



University of
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St Andrews and Social Responsibility

Leading with purpose

2025-2026



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Keyfacts and figures

Staff **3,258**
Graduates in work / study **95.4%**

4 faculties (Arts, Science, Medicine and Divinity)
18 schools, 29 units

Total students (FTE) 10,414*
Undergraduate **8,496**
Postgraduate (Taught) **951**
Postgraduate (Research) **967**

Local Spend
SME's **58.27%** = £60,693,737.74
of total procurement expenditure

Local **14.35%** = £14,946,887.5
of total procurement expenditure

*figure include commuting and online learners.
All figures are based on 2025 numbers.

Introduction from the Principal



Principal Professor Dame Sally Mapstone

At the University of St Andrews, our commitment to social responsibility is not an addition to our mission but a defining feature of who we are and how we conduct ourselves. As a University with a long history and global reach, we have a responsibility to act with integrity, to place people and communities at the heart of our decisions, and to ensure that our work contributes to a fairer, healthier, and more productive, sustainable society.

This commitment runs throughout our 2022–2027 Strategy and continues to guide the development of our next institutional strategy. It informs our approach to governance, where transparency, ethical leadership, and inclusive decision-making shape how we set priorities and steward our resources in the future. It also underpins our unwavering support for academic freedom, equality, dignity, and respect - values that sustain a thriving academic community and inspire excellence across all our disciplines, whose insights remain fundamental to our understanding of culture, democracy, and human experience.

Research across St Andrews continues to deliver real-life impact, whether addressing climate change, improving health and wellbeing, exploring global inequalities, or enriching civic and cultural life. The partnerships we nurture, with local communities in Fife, with industry and government, and with colleagues across the world,

ensure that our discoveries translate into meaningful benefits for society. At the same time, our investments in people, skills, and our estate, reflect a deep commitment to fair work, responsible stewardship, and a sustainable future for all who live, study, and work here.

Staff and students from every part of our community contribute to work that strengthens our role as a good neighbour and a responsible global citizen. Whether through widening access, supporting local initiatives, advancing digital education, or developing solutions to the most pressing challenges of our time, their efforts demonstrate the positive change a university can deliver when it acts with purpose and compassion.

As we look ahead, we do so with the confidence that St Andrews will continue to lead in ways that reflect our values. By championing ethical governance, fairness, inclusion, and world-leading research with real-world impact, we reaffirm our commitment to serving society and contributing to the shared priorities of Scotland, the UK, and the global community.

Professor Dame Sally Mapstone FRSE
Principal and Vice-Chancellor

Community and Outreach

The University’s community and outreach work spans health, education, sustainability, and local wellbeing, reflecting our commitment to partnership and social responsibility. From training Scotland’s future doctors to improving access to learning, and delivering sport and environmental initiatives, these activities demonstrate how we work alongside our communities to create meaningful and lasting impact.

University of St Andrews Community Fund

Over the past six years, the University of St Andrews Community Fund (UCF) has made a significant and lasting contribution to communities across Fife. With more than £350,000 awarded, it has supported a wide range of initiatives that strengthen sustainability, inclusion, culture, and community wellbeing, reflecting the University’s deep commitment to civic responsibility and partnership.

Established to benefit communities across Fife, the fund operates in a region that mirrors Scotland’s diverse socioeconomic profile. As Scotland’s third largest local authority, Fife has 19.6% of its data zones among the 20% most deprived areas in the country. The University recognises its responsibility as a major employer and provider of education and training, and the Community Fund enhances this contribution by offering targeted support for community led projects.

Managed by the University’s Head of Community Engagement and Social Responsibility, Lesley

Caldwell, the fund has played a vital role in enabling organisations to provide food, warmth, and essential services. Sustainability remains central to its mission, empowering local groups to lead environmental initiatives across the region.

The fund has also championed accessibility and inclusion, backing projects that create opportunities for people of all ages and abilities, from inclusive children’s play facilities in St Monans to East Fife Riding for the Disabled. Support for music, arts, and heritage has enriched Fife’s cultural life, nurturing local talent and helping maintain long standing traditions.

The most recent funding round, held in early 2026, supported diverse grassroots initiatives including children’s literacy programmes, LGBTQIA+ community projects, improvements to community halls such as repainting and window replacements, and environmental sustainability efforts like the preservation of the Wemyss Caves.

Strengthening Scotland’s future health workforce



The University celebrated forging a new relationship with NHS Fife that will help patients across the Kingdom

The launch of the Medicine MBChB Scottish Community-Orientated Medicine (ScotCOM) marked an important milestone for medical education at St Andrews. For the first time in over 50 years, students can now stay with St Andrews for the whole five-year duration of their medical degree, graduating with a Primary Medical Qualification awarded by the University. This development also strengthens local training pathways and supports efforts to foster doctors closely attuned to the needs and contexts of local communities.

Delivered in partnership with NHS Fife, NHS Borders, and NHS Forth Valley, the MBChB is designed to meet the needs of Scotland’s future health workforce and strengthen regional care provision. From January this year, students have entered onto the new content of this programme, which embeds learning across hospitals, GP practices, and community health settings.

This approach ensures aspiring doctors gain early and meaningful experience of delivering care where it is needed most.

The programme’s strong community orientation also aims to address regional healthcare inequalities and expand access to high-quality care in underserved areas. Through positive exposure to high-demand specialties and training in leadership, quality improvement, and change management, students are equipped not only to deliver excellent patient care but to contribute to the long-term sustainability and resilience of the NHS.

The introduction of this new MBChB establishes St Andrews as a full clinical medical school and strengthens the University’s key partnership with NHS Fife, delivering tangible, long-term benefits for communities across Fife and beyond.

Promoting safety on two wheels

Transition runs Bikeability training for P6 and P7 pupils at four local primary schools. Level 1 training has been delivered to all P7 pupils at these schools, with Level 2 now underway. At Lawhead Primary School, where training has been supported by a Bikeability trained parent volunteer, both Levels 1 and 2 have been completed with P7, and Level 1 training has begun with P6 pupils.

This activity ensures that more than a hundred P7 pupils in St Andrews will complete Bikeability Level 2 before the end of the school year. As a result, pupils will gain the skills required for confident and safe on-road cycling, supporting active and sustainable travel choices. Plans are underway to continue supporting pupils with further cycle training as they transition to Madras College.



Over 600 people from across the community enjoyed the second Bikes and Skate Festival organised by Transition

Skateboards and Bikes Festival

In 2025, Transition, University of St Andrews staged its second Skateboards and Bikes Festival, celebrating another successful and impactful active travel programme for students, staff, and the wider community.

Over 600 people of all ages participated, enjoying skate shows and lessons, live music from five student bands and singer-songwriters as well as a pump track, yoga sessions, rickshaw rides, and 30 bike swaps. 40 bikes were repaired and attendees enjoyed 'Pimp My Ride' activities and international food, including snacks from members of the Afghan community in Leuchars.

University helps stop food going to waste

Since Autumn 2025, in partnership with Aldi, Neighbourly, St Andrews New Kirk, Transition has been rescuing surplus food that would otherwise end up going to waste. Perfectly good fruit, vegetables, packaged goods, and bread are sorted and much of it is distributed through the Reuse store. Over the past five months the University has provided 3,775kg of food to students and locals alike and saved 9.4 tonnes of CO₂.

The food has also been redistributed to community kitchens, the student group Food Not Bombs, local food banks and partner charities, where it is used to prepare meals for people who need them. Families, older residents and others facing food insecurity benefit directly from this support.

Making maths more accessible

The Vertically Integrated Project (VIP) 'Creating accessible online mathematics and statistics resources', currently in its second year, has developed St Andrews Resources for Mathematics and Statistics (www.starmast.org), a free-to-use, publicly available website of accessible and inclusive maths and stats support resources.

To date, the site has almost 150 pages of resources written by staff and students at the University. Each resource is designed with inclusivity and accessibility in mind. Examples include:

- the use of plain language in written materials (assisting those with specific learning difficulties or with English as a second language), as well as an in-built translation widget
- the overall design of the site - with palettes catering for all kinds of colour-blindness
- the student-driven incorporation of downloadable mp3 narrations of all guides and video resources



STARMAST is making maths accessible to all

These resources represent the commitment and passion of staff and students on the VIP to make maths and stats accessible to all users.

STARMAST resources have become the first port of call for maths and stats support in three academic Schools and the International Education and Lifelong Learning Institute within the University. Anticipating the wider impact of our publicly available resources, students have developed outreach and impact strategies to promote the materials in schools and libraries.

RBS providing summer employment to local young people

Each summer, the University strengthens its workforce with the help of around 250 young people, including local school pupils, university students, and other young workers who join Residential and Business Services (RBS) in a range of catering, housekeeping, and portering roles. Their contribution not only ensures the smooth running of services for thousands of summer guests, many of whom return year after year, but also enables permanent staff to take well-earned holiday breaks.

Ben Stuart, Director of Residential and Business Services notes "Each year we're proud to create hundreds of opportunities for local young people to develop workplace skills, earn a summer income and become part of a supportive team. Their contribution is vital, and investing in local talent is a key part of our social responsibility as a major employer in the area."

Two local young people who have benefitted from summer employment are **Fergus Alexander**, from Cupar, and **Martha Isles**, from Broughty Ferry.



Fergus

This summer will mark the third year former Bell Baxter High School pupil Fergus Alexander has worked as a porter for the University.

Along with several classmates who had jobs in portering, the University laundry and housekeeping, Fergus began the day after his last exam in S6 and has returned each year since.

Based at University Hall and primarily working there and at Whitehorn, the second-year civil engineering student at Strathclyde University, has also worked at Andrew Melville Hall, supporting RBS teams to ensure all rooms are set up and maintenance done so they are ready for summer guests.

Fixing furniture, moving beds, checking showers work and keeping on top of people moving out and new people moving in of hundreds of rooms – sometimes in very large groups like the Scottish Country Dance Summer School – is all in a day's work for the portering teams and it's something Fergus has enjoyed.

He said: "The team at Uni hall are great and I've enjoyed helping them, and being able to fix things and, of course, it's good to have an income over the summer. I've also made a lot of friends through my job here, some of them came from other local schools and some are students at St Andrews who have come back year after year as well."



Martha

Martha Isles started working at the University last summer, shortly after completing her first year studying Graphic Design at Edinburgh Napier University and is set to return to housekeeping duties again this year.

