The Political Institute
of Action Research

Analysing Cultural Integration at the University of St Andrews:

What are St Andrews' strengths and weaknesses in terms of cultural integration, and what lessons could be learned from St Andrews?

Authors:
Krisztian Kos
Mary Henderson
Annie Herington
Celina Chen
Charden Pouo Moutsouka
Lian Graeber

Editor:
Nina Harbison

The Political Institute of Action Research at the University of St Andrews
May 2024

TABLE OF CONTENTS

EXECUTIVE SUMMARY 3
Key Findings 3
Recommendations 3
1.0 INTRODUCTION 4
2.0 LITERATURE REVIEW 6
2.1 Defining Cultural Integration in Higher Education 6
2.2 Cultural Diversity 7
2.3 Cultural Identity 7
2.4 Role of the Institution 8
3.0 METHODOLOGY 10
3.1 Participants and Question Details 10
3.2 Ethical Considerations and Challenges 10
4.0 ANALYSIS 12
4.1 Perceptions of Cultural Diversity and Interactions 12
4.2 Comfort with Cultural Identity Expression and Integration 13
4.3 Experiences of Cultural Discrimination and Exclusion 13
4.4 Institutional Support and Resources for Cultural Integration 14
5.0 CONCLUSION AND FUTURE DIRECTIONS 16
6.0 BIBLIOGRAPHY 18
7.0 APPENDIX 19
7.1 Appendix A: Survey Questions 19
7.2 Appendix B: Some Survey Results 21

EXECUTIVE SUMMARY

This report presents a detailed analysis of cultural integration at the University of St Andrews based on survey results from the student community. The findings highlight four principal areas: perceptions of cultural diversity, comfort with cultural identity expression, experiences of cultural discrimination and exclusion, and the adequacy of institutional support and resources.

Key Findings

The survey data reveals that although St Andrews hosts a culturally diverse student population, many students perceive a lack of cultural integration. A noteworthy 55% of participants reported unfamiliarity with measures to facilitate such integration. Most students do not feel the university provides adequate support in this regard, which suggests a disconnect between the university's efforts and the students' needs.

Alarmingly, over half of the participants in the survey used for this study have experienced or observed cultural discrimination and exclusion, pointing to a critical concern affecting student welfare and academic success. The existing support systems, while present, are not considered comprehensive or accessible enough to effectively meet the diverse needs of the student body.

Recommendations

The University of St Andrews should undertake a more thorough assessment of current support structures, to enhance resources aimed at fostering cultural integration within both social and academic dimensions. It advocates for a pluralistic approach to integration—where diverse cultural identities are more deeply embedded within institutional frameworks—to ensure that St Andrews can strive to be an environment that is genuinely inclusive and equitable.

The report suggests that future research, including longitudinal studies and comparative analyses with other institutions, could offer additional insights for improving cultural integration. This report underscores the importance of continued review and refinement of university initiatives to support a respectful and diverse campus culture, ultimately preparing students for success in a global society.

1.0 INTRODUCTION

Cultural integration has become an increasingly prevalent topic in today's globalised world, particularly in light of the steady rise in popularity of study abroad programmes. This demonstrates an appreciation for the value of an international education, as well as an understanding of the personal and professional skills this brings to individuals. Studies have shown that students who have integrated with an array of cultures are more likely to achieve higher grades, develop valuable workforce skills, gain better job prospects, and become more globally aware (World Economic Forum, 2020).

This report provides an in-depth analysis of cultural integration as experienced by the students of St Andrews. The analysis is anchored on survey results that explore various dimensions of integration, including student perceptions, experiences of discrimination, and the effectiveness of institutional support structures.

The University of St Andrews, recognised for its international student body, prides itself on offering a rich tapestry of cultural diversity. The university has initiated certain policies to foster cultural integration, including 'One St Andrews', an initiative designed to celebrate and protect cultural diversity and representation. There are over thirty student societies that celebrate a wide array of cultures, while Equality, Diversity and Inclusion is a core tenet of the University Strategy. Considering the fact that over 45% of St Andrews' student and staff come from outside of the UK (Meischke, 2023), the reality of integrating a multicultural student population into a cohesive community warrants a close examination. It is crucial for the university to understand the complex nature of students' experiences with cultural integration to inform the development of more effective policies and practices. In this context, the survey conducted as part of this study draws attention to the lived realities of students from diverse backgrounds, gauging the extent to which they feel supported by the university's initiatives. This analysis delves into the survey findings, where a range of themes have been identified, shedding light on the strengths the university can build upon, as well as the challenges it needs to confront.

