier for the public to access and understand demographic data from the university, including:
  - The EDI reports could include a finer breakdown by ethnic group, i.e., breaking down BAME statistics into more specific categories (e.g., similarly to UCAS report, “Black”, “Asian”, “Mixed”, and “Other”). This would facilitate the identification of underrepresented minorities within BAME.
  - Sharing more detailed information about the pay gap. In the report linked above, only the mean and median are provided for white and non-white staff. It would be more informative to provide standard deviations too, and/or histograms of pay by ethnic group.
In addition to the existing student EDI pages linked above, the university could include a yearly report about student applications and admissions, so that the proportion of BAME students can be understood in the context of the proportion of BAME applicants. A report of this type is for example provided by the University of Oxford: Admission statistics by ethnicity.

What did you learn about other organizations (or in general) while investigating demographic data?

- Since none of us grew up or attended University in the UK, we have been learning a lot about how, for example, undergraduate admissions work. We are hopeful that having a better understanding of how things work now will equip us to make good suggestions for policy changes.