The former Grove Academy pupil from Broughty Ferry, worked as part of the team at David Russell Apartments (DRA) from the end of May to September.

She said she liked her team and made good friends while working there.

She also liked the daytime hours which enabled her to see friends at home in the evenings.

Martha said: "I enjoyed working at DRA meeting new people; it was also quite satisfying getting the rooms ready for the next guests. Some of my friends are also returning to work in the halls again this year too which is great."

"Working for the University has been a good way to earn money for a few months; which is helpful during my own vacation period and also when I return to University after the summer."

Saints Sport: leadership, learning and global responsibility



Saints Sport volunteers help deliver sports coaching and camps across for the community

Saints Sport is proud of its expanding network of volunteers and the range of opportunities available to students and members of the wider community. Their volunteer programmes enable students to enrich their university experience, strengthen their global awareness, and develop valuable leadership skills.

Maintaining strong community relationships is central to the Saints Sport mission. Through the Children’s Services team, they deliver high-quality provision via the University Nursery and the Junior Saints programme, supporting local families. These programmes are delivered by a combination of student and local

volunteer coaches whose contributions are essential to ensuring classes and camps run effectively, providing an engaging and rewarding experience for all participants

The close integration of the University and the town of St Andrews enables student coaches to actively support local sport development through taster sessions, after-school clubs, and sport-specific training. This collaborative environment strengthens community ties and expands access to inclusive, extra-curricular sporting opportunities.

Across Surf, Lacrosse, Tennis, and Dance, our student clubs have shown exceptional commitment to community engagement.

Saints Sport also supports the Wave Project Scotland, a mental health charity that uses surf therapy to help children and young people build confidence, resilience, and social connection. Over a six-week programme, participants work 1:1 with trained surf mentors in a supportive environment that fosters new skills, friendships, and fun. The University contributes significantly to this initiative, with 22 student volunteers assisting with sessions, fundraising, and event delivery. The University has also donated surfboards, enabling more children to take part and supporting the expansion of activities such as Surf Club sessions and community events like the annual Santa Surf.

Fairtrade across the University community

The University’s commitment to ethical supply chains and Fairtrade principles has been demonstrated by events led by the Environment and Sustainability teams.

A highlight was the promotion of Koolskools’ Sustainable Range, the UK’s only 100% certified Fairtrade school uniform supplier, now stocked in the University Shop. During Orientation Week, the Environment team ran a Fairtrade hoodie giveaway. The founder of Koolskools delivered a talk on the importance of traceable supply chains, the Fairtrade Premium, and guaranteed minimum price that ensures stability and dignity for cotton farmers.

The University also welcomed six Fairtrade Youth Ambassadors from Fairtrade Towns in Belgium. Hosted

by Amy Manvell, Sustainability Coordinator, the visit included discussions about social justice accreditation schemes, strengthening youth involvement in Fairtrade campaigns, and building effective connections between institutions and local communities. As part of the programme, a themed Climate Café on Fairtrade brought together students, staff, community members, and local high-school pupils for an open conversation about global justice and ethical trade.

The University collaborated closely with the St Andrews Fairtrade Towns Group to deliver a special event marking the 20th anniversary of St Andrews achieving Fairtrade Town status, celebrating two decades of commitment and partnership.

Empowering students and enhancing wellbeing



St Andrews Students’ Association delivers a wide programme of events and support to enhance student wellbeing amid cost of living pressures

The University of St Andrews Students’ Association delivers a focused programme of activity supporting student wellbeing, inclusion and financial resilience, responding directly to cost-of-living pressures and the needs of diverse student communities.

Early in the 2025/2026 academic year, a student-led initiative enabled the distribution of over 300 free textbooks at Freshers’ Fayre, helping reduce financial barriers to study. Ongoing cost-of-living support has been provided through the Campus Larder, operating

since October 2023. The Larder offers groceries and essential items on a no-questions-asked basis and supported 110 individual users in the first Semester, with a majority returning multiple times. By embedding Community Benefits into supplier partnerships, the University’s Procurement Team secured a free restock from catering supplier Brakes, enhancing support for students and the wider community.

Student Networks have delivered targeted initiatives, including Exam Packs from the Disabled Students Network and inclusive community-building events led by Saints LGBTQ+. Community safety and wellbeing were further supported through the return of Reclaim the Night, while exam-period support included the distribution of 400 free breakfast packs and low-cost wellbeing activities, designed to help mitigate stress during a demanding period.

A long-standing feature of the Students’ Association’s charitable activity is Race2, the University’s flagship student fundraising challenge. First created by the Charities Campaign in the early 1990s as an exciting new way to raise money for nominated charities, Race2 initially took students to Paris, an annual tradition that continued for more than a decade. The 2026 Race2 saw students travel to Madrid, raising over £60,000 for three student-nominated charities. This year, the challenge supported Fife Women’s Aid (local), Centrepoin (national), and Médecins Sans Frontières (international), reflecting the global, national, and local commitments that underpin the Students’ Association’s charitable ethos.

Bridging research and practice: Expertise on the beat

The University is a founding partner of the Scottish Policing Academic Centre of Excellence (SP-ACE). Led by Edinburgh Napier University, SP-ACE is a collaboration with Edinburgh and Glasgow Caledonian universities which aims to transform how social scientific expertise informs public safety. St Andrews’ contribution to SP-ACE is led by Dr Sarah Marsden, Director of the Handa Centre for the Study of Terrorism and Political Violence (CSTPV).

One of nine centres across the UK supported by a £4.5 million investment from UK Research and Innovation

(UKRI) and the National Police Chiefs’ Council (NPCC), SP-ACE will bridge world-class research and frontline policing. The initiative aims to ensure that the UK’s police forces are equipped with the latest tools, knowledge, and ethical frameworks to meet the complex challenges of the 21st century.

“Being part of this initiative provides a platform for a new generation of research engaging with policing in Scotland and beyond,” explained Dr Marsden. “It aligns with CSTPV’s long-standing commitment to applied research and external collaboration.”



The School of Geography and Sustainable Development supports young people throughout their Polar Academy experience

Young polar explorers supported by scientists

Now entering its third year of partnership, the St Andrews Glaciology Group and The Polar Academy, a Scottish children’s charity, jointly support secondary school pupils who have faced significant disruptions to their education, through a shared fascination with polar science and fieldwork.

Emma Cameron (PhD student in Glaciology) and Dr TJ Young (Lecturer in Physical Geography) from the School of Geography and Sustainable Development, together with St Andrews alumna Fiona McPherson from The Polar Academy, run a series of workshops designed to contextualise participants’ annual expedition to southeast Greenland and broaden access to scientific learning in a university setting.

Two full day workshops are held in St Andrews. The first introduces the fundamentals of polar fieldwork and climate science: deploying atmospheric and oceanographic instruments in controlled outdoor environments, examining the role of Greenland’s ice in global sea level rise, and co-designing a research project that pupils will carry out during their expedition. After returning from Greenland, Polar Academy participants rejoin staff and students to present their findings to the School, sharing new observations from their trip and reflecting on the experience and their personal development.

A structured mentoring programme runs alongside these activities. In collaboration with the University’s Access and Widening Participation Team, participants engage in a goal-setting exercise and map their route towards what they envision life beyond high school

would ideally look like. Pathways are developed for each student, whether towards further or higher education, the outdoor industry, or skilled trades.

By meeting pupils in their own schools and welcoming them into our laboratories, teaching spaces and community areas, the project challenges assumptions about who belongs at university. Many participants, who might previously have discounted higher education, encounter St Andrews as an achievable, supportive and relevant environment regardless of how nonlinear their educational journey has been.

Carly, student of Braeview Academy was part of the Dundee Team in 2023-2024 noted “Polar Academy saw potential in me long before I ever saw it myself. Without The Polar Academy, I would never have found my voice or realised I am capable of achieving whatever I put my mind to, as long as I believe in myself. The training and expedition was tough, but never enough to discourage me from my newfound determination and belief that I had in myself due to the encouragement of Craig, the guides, and my team.

The Polar Academy brought my smile back and introduced me to friends that I’ll have for the rest of my life. I wouldn’t be here and pushing forward, just like I did every day on the ice, if not for The Polar Academy believing in me when no one else did. Even now, almost two years after I went on expedition, The Polar Academy still gives me the strength to overcome obstacles that I face no matter how big and I’ll always be grateful that they saw something in me and helped me see it too.”

Culture and Heritage in St Andrews and Beyond

From pioneering arts and humanities research to initiatives that explore Scotland’s cultural landscape, the University’s cultural engagement work acts as a civic anchor, providing creative opportunities, supporting community participation, and enriching cultural life across Fife and beyond.

Guardbridge Voices

Launched in 2025 by St Andrews Innovation, The Guardbridge Voices Project celebrated the rich industrial heritage of the Guardbridge community and its evolution into a modern centre of innovation. The project honoured the legacy of papermaking and reconnects residents with the site’s past and present.



The Finishing House at Eden Mill, circa 1950

Throughout the project, a series of interviews were conducted with former papermill workers and community members who witnessed the site’s transition. These included conversations with Vivienne Thomson and Neil Henderson, whose stories highlight the social and cultural significance of the mill. The research was carried out by a group of students from Schools including Economics, Modern History and English, who gathered material from the University’s Archives and digital newspaper collections.

The research culminated in a presentation outlining the mill’s community, social and economic history from 1873 to its closure in 2008. The findings will inform the creation of a series of interpretive storyboards to be installed at Eden Campus.

Visualising Scotland's Future



'Visualising Scotland's Future' gave a voice to those who may be under-represented in the University community or marginalised in wider society

The 'Visualising Scotland's Future' project, led by Pamela Dobson, People and Diversity Executive Officer, Principal's Office, and Dr Paul Gardner, Senior Lecturer, School of Psychology and Neuroscience, was designed to gather a more holistic view of the challenges and opportunities people feel will shape Scotland's future.

Funded by the University's Scotland's Future Series, the project specifically sought to reach groups who may be under-represented within the University community or marginalised in wider conversations on this topic. Participants ranged in age from eight to over 50 and represented a wide range of backgrounds and experiences. Engagement took place through community groups, prison centres, and education programmes.

Workshops enabled participants to explore and visualise their ideas through co-created mindmaps, after which everyone produced a personal artwork reflecting the theme they felt was most important for Scotland's future. Prominent themes included infrastructure and the environment, housing, human rights, rehabilitation, community, and health.