Through this report, we aim to provide a nuanced perspective that recognises the multitude of factors that contribute to the cultural integration process. We aspire to offer a comprehensive understanding of the current state of cultural integration at St Andrews, to serve as a catalyst for dialogue and change towards a more inclusive educational environment. The insights gathered herein are intended to guide the university's future

strategies, fostering a campus culture that not only endures but thrives on its cultural diversity.

In the following sections, we will present a comprehensive review of the literature on cultural integration in UK higher education. We will then present the methodology employed to conduct the survey, the key findings and themes that emerged, and propose a set of recommendations aimed at strengthening cultural integration at the University of St Andrews. We will conclude by suggesting avenues for future research that can augment our understanding and inform sustained progress in cultural integration initiatives.

2.0 LITERATURE REVIEW

As universities around the world experience growing levels of internationalisation, promoting successful cultural integration on campus has become a major focus. The University of St Andrews, known for its history of attracting students from around the globe, offers a compelling case study for investigating the challenges and advantages of cultural integration at a smaller institution level. A certain degree of research on cultural integration has been carried out by other UK university institutions. However, to the best of the authors' knowledge, little to no study has been undertaken at the University of St Andrews regarding this very topic. This paper aims to address this gap. This literature review investigates the current research on UK universities efforts towards cultural integration.

2.1 Defining Cultural Integration in Higher Education

'Culture' is a fluid and elusive category that manifests itself to varying degrees at both individual and societal levels (Matsumoto, 1996: 18), meaning definitions are notoriously difficult (Archer, 1985: 333). Cultural integration in the university context refers to the process by which both domestic and international students, from various cultural backgrounds converge, engage, acquire knowledge from each other's cultures, and form an inclusive campus community (Volet & Jones, 2012). For the purpose of this report, we theorise cultural integration as the nature and degree of the technical and ideological interdependence between international and domestic students that occurs over time.

Chen (2019) conducted a study on cultural integration of overseas students at the university of Liverpool and found that they were more likely to experience a 'cultural shock' on arrival. The study then advocates for a greater emphasis on a cultural synergy approach where teachers can also learn from the different cultural expectations of students, focusing on the interaction between student and teacher perspectives and their adaptations. Elsewhere, a report carried out at the University of Warwick by Spencer-Oatey, Dauber and Williams (2014) discussed various institutional initiatives to best promote integration and intercultural understanding among international and domestic students. The report proposes that promoting the value of every student being an "international student" to the whole university community, which involves embracing cultural diversity and creating an environment where students can freely express their

cultural identity, as well as gaining a better understanding of the institutional context, can enhance the cultural integration of both domestic and international students.

2.2 Cultural Diversity

With increasing migration and heterogeneity in communities, cultural diversity has increased in Europe, and thus, transnationality has become a way of life for many (Faist, 2010: 297). For many UK universities, including St Andrews, these trends of growing international communities hold true. Cox (1991: 34) argues that growing cultural diversity promotes better decision-making, more creativity and innovation, and better economic and higher education distribution across different communities and social identifiers.

Studying abroad has been acclaimed in scholarships as beneficial for student learning and development 'across cognitive, intrapersonal and interpersonal domains' (Engberg 2013: 466). Using three case studies of international students' experiences, Engberg coined a new term, 'global perspective-taking' (467), to signify the development of a holistic sense of self, personal and social responsibilities, and an informed sense of different cultures and current global issues that can emerge by engaging in a global society. Student participants have been found to gain significant cultural, academic and linguistic knowledge, develop a stronger sense of self and heighten their ability to engage with a more diverse set of relationships as a result of study abroad schemes. Race, gender and class remain important variables when examining the student experience of these programs, however, with Engberg highlighting the lack of research on the full impact of these demographic variables. Hence, the need for university institutions to increase initiatives such as creating off-campus learning environments and encouraging educators to use research and assessment to better enable their programs to fulfil their global missions. This is where it becomes important to analyse the University of St Andrews' efforts to promote cultural integration through the lens of its student body.

2.3 Cultural Identity

Writing on the complexities of cultural identity, Hobsbawm states that "the concept of a single, exclusive, and unchanging ethnic or cultural or other identity is a dangerous piece of brainwashing" (1996: 1067). Since people can have multiple backgrounds and communities that they belong to, cultural identities are multi-dimensional. Even within one nation, differing regional practices and dialects may host various cultures and

identities (Hobsbawm, 1996: 1075). Similarly, using critical race theory, Berry (2013: 45) argues that cultural experiences take place within a multitude of socio-cultural venues and have a significant impact on shaping individuals' identities. Educational institutions have a large role to play in thus constructing an identity that is 'socio-dynamic, racialised, and historical.' Therefore, cultural integration requires the recognition of numerous cultural identities and their relationships to each other.

Cultural identity is not only linked to how a person views themselves but also impacts group belonging. Paleczny and Zieliński contend that "Cultural identity is a kind of consciousness of individuals, which is ordered as a group, on the basis of the common elements of heritage, tradition, symbols, values and common norms" (2008: 356). Furthermore, the authors posit that cultural identity makes individuals similar to each other, or different from one another, and they are located in the social space closer or further from each other. The degree of integration and inclusion significantly impacts an individual's proximity to their original cultures and new group cultures. Their ability to express their heritage culture(s) influences their social interactions with fellow members of the same cultural group. This study aims to understand the extent to which students at St Andrews feel able to express their cultural identity and explore the role of the institution in facilitating group belonging and self-expression.

2.4 Role of the Institution

Although individuals are primarily responsible for their own motivation to integrate culturally, institutions have a crucial role in promoting intercultural contact and incorporating it into their overall policies (Spencer-Oatey, Dauber and Williams, 2014). Berry and Candis's (2013) structural model of 'mutual adjustment' highlights the significance of the host culture's willingness to adapt and accommodate differences, just as much as the international students' willingness to modify their behaviours to fit into the new cultural environment. Educational institutions must carefully assess the degree to which they implement such modifications to establish inclusive environments that align with their existing strategic objectives.

Cox (1991) defines a multicultural institution as one that is pluralistic and has established mechanisms for complete structural integration and integration across informal networks. Simply put, a multicultural institution is characterised by its diverse membership and by the fact that all levels of the institution prioritise and appreciate cultural diversity and integration. Moreover, a multicultural institution is characterised

by the absence of prejudice and discrimination, seamless organisational identification among ethnic groups, and minimal intergroup conflict (Cox, 1991: 39). Strategies to achieve these objectives may include training and orientation programming to facilitate the value of cultural diversity. Other strategies include high levels of minority input and the existence of support groups (Cox, 1991: 40–43).

Faist (2010: 300), argues that institutions should adopt comprehensive perspectives and approaches to effectively manage cultural diversity and promote inclusion. Organisations may adopt either assimilation or multiculturalism as strategies to address students' integration into the university. Assimilation aims to guide students towards conforming to the dominant ideals of mainstream society, while multiculturalism seeks to enhance students' sense of acceptance and belonging in a university that embraces multiple cultures (Faist, 2010: 299). However, these management techniques do not address issues related to social inequality. Therefore, cultural integration must take into account factors such as race, class, gender, religion, and so on. Cultural integration requires multi-faceted approaches and considerations.

The University of St Andrews highlights diversity to be central to the University Strategy for 2018 to 2023, which the university states will bring equal opportunities and inclusivity (Mapstone, 2023). St Andrews currently publishes equality and diversity reports that include student and staff data on disability, gender, and ethnicity. The reports also serve as commitments to close gaps in participation, progress, performance, and retention. Thus, this study explores how students engage with these initiatives and their effectiveness. The objective is to pinpoint areas that can be improved. The following section explains the methodology and methods used to conduct this study.

3.0 METHODOLOGY

3.1 Participants and Question Details

The survey was completed by a total of 60 students, with 37 (66%) being undergraduates and 19 (34%) being postgraduate students. This is indicative of the university having a higher proportion of undergraduate students compared to postgraduate students. Out of the respondents, approximately 23% were from the United Kingdom, 18% from the United States of America, 14% from Europe, and 7% from Asia. The online survey was conducted through Qualtrics XM Software. The aim was to gain an understanding of respondents' experiences, views, and attitudes towards cultural diversity and integration within the campus environment. Surveys are a good source of data and the standard method for empirical social science research (Nayak and Narayan, 2019).