Participants' artwork was showcased as part of the 'Rewrite the Future' Exhibition at the Wardlaw Museum in 2025, at a symposium in St Andrews later that year, and in an online gallery.

Third Generation Project highlights historic injustice

The Third Generation Project (TGP) is a social and climate justice education think tank based in the School of International Relations, co-founded by Professor Ali Watson and Dr Ben Collins (now University of Aberdeen). Its mission is to foreground the voices and histories of marginalised communities through educational programming that is both ethical and impactful, with a particular emphasis on working alongside undergraduate students to conduct meaningful research.

Most recently, a team of undergraduate researchers, led by Professor Watson and Dr Collins, undertook archival work funded by the Scottish Government to investigate twentieth-century policies affecting Gypsy/ Traveller communities in Scotland. This research was commissioned in response to long-standing campaigns by Gypsy/Travellers seeking an apology for the so-called "Tinker Experiments". The final report, published in June 2025, was released on the same day that both the First Minister of Scotland and the Church of Scotland issued formal apologies to Gypsy/Travellers impacted by these policies.



The McPhee family at Bobbin Mill, Pitlochry circa 1975

Professor Watson said: "The contribution by our (then) undergraduate team was invaluable. The sheer volume of archival material to look at was immense and we could not have produced the report that we did, had it not been for their efforts in analysing the information and recording it."

Really Real Resources partnership



Ruby and Darby are pictured as part of the Really Resources partnership which included photography depicting everyday family life. All Rights Reserved GrahamGMiller.

Funded by the Scottish Funding Council, Really Real Resources (RRR) is a partnership between the Centre for Minorities Research and documentary photographer Graham Miller. Now a stand-alone charity, the project, supported by Dr Stavroula Pipyrrou, Senior Lecturer in Social Anthropology, and Rory Cassie, in the School of School of Philosophy, Anthropology and

Film Studies, promotes diversity and inclusion within Scottish education by addressing the often-overlooked experiences of vulnerable communities.

Working with three schools, RRR brought together the complementary strengths of Social Anthropology and documentary photography to develop a pioneering approach to inclusive education. The partnership produced and rigorously evaluated high-quality, multi-modal learning packs focused on Down's Syndrome. Central to these resources are Graham's powerful black-and-white photographs depicting everyday family life, supported by video and audio materials and structured teaching guidance.

The learning packs facilitated meaningful dialogue and reflection, enabling pupils and teachers to engage directly with lived experience. The evaluation report demonstrates clear, systematically measured impact.

Reflecting this success, 22 schools subsequently requested to work with the charity, highlighting the project's relevance, impact, and scalability.

Bringing history to life with Mary Queen of Scots



War, Destruction and Reform: The Early Years of Mary Queen of Scots' exhibition at held at the Wardlaw Museum from March to September in 2026, in collaboration with Dr Amy Blakeway

An outreach project on Mary Queen of Scots has brought Scottish history to life for communities across Scotland, reaching more than 800 school pupils and around 900 adults through an extensive programme of workshops and community talks. Dr Amy Blakeway, Senior Researcher in the School of History, working with 13 schools, offered two tailored workshops: one

supporting students already studying Mary Queen of Scots, and another providing a standalone introduction for Women's History Month. Sessions were delivered at levels from Primary 5 through to Advanced Higher, enabling schools from Kirkwall to Kirkintilloch, and Benbecula to North Berwick, to engage with rich historical material.

A key strength of the workshops was the use of diverse primary sources, often selected for their relevance to each school's locality. Pupils and staff responded enthusiastically to the variety of voices and stories represented.

Beyond schools, Dr Blakeway spoke to 18 local history groups, with around 900 attendees, strengthening public engagement with Scottish history and creating space for informed discussion.

Collectively, this programme demonstrates the significant educational and civic value of university-led historical outreach, connecting academic research with communities across Scotland.

Showcasing Feminist Documentary Heritage

Since 2014, the University’s Photographic Collections has cared for the archive of feminist social documentary photographer Franki Raffles (1955–1994). Raffles’s photographs, shaped by her involvement in the Women’s Liberation Movement during her student years at St Andrews, document women’s working lives across Scotland and internationally. This archive has become a major focus of the research of Dr Catherine Spencer, Senior Lecturer in the School of Art History, whose work examines how Raffles attempted to build feminist solidarity across different socio-political contexts.

In February 2025, Dr Spencer’s research provided the foundation for ‘Between Women’ an exhibition developed with Travelling Gallery, the mobile contemporary art venue. Drawing on Dr Spencer’s analysis of Raffles’s 1984–85 journey through Eastern

Europe and Asia, the exhibition placed her images in dialogue with photographs by Sylvia Grace Borda, Sandra George, Carolyn Scott and Niu Weiyu, exploring representations of gender, labour, education, care and activism in documentary photography from the 1950s to the present.

Co-curated by Dr Spencer and Dr Vivian K. Sheng (Hong Kong University), ‘Between Women’ toured five community venues across Scotland. Over 380 visitors attended the show, which was also invigilated by St Andrews students. Feedback underscored the relevance of these images to contemporary moments of entrenched austerity, inequality, and gender-based violence, as well as the inspiration they offer for how to organise and resist.

A Decade of Refugee Tales

In July 2025, the Refugee Tales project marked its 10th anniversary with an event in the UK Parliament. Representatives of all major parties listened as experts spoke of the damage done by immigration detention.



Refugee Tales Walk, from Craigtoun Country Park, ending at Wardlaw Museum, held during Refugee Week.

Featuring contributions by leading writers closely connected the project – including Ali Smith, Kamila Shamsie, and Abdulrazak Gurnah – the event reminded those present that the UK is the only country in Western Europe that detains people indefinitely under immigration rules. Refugee Tales calls for an end to immigration detention, and for an approach to asylum grounded in human rights.

Co-organised by Professor David Herd, School of English, in collaboration with Anna Pincus and colleagues at Gatwick Detainees Welfare Group, Refugee Tales is a ‘Walk in Solidarity with Refugees, People Seeking Asylum, and People who have experienced Immigration Detention’.

As a writer and campaigner, Professor Herd’s work explores the intersection between literature and human rights. His critical history, ‘Writing Against Expulsion in the Post-War World’ was published in paperback in 2025 and shortlisted for the MSA Book Prize. His recent collection of poetry, ‘Walk Song’, was a Book of the Year in the ‘Australian Book Review’.

Each year the project undertakes a large-scale public walk, sharing stories of people who have experienced detention everywhere it stops. Now published in five volumes by Comma Press, those stories are read and taught in many countries around the world.

Preserving place, memory, and identity in Scotland’s ‘Sacred Landscapes’

Since 2021, Dr Brendan Wolfe, and colleagues in the Schools of Divinity and History have been exploring how religion has shaped Scotland’s landscape and built environment, focusing on coastal Fife as a detailed case study. The ‘Sacred Landscapes’ project brings together archival research, fieldwork, and community collaboration to understand how churches and other religious sites have influenced local identity, memory, and place. All findings are published free of charge at www.sacredlandscapes.org, and the team regularly shares its work through public talks, workshops, and community events.



Former Boarhills Church
Credit: B. Rhodes / University of St Andrews

This research takes place at a pivotal moment. The Church of Scotland is consolidating parishes and closing many underused buildings, some of which are centuries old and of considerable historical importance. ‘Sacred Landscapes’ seeks not only to document these changes, but also to support communities facing the loss of their place of worship. At the same time, the project champions the long-term value of these buildings, ensuring that the concerns of future historians are represented in conversations with churches, government, and heritage organisations.

In partnership with the Society of Antiquaries of Scotland, the team is preparing major research for its ‘Internet Reports’ series. This will make new methods for recording and interpreting religious heritage widely available to scholars, heritage professionals, and policy makers. By combining academic rigour with public engagement, ‘Sacred Landscapes’ is helping to secure a thoughtful and sustainable future for Scotland’s historic sacred sites.

Phenomenal Bodies: Exploring Disability in academic collections

Phenomenal Bodies: Exploring Disability in Scottish Academic Collections is a project led by Dr Emily Hanson and Dr Billy Rough in the School of Art History. It rethinks how we understand and engage with historical images and ideas of the human body, with a strong commitment to inclusion and accessibility.

From 2025 to 2027, the project will stage exhibitions across Scottish universities, highlighting historical academic collections. Developed in collaboration with individuals and communities with diverse experiences of disability, these displays are designed to be widely accessible and to reflect multiple perspectives on the body.

Across Scotland, academic collections hold objects that illuminate the historical experience of disability. Yet in medical and artistic teaching contexts, emphasis has often remained on anatomy and physical form, with less attention to lived experience. ‘Phenomenal Bodies’ brings these overlooked histories to the

fore, encouraging empathetic engagement and contemporary reflection.

By approaching collections through inclusivity and wellbeing, the project fosters dialogue across disciplines and communities. The objects on display reveal how disability and difference have been understood in the past – and how these histories continue to shape the present.

Students have been involved from the outset. In 2024, participants in the University’s Summer Teams Enterprise Programme (Art & Wellbeing Team) created an online exhibition, Disability and Wellbeing Throughout Art History: <https://artandwellbeing.omeka.net/>.

Students have also contributed to the development of the project website, embedding student research and collaboration at the heart of the initiative: <https://phenomenalbodies.wp.st-andrews.ac.uk/>

Key achievements

The University sets ambitious standards, from environmental sustainability and gender-based violence prevention to award-winning research and innovation and turns them into action. These achievements reflect who we are: a community driven to improve lives, shape policy, and broaden opportunity.

Philanthropy project sparks national conversation

‘Together for Good: crafting Scotland’s philanthropic future’ led by Professor Tobias Jung in the Business School and supported by Scotland’s Future Series, pursued three overarching aims: to assess the current state of philanthropy in Scotland; to explore more collaborative and sustainable structures and strategies to strengthen the field; and to work towards a shared national vision for philanthropy.

In a series of three national workshops, stakeholders from across Scotland’s philanthropic ecosystem – including foundations, third sector organisations, infrastructure and intermediary bodies, legal and professional advisors, and the Scottish Government – came together to identify knowledge gaps and silos, learn from Philanthropy Ireland’s experience in developing a national policy on philanthropy, and consider pathways towards a more coordinated, transparent, and strategically aligned approach to philanthropy in Scotland. Presented at the 12th International Research Conference of the European

Research Network on Philanthropy (ERNOP), the initiative has attracted international interest, including from the Dutch Ministry of Justice and Security which oversees philanthropy in the Netherlands.

Building on this momentum, the Centre for the Study of Philanthropy & Public Good (CSPPG) has completed the first systematic mapping of philanthropic foundations in Scotland, including their assets and grant making; a framework proposal for enhancing engagement with, and evidence on, philanthropy is scheduled for summer 2026. In parallel, discussions are underway for a special journal issue entitled ‘Towards national conversations on philanthropy’ positioning the experience both within, and in service of, broader policy conversations.

The project was supported by CSPPG members and Business School colleagues Christopher Dougherty, Professor Alina Baluch, Aparna Bose, Hannah Geddes, Bhakti Patil, Dr Janis Petzinger and Dr Brendan Whitty.

Strengthening our commitment to preventing Gender-Based Violence



‘Got Consent’ delivery of in-person workshops to around 1,000 students was one of the initiatives that contributed to the EmilyTest Charter Award

In November 2023, St Andrews became the first university in the UK to receive the EmilyTest Charter Award, recognising a commitment to preventing gender-based violence (GBV) and supporting survivors. As part of this Charter, the University submits an annual review demonstrating our continued progress. This work is coordinated by the University’s Equally Safe Group, who lead prevention, intervention, and support initiatives.

2025 saw significant progress in training and awareness-raising across the University community.

GotConsent? - a student-led initiative delivered jointly by Student Services and the Students’ Association – delivered in-person workshops to around 1,000 students, helping embed understanding of healthy relationships and consent. Alongside this, the University’s pre-matriculation module on consent was completed by 4,565 new students, ensuring a strong foundation in respectful behaviour.

Engagement with disclosure and reporting mechanisms also increased. Between August 2023 and July 2024, the number of disclosures made through Report + Support rose by 57.5%, largely driven by an increase in student reporting. The introduction of an anonymous messaging feature has further strengthened accessibility, enabling individuals to seek support and guidance without revealing personal details.

As the team look ahead to the next annual review in November 2026, the focus turns to further strengthening policy, refining web content, and supporting long-term cultural change, supported by University groups such as the Behaviours Working Group.

Green Gown Success

In partnership with 27 local land managers, the Nature Networks project received the 2025 UK & Ireland Green Gown Award in the Nature Positive category.

Delivered by The Environmental Association of Colleges and Universities (EAUC) in partnership with UKRI – UK Research and Innovation, the Green Gown Awards are the flagship sustainability awards for higher and further education institutions, recognising outstanding environmental practice.

The Nature Networks project has restored, created, and reconnected habitats along a 16km stretch of the coastline between Guardbridge and Kingsbarns. It has established two wetland mosaics, planted 2,413 metres of native hedgerow, created 4.78 hectares of native woodland and 6,610 m² of meadow, and restored a saline lagoon at the former Motray reservoir. The project also introduced a herd of Highland cattle to bring 13.78 hectares of neglected Site of Special Scientific Interest (SSSI) grassland into conservation grazing.



Principal Professor Dame Sally Mapstone saw first-hand how the ‘Rewilding Kinkell’ project is helping to restore local Sites of Special Scientific Interest including through the introduction of Highland Cattle grazing

Over a 15-month period, the project engaged 408 people through 38 practical conservation sessions, involving students, staff, and residents. It has been widely praised for its strong collaborative approach and its clear contribution to the University’s broader sustainability commitments, including tackling climate and nature emergencies and enhancing biodiversity across the estate.

Making Waves: The Campaign for St Andrews



New College is one of two capital project being delivered as part of the University’s £300m ‘Making Waves’ campaign

The University’s ‘Making Waves Campaign’ launched in September 2024, aims to raise £300 million to position the institution at the forefront of societal innovation and change.

The campaign focuses on four key projects: two of which, ‘New College’ and the Digital Nexus building, are capital projects, benefitting students, staff, and to help ensure a St Andrews education is accessible to talented students, regardless of circumstances. Lastly, the campaign will raise support for endowed chairs and academic posts, enabling the University to continue to offer world-class teaching, learning and research, and position itself as a competitive, and long-term, destination for experts in their fields.

To date, the Campaign has raised over £147million. More than £50m has been raised for ‘New College’ and over £1m for the Digital Nexus building. 1,500 students have been supported by scholarships funded by alumni, families and friends since the start of quiet phase of the Campaign in 2018.

Bus discount savings pass £3 million mark

St Andrews students and staff have now saved over £3 million in travel costs and helped cut carbon from car journeys by around 30% since the launch of the University’s pioneering 75 % off bus travel partnership with Stagecoach East Scotland, just over three years ago.

Statistics compiled by the University’s planning team based on ticket sales, show 5,815 staff and students travelled 37.8 million kilometres by bus and made 1.13 million journeys since the scheme launched in November 2022. Over 82, 500 tickets have been sold by bus passengers, many of whom now leave their cars at home helping to reduce carbon by a phenomenal 1902 tonnes.

The bus discount deal is used by staff and students of all grades across the University. In late 2023, in response to requests from staff, the discount was extended to local bus operator Moffat & Williamson, helping ensure staff and students living in more rural areas of Fife could also benefit from the discount.

In addition, many passengers using Stagecoach’s 99 service between St Andrews and Dundee can travel



The Master, Professor Ineke De Moortel, who leads on sustainability for the University, is pictured with David Frenz, Stagecoach East Scotland, at the launch of the new fully electric 99 service.

carbon-free as its new fully electric fleet comes into full use.

Launched at the University in September 2025, the investment marks a major step forward in delivering greener, quieter, and more sustainable travel across East Scotland, with benefits for students, staff, and local communities.

Safety and sanctuary for Gaza scholars

Following a campaign calling on the UK Government to evacuate all students awarded scholarships to UK universities from war-torn Gaza, St Andrews was finally able to offer safety and sanctuary to three students late last year.

STEPS scholar Abeer Almassri and Heba Al-Tanani, who has a HESPAL scholarship from the British Council, were amongst the first group of Gazan students who arrived in the UK from Jordan following their evacuation from Gaza. Ali Azaanin, who was supported by the School of Medicine, arrived in a subsequent evacuation and was reunited with his wife, a scholar at Liverpool School of Tropical Medicine.

The campaign included months of political lobbying by Lindsey Alexander, the University’s Head of Public Affairs, working alongside other Scottish universities, the Gaza Scholarship Initiative, Scottish Government and trustees of St Andrews Education for Palestinian Students (STEPS).

Colleagues across the University also showed their support with many staff responding to a letter circulated by Niall Scott, Vice-Principal (Communications) calling for the UK Government to take urgent action to ensure safe passage for these scholars, while Public Affairs, Registry, and the Sanctuary team within Global Office, worked to ensure the students were fully supported at every stage of the process.



Students from Gaza who were part of major evacuation programme were welcomed to Scotland with an event at Bute House, the official residence of the First Minister

At national level, a letter from Universities UK (UUK) signed by outgoing President Professor Dame Sally Mapstone and CEO Vivienne Stern sent to the Foreign Secretary and Home Secretary added to pressure on the government to change its policy. The Deputy Principal also supported the campaign with media interviews.

On arrival the students were supported by Halls Life co-ordinators, Student Services and teaching staff allowing them to settle in and adjust to life in St Andrews.

Decarbonisation of New College

The University secured £950,000 from Scotland’s Public Sector Heat Decarbonisation Fund in 2025 to support major sustainability and conservation work at the historic New College buildings in the heart of St Andrews. The former Madras College site sits within a conservation area and presents both architectural significance and environmental challenges.

The funding will support a fabric-first approach to decarbonisation, prioritising essential roof and stonework repairs alongside the sensitive refurbishment of original sash windows using innovative vacuum glazing. These measures will significantly improve thermal performance and reduce heat demand, while preserving the character and heritage of the buildings.

Keith Thomason, Sustainability Integration Manager, Estates, who led the funding application, explained that the project will enable the future installation of zero-emission heating systems, advancing the University’s ambition to achieve carbon neutrality by 2035.

This project reflects the University’s commitment to protecting the historic environment while embracing innovative technologies to cut carbon emissions. It demonstrates how sustainability and conservation can work hand in hand to secure a greener future, offering a model for the responsible adaptation of heritage estates.

25 Years of the MA Combined Studies Degree



St Andrews marks 25 years of delivering its MA Combined Studies Degree helping ensure many local people can access lifelong learning

The University celebrated over 25 years of its pioneering MA Combined Studies degree, a flexible evening programme launched in 2000 to widen access to higher education for adults from the local community. Designed for learners returning after time away from formal education, the degree offers part-time evening classes across a range of subjects, including History, Philosophy, Management, English, and Computer Science.

The Combined Studies degree has played an important role in supporting inclusive education in Fife and Tayside. Through hybrid learning, evening timetables, and entry routes that value work and life experience rather than recent qualifications, the programme has opened doors for people balancing employment, caring responsibilities, disability, or other commitments. Many students have been mature learners seeking career changes, personal development, or the chance to pursue long-held academic interests. Its flexible structure allows completion over four to nine years, and to date 263 students have graduated with the MA Combined Studies degree.

Over the past 25 years, the programme has strengthened the local workforce and created a vibrant learning community for those who may not otherwise have had the opportunity to study. Its flexibility has enabled hundreds of local people to access a St Andrews education without relocating, giving up work, or studying full-time. University staff have also benefited from reduced tuition fees, supporting their

professional development while enhancing skills and confidence that contribute positively to the institution.

Former students consistently highlight the strong sense of community fostered by the programme. Bringing together learners of all ages and backgrounds has enriched classroom discussions and strengthened wider communities, as graduates take new skills and confidence into local employment and personal life.

Jennifer Robb, who was one of the first students to graduate from the programme noted “I began the evening degree programme while working full-time at the University and living locally. At the time, completing a degree felt far beyond my reach - particularly while balancing professional responsibilities and, in my third year, welcoming my son. Yet the experience became a transformative gateway into further education and personal growth.

As the first person in my family to attend university, graduating as part of the first cohort was both a proud and deeply meaningful milestone. Since then, I have continued my career at the University of St Andrews, where earning my degree has been instrumental in supporting my professional development and progression within the institution.”

Now with over 25 years of successful outcomes, the MA Combined Studies degree remains a testament to the University’s commitment to widening participation and lifelong learning.