A variety of open-ended and multiple-choice questions were incorporated into the survey instrument to elicit responses pertaining to distinct facets of cultural integration. The study centred on several significant topics, namely personal encounters with cultural exclusion or discrimination, levels of ease in expressing cultural identity, changes in cultural identity throughout one's tenure at the university, evaluations of the cultural diversity of the institution, the frequency of cross-cultural exchanges, the influence of economic and political background on integration, and perspectives on the university's assistance for international staff and students.

In addition, the survey aimed to gather feedback on possible resources or services that the university could provide to enhance cultural understanding and integration. It also sought recommendations for enhancing the institution's approach to inclusivity.

3.2 Ethical Considerations and Challenges

The survey questionnaire received approval from the ethics committee of the Political Institute for Action Research. Additionally, measures were put in place to maintain anonymity during the survey response collection process to safeguard confidentiality and encourage open and honest feedback from participants.

Given the restricted time frame for conducting the study (4 weeks) and considering that this was during March, a particularly hectic period for students at St Andrews, it was always going to be difficult to involve more students in the surveys. To address this challenge, we conducted the survey over a two-week period and targeted both

undergraduate and postgraduate students. This enabled us to consider their different experiences. For undergraduates, transitioning to St Andrews involves adapting not only socially but also academically from a school environment to a university setting. However, this is less pronounced among postgraduate students who are already familiar with the university setting.

While we acknowledge that the survey sample of 60 participants may not fully represent the entire university community, we have examined the quantitative data from the multiple-choice queries and thematically organised the open-ended feedback to identify strengths, weaknesses, and potential areas for enhancing the university's initiatives in creating a culturally inclusive and interconnected campus environment.

4.0 ANALYSIS

We identified recurring patterns and themes in each section of the survey questionnaire (cultural identity, cultural diversity, and the institution's role) based on the responses we obtained. Following inquiries regarding the participants' educational background and country of origin, Section 1 aimed to uncover their personal experiences and perceptions regarding cultural identities, as well as the ways in which identities evolve or become apparent during their time as students at St Andrews. The subsequent objective of Section 2 was to determine the degree to which St Andrews students participate in culturally diverse activities. Section 3 examined the correlation between the students and the university as an establishment, gathering student perspectives on their position within the broader university environment. Lastly, the final section sought information regarding the future, specifically asking for student input and their willingness to contribute to improvements.

4.1 Perceptions of Cultural Diversity and Interactions

In response to question 6, which inquired about the rating of cultural diversity in St Andrews, 53% of participants perceived a low level of cultural diversity, while 33% expressed neutral opinions. Regarding the personal experiences of the respondents (Q7), the majority indicated that they regularly engaged with individuals from diverse cultural backgrounds. 61% reported consistent interactions, 14% indicated occasional interactions, and 20% stated infrequent interactions. The results suggest a discrepancy between the perceived extent of cultural diversity at the University of St Andrews and the frequency of interactions between different cultures.

This paradox implies that while the university has a student body that is culturally heterogeneous, the extent to which these students perceive and encounter this diversity may differ. Students frequently encounter various cultural interactions in their daily lives. However, when we consider the concept of 'global perspective-taking' emphasised by Engberg (2013), the survey responses reveal that students tend to have an unfavourable perspective. It is evident that St Andrews students' perception of transnationality does not align with the inclusive cultural environment they are a part of. The compact campus design and housing model seem to encourage natural cross-cultural exchanges, but a notable proportion of participants believe that the university could enhance its efforts in promoting and celebrating its cultural diversity.

4.2 Comfort with Cultural Identity Expression and Integration

The responses indicate that students at St Andrews have different degrees of ease in openly expressing their cultural identities. Out of the 60 participants, 35% indicated that they felt at ease when it came to expressing their cultural identity. A significant 45% remained passive or neutral on the matter, while 20% expressed discomfort with it, in relation to question 4. While this leads to a favourable outcome, nearly 50% of the total participants do not feel entirely at ease when it comes to expressing their cultural identity. In response to the question regarding shifts in participants' cultural identity (Q5), we obtained a favourable outcome, with 60% of respondents acknowledging experiencing such shifts. Moreover, the economic or political backgrounds of students do not appear to hinder changes in their cultural identities. A majority of respondents (53%) stated that their backgrounds had no influence on their ability to integrate into the university's environment (Q8). This illustrates that while individuals may hold varying perspectives on the ease of expressing their identities, they are still subject to transformation, remain open to embracing other cultural influences, and their cultural identities are not constrained by their geographic origins.

These results indicate that the university setting can greatly influence students' perception of their cultural identity and their readiness to fully embrace their cultural heritage. While not necessarily indicative of a seamless sense of group belonging, students' cultural identities do demonstrate a degree of adaptability. Furthermore, it appears that political and economic factors do not have a substantial influence on the degree to which students are able to acclimatise to the cultural milieu at St Andrews (only 16% of respondents indicated that these factors were significant). It can be inferred from this observation that the university's overall strategy promotes inclusivity rather than coercing conformity (Faist, 2010). Therefore, the cultural integration process at St Andrews is a complex and individualised experience, with some students excelling in the multicultural environment while others may face difficulties in preserving or reconciling their cultural identities. The university environment may present both opportunities and challenges for cultural self-expression and integration.

4.3 Experiences of Cultural Discrimination and Exclusion

The survey brings to light a particularly disconcerting theme: the widespread occurrence of cultural exclusion and discrimination on university campuses. Out of all the 60 respondents, an alarming total of 59% either personally encountered (22%) or witnessed

(37%) instances of cultural discrimination or exclusion while studying at St Andrews. These findings suggest that although the university is making efforts to foster inclusivity, certain cultural groups of students continue to face significant challenges and negative encounters when attempting to completely integrate into the campus community.

The occurrence of discriminatory and exclusionary experiences has the potential to adversely affect students' academic achievement, psychological well-being or mental health and overall wellbeing. According to a recent publication from St Andrews Director of Student Services, the number of students who have disclosed a mental health disability has increased by over two times, from 250 in the academic year 2014/15 to 542 in 2018-19 (see Meischke, 2023). When students from different cultural backgrounds experience marginalisation or feel unwelcome in the university setting, it can have a detrimental impact on their confidence, self-esteem, and their capacity to actively participate in the campus community. This phenomenon is evident among the postgraduate student population, as they typically refrain from participating in various university societies. Consequently, this can lead to feelings of isolation, alienation, and a lack of connection to the institution, hindering their personal and career development.

Furthermore, the presence of cultural discrimination and exclusion on campus indicates underlying systemic and institutional problems that need to be resolved. Failure to address these issues can perpetuate detrimental stereotypes, reinforce unequal distributions of power, and maintain an unwelcoming campus environment for certain students.

4.4 Institutional Support and Resources for Cultural Integration

The survey responses indicated a variety of opinions regarding the adequacy of institutional assistance for cultural integration at St Andrews. Of the 60 respondents, 37% believed that the university adequately supported international students and staff. Meanwhile, 45% were unsure about the level of support and 18% believed that the support was insufficient (Q9). A number of participants recommended the introduction of additional cultural events, societies, activities, and funding to enhance cultural understanding and integration (Q10). Other suggestions included enhancing the organisation of international events, developing structured peer-to-peer support programmess and diversifying the curriculum (Q12).

A noteworthy observation is that 55% of the participants expressed their lack of knowledge regarding actions to facilitate cultural integration and were unable to provide any suggestions. Meanwhile only 16 respondents (27%) offered recommendations for the university to consider implementing. This could be attributed to the university's insufficient provision of opportunities for students to actively promote cultural integration.

Following from Q9, the mutual adjustment between the institution's willingness to incorporate new cultures and the student's willingness to adapt their behaviour to the dominant culture in St Andrews is not in balance overall. On one hand, the majority of students (63%) do not feel like the university provides enough support for cultural integration. On the other hand, there is not a complete willingness on the student side to adapt to the prevalent culture. This indicates the need for a "mutual adjustment" model, as suggested by Berry and Candis (2013), which gives equal importance to the host culture's preparedness to adapt and accept differences, as well as the international students' willingness to alter their behaviours to fit into the new cultural setting.