People – Making a Difference

Our University is defined by the people who bring their talents, experiences, and passion to our community. Their stories of growth, innovation, and leadership, past and present, demonstrate how individuals can create meaningful change, support one another, and contribute to a stronger, more socially responsible institution.

Leading the Kinnessburn Clean-Up Movement

In March 2025, the first Kinnessburn Clean-Up brought together 12 volunteers for a hands-on effort to remove litter from the local river. Over the course of four hours, the group collected 130 kg of waste, including 55 kg of metal. All materials were sorted, weighed, and taken to the recycling centre to ensure they stayed out of the environment for good.

Since that initial event, Tabea Heil has become the driving force behind the initiative, organising clean-ups nearly every month. Under her coordination, volunteers have now removed over a ton of waste from the Kinnessburn.



One of the items retrieved by the volunteers of the Kinnessburn Clean-Up group.

Tabea is a third-year PhD Chemistry student with no formal ties to sustainability organisations, just a commitment to community action and a talent for mobilising people. Volunteers have joined the effort through her Instagram call-outs (@kinnessburncleanup), contributing anywhere from a few minutes to the full four hours of each session.

Support has also come from local partners such as Transition and the Green Hub, who promptly provided equipment after Tabea shared her vision for the clean-up project. Tabea notes “In the end it takes no degrees or money to be a part of the solution. What the world needs is people who are willing to spend their time, get their hands dirty, and take part in concrete actions towards a more sustainable future. The Kinnessburn Clean-Up doesn’t change all the world’s problems but it saves part of the habitat the Kinnessburn is for many species.”



Pamela Dobson and Dr Paul Gardner whose encouragement has shaped where she is today

A journey shaped by opportunity and purpose

For Pamela Dobson, People and Diversity Executive Officer, the journey to St Andrews began long before she joined the University as a member of staff. At thirteen, she took part in the 'Working Together to Improve Widening Access' programme, completing a research project, working with a university mentor, and visiting the campus for the first time. Coming from a single-parent, working class family in Kirkcaldy, and as the first in her family to consider higher education, the programme gave her the confidence she needed to apply to university. The encouragement she received from programme leads stayed with her throughout her Highers and helped her take a step into a world she may not otherwise have considered.

When Pamela arrived as an undergraduate, she joined the student ambassador scheme, mentoring and tutoring school pupils, giving campus tours, and helping at outreach events. She also worked in the University shop and on the Admissions reception, gaining work experience and building relationships. She often reflects on the kindness of Sam and Norma, the cleaners who supported her through difficult periods, and on the encouragement of Dr Paul Gardner, who not only championed her widening participation work but later persuaded her to undertake a Masters degree alongside her role. "St Andrews has given me a network like no other," she said.

Pamela's time as a student developed her academically and shaped her personally. She gained confidence, resilience, and what she now describes as a "say yes to every opportunity" approach. This mindset led her to apply for the Robert T. Jones Scholarship, allowing her to spend a transformative year studying at Emory University in the United States. During that year she reflected on the kind of impact she wanted to make after graduation and returned to St Andrews to take up her "dream role" as an Admissions and Widening

Participation Officer. Over time she co-led the access portfolio and helped expand the programme she once benefited from, increasing participation from 20 pupils each year to more than 250 across all Fife high schools and many primary schools.

After a period working at the Scottish Funding Council, Pamela returned to St Andrews to lead Admissions for the School of Medicine. Following maternity leave, she moved into her current role as People and Diversity Executive Officer, where she works closely with staff and students to make the University a place where everyone can thrive. Her work involves identifying barriers, bringing colleagues together to share good practice, and developing interventions that have the greatest positive impact across the institution. She plays a central role in delivering strategic commitments across the People and Diversity portfolio, including the Diverse St Andrews Action Plan, the People Strategy, the Race Equality Charter, and Athena Swan.

Pamela brings empathy, determination, and a strong sense of purpose to her role although she acknowledges that she still experiences moments of imposter syndrome. Beyond her day-to-day role, she continues to contribute to wider social impact, having completed a Masters on achievement goal theory in high school pupils and serving as a panel member for organisations including the Children's Panel, Fife College, Apex Scotland and ProjectChange.

Pamela has a simple message based on her experience: "There is a place at St Andrews for everyone." She is open about the challenges she has faced across her 17 years at the University, both as a student and as staff, but emphasises that she has always felt supported and part of a community that values diversity of background and perspective.

Championing Scotland's Many Voices as National Poet

Dr Peter Mackay, Senior Lecturer in the School of English, exemplifies the people who shape St Andrews through their talent, generosity and commitment to community. In 2024, he was appointed Scotland's Makar, the country's official poet, becoming the first Gaelic-writing poet to hold the role. His appointment, announced by First Minister John Swinney, recognises his standing as one of Scotland's leading literary voices and his deep engagement with Scotland's cultural and linguistic heritage.

The Makar's role is more than symbolic. Over his three-year tenure, Dr Mackay will write poetry for national moments, take part in public events, and advocate for the importance of creative expression across Scotland. The position exists to broaden access to poetry and strengthen the country's cultural life, responsibilities that align closely with his long-standing

dedication to teaching and public engagement. Dr Mackay's own work reflects his belief in the power of language to connect people across backgrounds and experiences. Alongside his scholarship in Scottish and Irish literature, Dr Mackay is an acclaimed poet whose collections *Gu Leòr / Galore* and *Nàdur De / Some Kind Of* have been shortlisted for major literary awards. He is also a BBC New Generation Thinker and a regular broadcaster.

Within St Andrews, Dr Mackay is widely valued for his academic mentorship, recognised through a student-nominated Teaching and Mentorship Award, reflecting the support and encouragement he offers to emerging scholars. His appointment as Makar highlights the meaningful contributions that individuals from our community make to Scotland's cultural landscape.

IT Apprentice to IT Leader



When Dhani White first joined the University as a Modern Apprentice in 2013, she was looking for a pathway that allowed her to learn through real experience rather than full-time study. "I've always learned best by doing," she said, and the apprenticeship route offered exactly that, the chance to build technical skills in a live environment while working toward recognised qualifications.

For Dhani, the apprenticeship became more than a stepping stone; it became the foundation of her professional identity. Working directly with staff and students helped her develop confidence under pressure, the ability to diagnose and resolve real issues, and the communication skills needed to work with people at every level of the institution. Personally, the experience strengthened her resilience, discipline, and self-belief. Balancing work and study wasn't always easy, but it taught her how to organise herself, take feedback positively, and step into situations that once felt daunting, from speaking to stakeholders to leading on tasks and managing incidents.

Dhani is also passionate about challenging misconceptions around University apprenticeships, especially among those from under-represented or non-traditional backgrounds. Over nearly 13 years at St Andrews, she has seen how deeply committed the institution is to staff development. Supported throughout her own progression, from completing her HNC and HND to undertaking a BSc in IT Management for Business (Honours) as a Graduate Apprentice, Dhani said the University has consistently provided the tools, encouragement, and opportunities needed to thrive. For her, apprenticeships offer "the best of both worlds": earning a degree while applying learning directly to meaningful work.

Now a Team Leader within IT Services, Dhani's journey has come full circle. Having experienced the apprenticeship pathway firsthand, both at Modern and Graduate Apprentice levels, she uses that insight to support young people considering the same route. She is particularly proud of the department's long-standing commitment to youth employment: over the past 14 years, IT Services has welcomed more than 40 Modern Apprentices from the local area, offering mentorship, hands-on learning, and genuine career opportunities. For Dhani, contributing to "the next generation of IT professionals" feels more critical than ever as technology continues to evolve rapidly.

Driving Change: Leadership in tackling Scotland’s drug crisis

Dr Gosia Mitka, Senior Lecturer in the Business School’s Department of Economics and Vice-Dean for Engagement, Partnerships and Social Responsibility and Alex Baldacchino, Professor of Medicine, Psychiatry and Addictions, are leading a major interdisciplinary effort at St Andrews to reshape how Scotland responds to its ongoing drug crisis. Their work reflects urgent national need: Scotland recorded 1,017 drug-related deaths in 2024, the lowest rate since 2017 yet still a profound and preventable loss of life.



Dr Gosia Mitka and Alex Baldacchino.

Together, Gosia and Alex co-designed and led the Innovation in Addiction Medicine Summit in September 2025, bringing together colleagues from Medicine, Business, Geography and Sustainable Development, Maths, Computer Science, Chemistry, Anthropology, Biology, and Physics and Astronomy. Their leadership united clinicians, researchers, entrepreneurs and policymakers to explore how evidence, technology and enterprise can drive more effective, humane and collaborative responses to drug harm. Over three days, they facilitated discussions on creating more joined-up national systems and using interdisciplinary insights to drive long-term societal change.

Central to their message was the need to humanise the crisis. Professor Baldacchino said: “Scotland has world-leading expertise in addiction research and care. Still, real progress will come when science, policy and lived experience come together to create solutions that are practical, humane and grounded in evidence. This underscores the importance of linking scientific evidence, policy action and lived experience to build solutions that are compassionate as well as effective.” Their work has also sparked discussions on establishing a new initiative to expand St Andrews’ leadership in addiction research, innovation and public health impact.

Scottish Parliament showcase for St Andrews’ sleep research

Dr Emma Gale, Research Fellow in Child and Adolescent Health in the School of Medicine, joined forces with the Sleep Action charity to host an event in the Scottish Parliament in early March to showcase the importance of sleep to health, wellbeing and attainment.

The event, held the day before World Sleep Day, highlighted growing calls to improve sleep health in Scotland and embed sleep education in the school curriculum. Bringing together voices from education, research, policy and practice, including school children and teachers, the reception delivered a clear message: sleep is fundamental to health, wellbeing and learning.

Dr Gale said: “Young people spoke powerfully about how sleep education had shaped their learning and daily lives, while interactive activities, including sleep deprivation goggles and an immersive teenage bedroom installation, brought the realities of poor sleep to life.”

The reception also marked the growing impact of the Sleep Well Scotland Programme, funded by the Medical Research Council Impact Acceleration Account (2025–26) and led by Dr Gale. Developed in response to findings from the Scotland Speaks study, the programme was designed to turn evidence into action through school-based education, public engagement and policy change.

As part of this work, Sleep Well Scotland supported the development of the Sleep Action Manifesto, which calls for sleep education to be embedded in the curriculum. The partnership also helped build political momentum through engagement with policymakers, the establishment of a cross-sector working group to explore how sleep education could be integrated into the Curriculum for Excellence, and early discussions with Education Scotland.



Dr Andrew Blaikie showcasing Arclight, a small tool making a massive difference to global eye and auditory health across the globe. To date a video showcasing the technology has had 1.5 million views.

Leading light in combating global blindness and deafness

Dr Andrew Blaikie is a part time Consultant Ophthalmologist with NHS Fife and Senior Lecturer in the School of Medicine. Since arriving almost 10 years ago, after taking a sabbatical as the lead paediatric ophthalmologist at CCBRT hospital in Dar es Salaam, he has established the Arclight Project along with designer and engineer William J Williams. The team has a clear ambition to develop practical tools that tackle avoidable blindness and deafness in some of the world’s poorest communities. Where according to the WHO over 30 million people are blind with mostly avoidable cases.

This is the motivation for the research into the development, evaluation, and implementation of the Arclight, a robust, lightweight, solar powered ophthalmoscope and otoscope used to screen for eye and hearing conditions to dramatically expand global diagnostic capacity.

Dr Blaikie’s work has now enabled the distribution of over 60,000 devices across nearly 100 countries with the delivery of training workshops to many thousands of health care workers using low cost eye simulation teaching tools. Alongside this, the team has mobilised knowledge in eyecare through worldwide educational and informational initiatives, establishing Arclight as a credible and widely sought after diagnostic tool, reflected in recent global ISO accreditation and endorsement by both the WHO and UNICEF.

The work has involved close collaboration with Ministries of Health, NGOs and training institutions,

alongside research to demonstrate that the devices are effective despite their low cost and simplified design. Hands on simulation tools and online video training materials, which have achieved over half a million views, are used to support effective knowledge and skills implementation globally. Success of the work has led Dr Blaikie to be recognised as NHS Scotland’s Global Citizen in 2024 as well as becoming an honorary associate Professor at the International Centre for Eye Health at the London School of Hygiene and Tropical medicine.

A key long term ambition of the project is to make the Arclight effectively carbon neutral. To achieve this, the emissions associated with each device will be balanced by creating a matching biochar–lime cube that locks away the same amount of CO₂e for centuries. This approach replaces abstract offsetting with a visible, measurable form of carbon storage, allowing users and partners to see exactly how their devices’ emissions have been addressed.

This year the team will launch the device in India and establish a web-based app bringing all their training materials together in one place, enabling even greater global reach. A new UKRI-funded grant will also extend the Arclight’s scope further still, developing and evaluating a dermatoscope attachment so that the device can examine skin as well as eyes and ears. The goal, as ever, is straightforward: practical, properly evaluated tools that prevent avoidable disability.

Sustainability in Action

The University’s approach to sustainability is grounded in responsible business practice and strong civic partnerships. By working with suppliers, stakeholders, and community partners who share our values, and by investing in local environmental projects, from estuary conservation to biodiversity and green-space improvements, we strive to advance sustainability in every area of our institution.

Embedding sustainability through responsible procurement

Sustainability is central to the University’s strategy, and the Procurement Team is helping turn this commitment into practical action. Their work shapes how the University sources and uses resources, ensuring purchasing decisions support environmental responsibility, ethical practice, and social value.



The Students’ Association’s Campus Larder, supported by a donation from University supplier Brakes in 2025

Working with colleagues across the institution, the team embeds sustainability into every stage of procurement, guided by a Strategy and Action Plan that sets out clear actions for responsible purchasing. A major step forward is the new Circular Economy Plan, developed with Estates, which shifts the University away from a “buy-use-dispose” model and towards one that prioritises reuse, repair, and longer asset life. Suppliers are now expected to meet strengthened environmental and ethical standards, with tenders placing greater emphasis on sustainability and social value. Procurement is also increasing local impact by building community benefits into relevant contracts, supported by a developing ‘Community Wishlist’ to ensure contributions align with real needs.

Together, these efforts reflect a growing culture in which responsible procurement becomes a driving force for sustainability, ethical practice, and positive community impact.

Local Sourcing for Sustainable Dining

Through our long-standing partnership with Food from Fife, the University has been able to strengthen relationships with East of Scotland Growers at Barnsmuir Farm (Anstruther), enabling consistent access to fresh, seasonal vegetables grown.

This collaboration has allowed Residential and Business Services to move beyond transactional purchasing and towards a more resilient, place-based supply model. By working with local producers, we secure high-quality seasonal produce at scale for our catered halls while reducing food miles and supporting the

regional agricultural economy. Seasonal root vegetables, brassicas and field-grown crops from Barnsmuir now feature regularly across our menus, aligning student dining with Scotland’s natural growing calendar.

The impact is both environmental and economic. Retaining spend within Fife and the wider East of Scotland strengthens local supply chains, supports primary producers, and contributes to a more circular food economy. At the same time, students benefit from fresher produce, improved flavour, and menus that reflect the provenance of the food they are eating.

Scotland’s first Blue Carbon Action Plan

The University has played a central role in shaping Scotland’s first Blue Carbon Action Plan (BCAP), launched in September 2025 by Cabinet Secretary for Climate Action and Energy, Gillian Martin MSP. The plan outlines how Scotland will protect and restore its blue carbon habitats, including saltmarsh, seagrass, seabed sediments, and kelp/seaweed forests, which naturally capture and store carbon for millennia and provide multiple co-benefits such as coastal protection, flood resilience, biodiversity support, and nursery habitat for fisheries.

The Action Plan is underpinned by work from the Scottish Blue Carbon Forum (SBCF), chaired by Professor

Bill Austin, School of Geography and Sustainable Development, whose research has been pivotal in advancing the evidence base for blue carbon in Scotland and internationally. The plan highlights years of collaborative work between scientists, policymakers, and stakeholders to ensure blue carbon ecosystems are understood, valued, and integrated into national climate and marine strategies.

The BCAP supports Scottish Government commitments and contributes to national goals of achieving Net Zero by 2045, becoming nature positive by 2030, and restoring biodiversity by 2045.

Professor Bill Austin was instrumental in St Andrews playing a crucial role in the development and launch of the Scottish Government’s Blue Carbon action plan



Looking after Eden

With one of its key aims being stakeholder collaboration, ‘Looking after Eden’ VIP is a platform for innovative research and social responsibility. Established in 2022, this VIP brings together academics, students and community stakeholders who share an interest in studying immediate, local and accumulative, global impacts on the Eden Estuary and explore how we can support research and conservation efforts on our doorstep. In doing so, the VIP generates findings from a variety of student-led projects and disseminates these for the wider community.

One of its ambitions has been effective science communication through projects such as the development of a webpage, which continually updates research outputs, and the development and production of an educational boardgame based on the Estuary. As students decide and lead their own projects, this VIP offers a space for sharing information in creative formats. A prime example is the production of a documentary on sea trout in the Estuary, a collaborative project with the Eden Angling Association. The development of footpath signage along the Estuary is another example; this project attracted the attention of the Links Trust, Fife Coast & Countryside Trust, Fife Council, and local conservationists. The VIP not only helps increase academic knowledge on the Estuary, it also brings together the St Andrews community while engaging stakeholders actively in responsible conservation and science citizenship.

Gleaning



Gleaning volunteers working post-harvest removing unwanted produce

Utilising refurbished devices cuts printing footprint

When IT Services awarded a new print contract to Agilico in summer 2025, sustainability sat at the centre of the process, with the University signalling a clear preference for refurbished devices to reduce carbon emissions. The result was a blended print fleet in which 86% of devices are fully remanufactured, contributing to a circular-economy approach and significantly lowering environmental impact.

By opting for refurbished equipment, the University avoided an estimated 69.64 tonnes of CO₂, equivalent to planting 3,482 trees, while ensuring high performance across the campus estate. Pauline Brown, Associate Chief Information Officer (Service Delivery), IT Services, said: “Instead of the traditional take-make-waste model, Agilico’s circular-first managed print service keeps resources in use for as long as possible, extracting maximum value before regenerating them into new products or materials. She added: “We haven’t told users that these are refurbished devices and they would never know. They look brand new and perform to a high standard. When we do tell people, they’re amazed.”



Staff and students wildflower meadow sowing at Castlecliffe as part of Sustainability Week 2026

Embedding Sustainability in Action

Sustainability Week 2026 demonstrated the University’s continued commitment to Net Zero with an ambitious programme that brought education, inclusion, and community engagement to the forefront. Held from 16 to 21 March across the University estate and wider St Andrews area, the week showcased how sustainability is being embedded not only in academic practice but in organisational culture and civic partnership.

Across more than 40 events, the programme created accessible entry points for staff, students, and local residents to deepen their understanding of sustainability. Training sessions, public lectures, guided walks, hands on workshops, and exhibitions provided diverse opportunities for participants to develop climate literacy, engage with research, and explore practical, everyday behaviours that contribute to environmental and social wellbeing. This educational focus is central to the University’s social responsibility mandate, empowering individuals with the knowledge and skills needed to support a more sustainable future.

Inclusion was a defining feature of the week. The blend of bookable and drop-in sessions ensured that events

were open to people with different schedules, needs, and levels of prior knowledge. Activities ranged from technical discussions on sustainable finance, materials recycling, and food system challenges to creative workshops, slow fashion fairs, heritage tours, and biodiversity walks, reflecting a commitment to meeting people where they are.

The week also highlighted what the University is doing as an organisation to model responsible practice. Events on decarbonising the estate, climate positive partnerships, research impact, and low carbon behaviour change showcased institutional leadership and transparent progress toward sustainability goals. Campus tours and operational showcases helped demystify the University’s sustainability strategy, demonstrating how research, infrastructure, procurement, and community engagement align to create meaningful, long-term change.

Collaborative events with local partners, community groups, and external experts highlighted shared responsibility and promoted regionwide environmental stewardship.

Shifting the Balance of Power: Inequality in the Gig Economy



Dr Cailean Gallagher and colleagues at the Workers Observatory have been researching the impact of the gig economy on workers’ rights and the need for fairer work practices

On city streets in Scotland and across the world, food delivery couriers on platforms like Deliveroo work long hours for low wages, facing risks that would be unacceptable in other industries. The Workers’ Observatory, led by Dr Cailean Gallagher, Lecturer in the University’s Business School, in collaboration with colleagues at the University of Edinburgh, involves these workers in designing and undertaking research that generates concrete evidence of the exploitative pay, long hours, and sometimes-lethal hazards they face.