These findings point to a potential need for the university to assess and improve its current support systems and resources to promote cultural integration for all community members. These support structures should focus not only on enhancing social events and activities, but also on promoting cultural integration within the academic sphere. This encourages the university to adopt a more pluralistic strategy for integrating cultures, one in which diverse cultural identities are incorporated into the institution as a whole. By attending to these interrelated concerns, the university may be able to cultivate a more inclusive, hospitable, and fair atmosphere for its diverse student body.

5.0 CONCLUSION AND FUTURE DIRECTIONS

The survey results from the University of St Andrews student community offer a nuanced and insightful perceptive on the strengths and challenges in promoting cultural integration within the institution. Four major themes emerge from the analysis: perceptions of cultural diversity and interactions, comfort with cultural identity expression and integration, experiences of cultural discrimination and exclusion, and the adequacy of institutional support and resources.

Although the survey results suggest that St Andrews boasts a student body that is culturally diverse and offers numerous opportunities for cross-cultural engagements, there appears to be a disconnect between this reality and the perceptions of a significant number of students. A considerable proportion of participants assessed the cultural diversity of the university to be inadequate and conveyed differing degrees of ease in openly expressing their cultural identities. This implies that the university's attempts to acknowledge and display its diversity may not be connecting with every individual in the campus community.

Perhaps the most concerning finding is the high incidence of cultural discrimination and exclusion experienced by students. More than 50% of the participants indicated that they either personally experienced or observed such problems, which can have significant impacts on students' feelings of inclusion, academic achievement, and general welfare. To tackle these deeply ingrained issues, it is necessary to adopt a comprehensive and all-encompassing strategy across the entire institution in order to promote a genuinely inclusive and fair environment. Although the university does offer certain support systems for international staff and students, the findings of the survey suggest that these initiatives might not be adequately comprehensive or readily available to address the varied requirements of the community. By enhancing institutional support systems, augmenting specialised resources, and executing all-encompassing approaches to cultural integration, the educational experiences of every student, irrespective of their cultural heritage, could be improved. Practically speaking, this could entail advocating for cultural and knowledge diversity within the classroom, increasing and recruiting a more diverse workforce in various departments, and placing greater emphasis on the historical intersectional aspects of academic knowledge.

The results obtained from this analysis offer numerous potential directions for further investigation and implementation. A more comprehensive evaluation of the campus

climate across the entire university, including qualitative interviews and focus groups, might yield a greater understanding of the intricacies and subtleties associated with cultural integration at St Andrews. Longitudinal studies, which over time examine the experiences of university students throughout their academic careers, may provide significant insights into the ever-changing dynamics of cultural identity formation and institutional belonging.

In addition, conducting comparative analyses with other higher education institutions, both domestically and globally, could assist in placing St Andrews' approach to cultural integration within a wider framework. This would enable the university to identify and emulate exemplary approaches and novel strategies. Reflective transformations throughout the higher education industry may be sparked by collaborative efforts with peer institutions to exchange insights, resources, and knowledge.

Ultimately, the survey results provided by members of the University of St Andrews community highlight the necessity of consistently assessing and improving institutional initiatives to establish a genuinely inclusive and fair atmosphere for students of diverse cultural backgrounds. By focusing on the main themes identified in this analysis, the university can strive to cultivate a campus culture that embraces diversity, promotes the overall growth of all students, and equips them to succeed in an increasingly interconnected global society.

6.0 BIBLIOGRAPHY

Archer, M. S. "The Myth of Cultural Integration." The British Journal of Sociology 36, no. 3 (1985): 333–53.

Berry, T. and M. Candis. (2013). 'Cultural identity and education: A critical race perspective', *Educational Foundations*, pp. 43-64.

Chen, A. (2019) *Cultural Integration of Home and Overseas Students*. rep. Liverpool, UK: Liverpool University, pp. 1–2. Available at: https://www.liverpool.ac.uk/media/livacuk/centre-for-innovation-in-education/staff-guides/cultural-integration/cultural-integration-of-home-and-overseas-students.pdf (Accessed: 2024).

Cox, T. (1991). 'The Multicultural Organization', *The Executive*, 5(2), pp. 34-47.

Engberg, M. E. (2013). 'The Influence of Study Away Experiences on Global Perspective- Taking', Journal of College Student Development, 54(5), pp.466-80.

Faist, T. (2010). 'Cultural Diversity and Social Inequalities', *Social Research*, 77(1), pp. 297-324.

Hobsbawn, E. (1996). 'Language, Culture, and National Identity', *Social Research*, 63(4), pp.1065-1080.

Mapstone, S. (ed.) (2023) *Equality, diversity and inclusion progress reports*, *Equality, diversity and inclusion progress reports - About - University of St Andrews*. Available at: https://www.st-andrews.ac.uk/about/edi-progress-reports/ (Accessed: 01 April 2024).

Meischke, L. (2023) *Mental health*. rep. St Andrews, UK: St Andrews, pp. 1–20. Available at: https://www.st-andrews.ac.uk/policy/academic-policies-quality-and-standards/mental-health-strategy.pdf (Accessed: 2024).

Nayak, S.D.P. and Narayan, K.A. (2019). "Strengths and weaknesses of online surveys," IOSR Journal of Humanities and Social Sciences (IOSR-JHSS), 24(5), pp. 31–38.

Paleczny, T. and Zieliński, B. (2008). 'Cultural Identity: A Sociological Analysis of the Phenomenon', *Politeja*, 10(1), pp. 353-372.

Spencer-Oatey, H., Dauber, D. and Williams, S. (2014) *Promoting Integration on Campus: Principles, Practice and Issues for Further Exploration*. rep. Warwick, UK: UKCISA, pp. 1–44. Available at: https://warwick.ac.uk/fac/soc/al/research/groups/wacc_old/news/intoff_int_guide_14_web.pdf (Accessed: 2024).

World Economic Forum, (2020) *The Future of Jobs Report*.

Volet, S. & Jones, C. (2012) "Cultural Transitions in Higher Education: Individual Adaptation, Transformation and Engagement," in *Transitions*. [Online]. United Kingdom: Emerald Group Publishing Limited. pp. 241–284.

7.0 APPENDIX

7.1 Appendix A: Survey Questions

Preliminaries
Q1 What is your level of education at St Andrews University? • Undergraduate • Postgraduate
Q2 Is there a place that you would call 'home'? If yes, please indicate below. (Text box)
Section 1 – Cultural Identity
Q3 Have you ever experienced or witnessed any form of cultural discrimination or exclusion on campus? • Yes • Maybe • No
Q4 How comfortable would you feel expressing your cultural identity openly at the University of St Andrews? (1-10)
Q5 Have you felt any shifts in your cultural identity during your time at the University of St Andrews? • Yes • A little • Maybe • Not really • No
Section 2 – Cultural Diversity
Q6 How would you rate the level of cultural diversity at the University of St Andrews? (1-10)

Q7 How often do you interact with individuals from different cultural backgrounds in your daily life at the University of St Andrews?

- Always
- Sometimes
- Occasionally
- Never

Section 3 – The University

Q8 To what extent do your economic and/or political background(s) impact your cultural integration at the University of St Andrews? (1-10)

Q9 In your opinion, does the institution provide sufficient support for international students and staff to integrate into the community?

- Yes
- Maybe
- No

Q10 Do you know of any resources or services that the university could offer to help promote cultural understanding and integration?

- Yes (give examples)
- Maybe
- No

Section 4 – Going Forward

Q11 Would you recommend St Andrews University to international students?

- Yes
- Maybe
- No

Q12 How could the University of St Andrews improve its approach to cultural integration and inclusivity? (Text box)

7.2 Appendix B: Some Survey Results

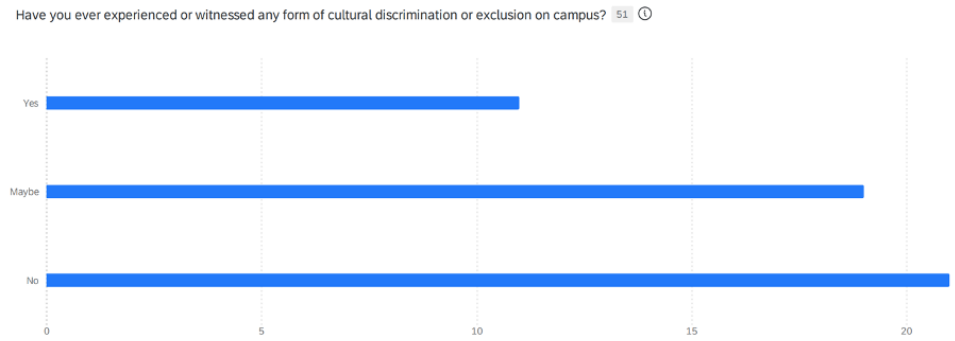

Figure 1: Responses to Question 3 (to be included in the 'Major Themes' section)