The Observatory pioneers novel methods that Dr Gallagher and collaborators call “worker data science”, where gig workers themselves collect and analyse data about their conditions. Workers are the experts of their work, and evidence they are producing is impacting public and policy narratives in favour of fairer gig work. The research has already resulted in new policy commitments at Edinburgh Council and the formation of a worker collective in Edinburgh called ROOM. It is inspiring worker hubs in other Scottish cities and beyond, with a team in Kolkata now taking up the Observatory’s tools.

Beyond its policy impact, the Observatory provides new insight into algorithmic labour regimes of platforms seen as a frontier of AI and digital innovation. The research shows that problems like sub-minimum wage pay, frequent bicycle theft, withheld tips, and chronic pain are systematic outcomes of AI-driven management. It points to the need for change not to individual behaviour but to the balance of power between workers and companies.

The Observatory has just been granted charitable status and aims to build on its growing impact in the years to come.

Groundbreaking discovery turns household plastic recycling into anti-cancer medication

A novel approach from the School of Chemistry to addressing plastic waste through high-value recycling with potential social and environmental benefits was explored in a study showing that common PET plastics from household waste can be chemically broken down and repurposed into ethyl-4-hydroxymethyl benzoate (EHMB), a key intermediate used in the production of several pharmaceutical compounds, including the anti-cancer drug Imatinib.

This process replaces fossil-based raw materials with recycled plastics, reducing reliance on non-renewable resources and lowering hazardous by-products associated with conventional manufacturing. In addition to pharmaceutical applications, the researchers identified the potential to convert EHMB into a new recyclable polyester, supporting circular economy principles.

Funding for innovative technology protecting endangered salmon from seals

The University, in partnership with the Dee District Salmon Fishery Board, secured £160,000 from the Scottish Government’s Marine Fund Scotland to advance technology aimed at protecting the critically endangered Atlantic salmon in the River Dee. The funding supports the Sea Mammal Research Unit’s work to refine a “detect and deter” system that uses enhanced sonar to identify seals and discourage them from preying on salmon, an intervention needed because traditional measures have been ineffective.

The project builds on successful early trials in smaller rivers and tackles the challenge of scaling the technology for larger watercourses such as the Dee. It represents a proactive approach to species conservation, seeking to mitigate human–wildlife conflict without causing harm while complementing broader habitat restoration efforts.

Patient and Public Involvement (PPI) in Research

Established in 2018 by the University and NHS Fife, the Fife Community Advisory Council (FCAC) supports meaningful collaboration between medical researchers, healthcare services, and the communities they serve. Rooted in lived experience and community-held knowledge, the FCAC allows members of the public to shape research, ensuring it reflects real-world needs, priorities, and concerns.

FCAC input strengthens the quality, accessibility, and relevance of research, supporting work that is ethical, inclusive, and responsive to the realities of everyday life in Scotland. Volunteers have taken part in a wide range of activities, including workshops and panel discussions on topics such as end-of-life care, diabetes, and the use of new technologies like artificial intelligence in healthcare. They have helped review patient information leaflets, supported the creation of accessible animated resources for neurodivergent children and young

people, co-presented at events, and given feedback on research funding applications.

Over the past year, the FCAC has seen significant growth in both community and researcher engagement, with volunteer numbers increasing by more than 300% and researcher involvement rising by almost 40% since January 2025. This growth reflects an increasing recognition that public insight is essential to high-quality research, as well as a shared commitment to collaborative and socially responsible practice.

By embedding community perspectives into research, FCAC members help support better studies, more meaningful outcomes, and stronger relationships between institutions and the people they serve, contributing to a culture grounded in responsibility, respect, and public benefit.



Fife Community Advisory Council members have seen a significant rise in both community and researcher engagement recognising the need for public insight in producing high-quality research

‘Rewrite the Future’: How Museums Can Lead Sustainable Change

‘Rewrite the Future’, staged at the Wardlaw Museum from May to September 2025, demonstrated how museums can lead the way in imagining more sustainable futures. The exhibition achieved an estimated 75% reduction in carbon cost, reduced landfill waste from a full skip to a single bin bag and inspired significant behavioural reflection among visitors. Careful evaluation shows that around 60 percent were willing to undertake a lifestyle change because of their visit, and this insight helps us understand how such change is achieved. By sharing this learning with other museums, we can help them encourage their own audiences to make more sustainable choices, extending the impact beyond St Andrews.

Designed in partnership with Studioarc, the project challenged the wastefulness of traditional temporary exhibition builds. By using Xanita, a structurally strong, partially recycled and fully recyclable paper-based material, the Museum lowered waste, reduced carbon emissions and cut overall build costs. The exhibition had to practise what it preached, aiming for 80 percent of the build to be either reused for a defined purpose or recycled after closing. We exceeded this target.

Working with researchers from the St Andrews Centre for Critical Sustainableities, the exhibition also encouraged visitors to consider what a more sustainable society might look like.

The Impact of Science, Health and Industry

The University's research and innovation activity demonstrates how scientific advances can address environmental challenges while delivering long-term societal value. Through collaboration with industry, government and communities, research projects align technological development with responsible resource use, environmental stewardship and the protection of vulnerable ecosystems.

ChildLives' investigates impact of family dynamics on children's lives

St Andrews' ChildLives project investigates the trends, inequalities, and consequences of family complexity across children's lives in Scotland and across Europe.

Although family change has major implications for the lives of children who live in these families, surprisingly little research has investigated children's experiences of family change across Europe.

Led by Dr Júlia Mikolai, Lecturer in the School of Geography and Sustainable Development, and supported by Susan Watson, Research Project Administrator, this project studies children's experiences of family complexity across their lives, whether their experiences differ by socio-economic background and across countries, the reasons behind cross-national differences, the consequences of increasing family complexity for children's lives, and the potential consequences of family change for children of the future.



The ChildLives project studies children's experiences of family complexity across their lives.

The project fills important research gaps by taking a novel, child-centred life course approach and studying the lives of European children using a range of large-scale national and cross-national longitudinal datasets.

This work was funded by UK Research and Innovation (UKRI) under the UK Government's Horizon Europe funding Guarantee. The project was selected for funding as an ERC Starting Grant.

Undergraduates Against Superbugs: The Bacteriophage Discovery Project

Based in the School of Biology, undergraduate students participate in a genuine research experience that contributes to the global effort to develop alternative treatments for antibiotic-resistant infections. The project focuses on bacteriophages, viruses that infect and kill bacteria by injecting their genetic material, replicating inside the bacterial cell, and ultimately causing the cell to burst. With antibiotic resistance increasing worldwide, understanding bacteriophages is vital, as they represent a promising future therapy for combating otherwise untreatable bacterial diseases.

Bacteriophages are the most abundant biological entities on Earth, yet only a fraction of their diversity has been explored. Students on the Bacteriophage Discovery (VIP) are helping to close this knowledge gap. In 2025, they isolated several previously unknown

bacteriophages from soil samples. These discoveries form the foundation of a new phage collection at the University and have also been shared with a phage bank in the United States, making them accessible to researchers working on both fundamental biology and potential clinical applications.

In the 2025/2026 Academic Year, students are using bioinformatic tools to analyse the genomes of two of these novel phages. Their goal is to publish these findings, contributing valuable data to the global scientific community. In the long term, phages discovered and characterised by our students may one day be used to treat patients with life-threatening infections, thus demonstrating the real-world impact of undergraduate research.

Smart Money Choices: Equipping school leavers with financial confidence

Too many young people leave school without the financial knowledge they need to navigate adult life. Research consistently shows that financial literacy among UK young adults remains low, with many struggling to understand payslips, manage budgets, or avoid costly debt. My research, funded by a British Academy Innovation Fellowship, examines how children and young people learn about money in an increasingly digital world, and how we can do better.

Led by Marcel Lukas, Senior Lecturer in the Business School, 'Smart Money Choices' translates this research into real-world impact. The initiative offers a free, self-paced online curriculum at SmartMoneyChoices.co.uk, designed specifically for UK school leavers aged 16 to 21 and other young people coming to the UK for the first time. Across eight sessions, learners engage with practical topics including banking basics, understanding payslips and tax codes, budgeting, living independently, debt management, and long-term financial planning. A formal short course from the University of St Andrews provides an additional pathway for those seeking a certificate of completion.

The programme is grounded in evidence from my Fellowship research, which draws on data from over one million children using financial technology apps and collaborations with the Money and Pensions Service. This work also informs my role on UNICEF's strategic advisory board on financial technologies and children's wellbeing, where I recently authored a piece highlighting how the shift from physical to digital money creates both opportunities and risks for young people. By connecting academic research to accessible, freely available resources, Smart Money Choices aims to give every young person, regardless of background, the confidence to make informed financial decisions as they step into independence.



Smart Money Choices has been designed to support young people with improved financial literacy

Nurturing Tomorrow’s Problem-Solvers: The University’s Maths Circle Programme

In the 2025/2026 Academic Year, the School of Mathematics and Statistics launched a new Maths Circle, inviting local pupils from P7 to S4 to the department each Saturday to explore mathematical problem-solving in an engaging and supportive environment.

The initiative is delivered in partnership with the charity We Solve Problems and is designed to complement school-based learning through creative, hands-on sessions led by St Andrews undergraduate and postgraduate students. Free from the constraints of a formal curriculum, the programme encourages pupils to approach mathematics imaginatively and collaboratively, building confidence as well as skills.

Holding the sessions in the School’s lecture rooms gives young participants a sense of what university learning feels like while allowing them to interact with current students who act as near-peer role models. This helps demystify higher education and makes mathematical study feel more accessible and enjoyable.

A highlight of the programme is the “Maths Battles,” held roughly every six weeks. In these energetic team-based competitions, pupils work together to tackle challenging problems, building communication, resilience and teamwork.”~

The Maths Circle has already proven highly successful, with around 30 pupils attending each week and enthusiastic feedback from families. One parent shared: “Tom and George absolutely loved the event and were delighted to be doing maths and reasoning questions that really stretched them. Thank you for organising such a brilliant and worthwhile programme!”

The School hopes the initiative will continue to grow, inspiring future generations of local pupils and sharing the joy and creativity at the heart of mathematics.

Improving end-of-life care for Scottish communities

Across Scotland, around 1% of people are in their last year of life at any given time. However, many are not identified or not identified early enough, limiting opportunities for future care planning and personalised support. Moreover, 95% of people in their final year of life use urgent or emergency care, and this small group accounts for one in four hospital bed days and over a third of total health-care spending. These pressures affect individuals, families, communities, and the wider health service.