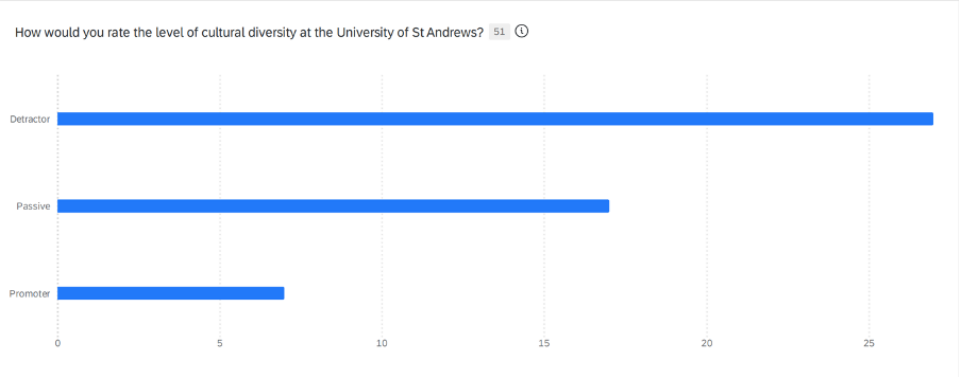

Figure 2: Responses to Q6

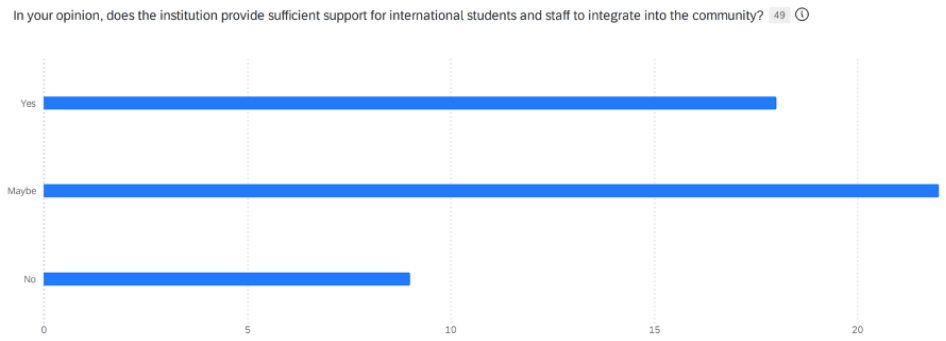

Figure 3: Responses to Q9

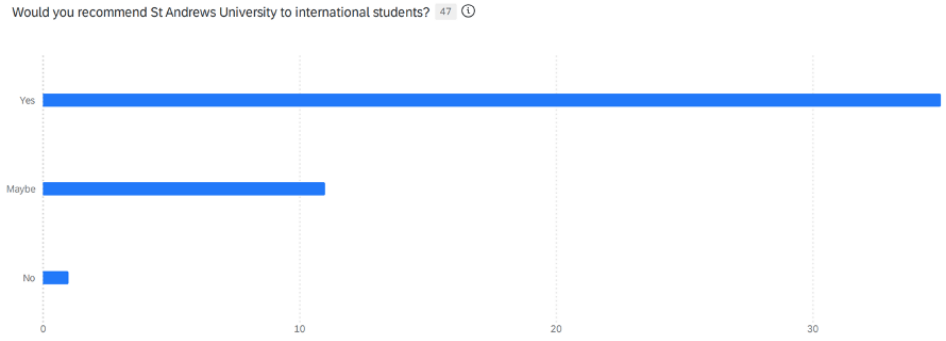

Figure 4: Responses to Q11

PIAR

The Political Institute of Action Research

The Political Institute of Action Research at the University of St Andrews
May 2024