To address these issues, University researchers have partnered with NHS Fife, NHS Highland, and several academic and third-sector organisations to deliver a Chief Scientist Office-funded £1 million programme grant. The project, Supportive Health Intervention and Escalation for Life Decisions (SHIELD), aims to improve early identification of people at high risk of being in their last year of life and having unmet future care needs.

The programme brings together advanced health data science and clinical expertise to explore whether more



SHIELD Project Team members (L-R) Ms Robin Alexander, Research Fellow in Medical Statistics; Professor Colin McCowan, Professor in Health Data Science; and Dr Sarah Mills, Senior Lecturer in Academic General Practice

people in this group can be identified earlier and more accurately. Earlier identification can make a profound difference: it allows people and families to make informed choices, improves the quality of their care, and reduces avoidable care crises. It also ensures support is better aligned with people’s needs, goals and values, while preventing unwarranted escalations in care, potentially freeing up capacity across NHS Scotland.

Computer scientists shaping ethical digital policies

In October 2024, the IDEA Network in the School of Computer Science, hosted its first workshop of ‘The Role of Universities in the Ethical Digital Nation’ series at the University of St Andrews, funded by Scotland’s Future Series.

The project was developed to inform and shape policy on ethics in a rapidly changing digital world and was in direct response to work being undertaken by an expert group brought together by the Scottish Government to develop a report, “Building trust in the digital era: achieving Scotland’s aspirations as an ethical digital nation.”

The initial workshop, organised by Dr Abd Alsattar Ardati, lecturer in the School of Computer Science, Dr Kirsty Ross, Industrial Liaison, and Truman Venters in the School of International Relations, with support from Vice-Principal Digital Professor Monique Mackenzie, gathered a diverse audience of academics, policymakers, and community leaders, all focused on exploring how universities can lead in ethical digital practices.

Throughout the workshop, interactive group sessions encouraged attendees to brainstorm actionable steps universities can take to foster an ethical digital nation by

2035. The discussions highlighted both the challenges and opportunities that lie ahead.

A second workshop, Co-Designing with Communities for an Ethical Digital Nation, focused on developing actionable, community-centred strategies. Attendees were invited to explore opportunities to engage with the IDEA Network through grants, membership, and regular meetups, opening the door for broader involvement in shaping ethical digital practices at local and national levels. This session underscored the Network’s commitment to co-designing solutions that reflect and respond to the needs of diverse communities.

Dr Ardati said: “The initiative was about creating a roadmap for real change, aligning our efforts with Scotland’s Digital Strategy. We envision an Ethical Digital Nation that empowers individuals while addressing the risks associated with digital technologies.

As part of our work, we produced a white paper summarising the actionable steps discussed in both workshops. This document will serve as a guide for universities and other stakeholders as we advance digital ethics across Scotland.”



Dr Ardati and Dr Ross are pictured with Dr Claudia Pagliari, chair of the expert group that developed the Scottish Government’s report.

International Social Responsibility

Global responsibilities are driven by the strength of our people and partnerships, alumni whose support enhances our mission, students who contribute their skills through initiatives like Project Zambia, and researchers advancing transformative international work. Through worldwide engagement, student volunteering, and global health programmes, the University continues to honour commitments to supporting communities well beyond our own borders.

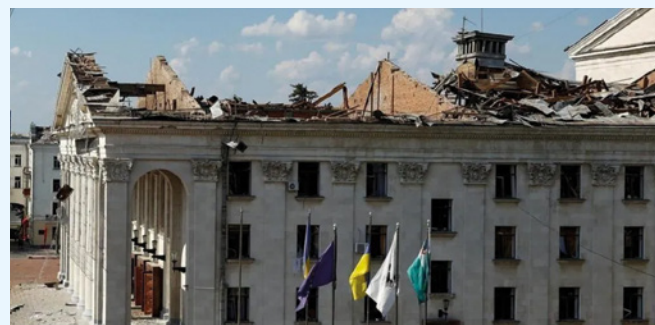
Learning from the resilience of Ukraine

Early in the new year, a group of International Relations experts from St Andrews dodged drone strikes, relentless snowdrifts and slept in underground bunkers on a trip to learn more about the experiences of people and politicians in Ukraine.

Professor Phillips O'Brien, Chair of Strategic Studies in the School of International Relations, was joined by St Andrews academic Professor Stephen Gethins MP, and colleagues Professor Kristen Harkness and Dr Marc De Vore, in Kyiv.

One of the highlights of the visit was an event held at Kyiv Mohyla Academy (KMA). This gave Professor O'Brien and Professor Gethins the opportunity to meet with ten John Smith Trust (JST) Fellows as well as Dr Yuliia Lysanets, Coordinator of International Cooperation, and Dr Yuriy Petrushenko, Director of the Fund of the President of Ukraine for Education, Science, and Sports to discuss the developing partnership with the JST in Ukraine.

Professor O'Brien, who has become a renowned commentator on the war in Ukraine since the full-scale invasion almost four years ago, said: "The Fellows are all graduates of the Kyiv-Mohyla Academy. For them, I believe, it was useful to host both a visiting MP and an academic known to be supportive of Ukraine. It was good to hear more about their experiences and get their perspective on the ongoing war and its impact."



During the trip Professor Phillips O'Brien visited the north of Ukraine where Russian forces inflicted war crimes on local people. In Chernihiv city a direct missile attack during a performance killed seven people



Saints Sport international volunteering programme has marked 20 years of sustainable development and youth empowerment through sport in Zambia

International Saints

Saints Sport's International Volunteering programme, delivered through the Volunteer Zambia initiative and the Wallace Group, supports Sport in Action in providing community sport opportunities across Zambia. For over 20 years, student volunteers have helped develop Community Sport Hub Sites and deliver sport to thousands of young people each summer.

The Wallace Group marked its 20th anniversary with a Gala in Lusaka in August 2025, celebrating a partnership that has supported hundreds of thousands of young people and invested more than 15 million Zambian Kwacha into sports facilities across the city. In 2024 alone, more than 17,000 young people were reached through nationwide programming.

Since its founding in 2006, the Wallace Group, seven

UK universities including St Andrews, has united over 1,000 volunteers in using sport to support sustainable development and youth empowerment.

During the anniversary celebrations, two major initiatives were launched. The first was the World Netball Partnership, which builds on Zambia's successful community sport hub model. This programme has now expanded to 49 sites and supports 263 teams and 350 coaches -53% of whom are women- engaging more than 16,000 participants and inspiring uptake in neighbouring countries. The second initiative was the Duke of Edinburgh's International Award Zambia Partnership, a youth development programme operating across three provinces. In its first cohort, it achieved an impressive 93% completion rate, exceeding the global average by more than 20%.

The Mutual Aid Clinic

The Mutual Aid Clinic VIP explores the histories and contemporary political realities of marginalised communities within the international system. Each year, the Clinic partners with community partners to document lived experiences while drawing attention to the shared systems of oppression faced by marginalised groups worldwide.

This work involves capturing the communities 'historical context, current political circumstances, and how these shape key indicators such as education, healthcare,

employment, and the justice system. Students also examine the theoretical and practical priorities that emerge in recognising and challenging structures of inequality.

By mirroring the research methods used by non-governmental organisations, the Clinic offers students valuable experience in real-world human rights research and highlights how university-based initiatives can provide meaningful mutual aid to the communities they support.



Members of the New York Alumni Club at the Tartan Day Parade

International alumni and supporter engagement

The University has over 40 alumni clubs around the world based on geographic location and special interest. With alumni living and working in more than 140 countries worldwide, the clubs represent the power of the St Andrews connection, which continues far beyond graduation. Overseas foundations play a strategic and important role in enabling the University to grow and steward philanthropic support from international donors. They are enabled by an engaged network of alumni volunteers.

International alumni clubs provide structure, continuity, social, and career networking opportunities for graduates. They host events and engage via social media and SaintConnect, the University's online platform for alumni. Through SaintConnect, they can also volunteer for initiatives like Coffee Connect career mentoring and work shadowing.

Each year, alumni host current students in their workplace to give a flavour of different careers and industries. Most recently, US alumni supported the Winter Break Careers Treks in New York, Los Angeles, Washington DC, and the San Francisco Bay area in January 2026.

In 2025, 65 alumni volunteers supported the University around the world at admissions events, and over 70 gave their time through volunteering with alumni clubs.

Jessica Whiteley (MA 2018) came to St Andrews from California and moved to New York City upon graduating. She volunteers as President of the New York Alumni Club, which offers a vibrant community for alumni across industries. She says: "Living in New York, I feel closer than ever to those formative years [at St Andrews], and I am proud to help keep our global alumni community thriving."

Strengthening Tanzania's response to antimicrobial resistance

Antimicrobial resistance (AMR) is a growing threat in sub-Saharan Africa. Through interdisciplinary, evidence-based research, the St Andrews HATUA team has helped improve clinical practice, national policy, and professional training in Tanzania.

The team's analysis of bacteria causing urinary tract infections (UTIs) directly informed updates to Tanzania's National Standard Treatment Guidelines, leading to new recommendations that target prevalent multidrug-resistant strains.

HATUA's sustained engagement with national

policymakers also shaped the National Action Plan on Antibiotic Resistance 2023–2028, contributing evidence that supported strengthened surveillance systems and improved infection prevention and control measures.

Research into antibiotic dispensing revealed major gaps in practices within Accredited Drug Dispensing Outlets (ADDOs). After findings showed the five-week training programme was insufficient, Parliament introduced new regulations requiring all new ADDOs to be managed by individuals with formal Pharmaceutical Sciences qualifications—an important step toward safer community-level antibiotic use.

Our commitment goes on...

Transition's Bike Pool supported more than 350 cyclists in 2025 through twice-weekly free repair drop-ins. The volunteer team, over 15 strong and including pupils, students, retired staff and local residents, developed skills through Transition's training programme. Volunteers refurbished donated bicycles at the University Bike Workshop for loan or distribution through the Access to Bikes initiative. Through this programme, Transition worked with Student Services, community partners, and Greener Kirkcaldy to provide low- or no-cost bikes to people on low incomes. Over 70 individuals and families, including refugees and students, received refurbished bikes, helping them access work, education, and affordable active travel.

Spare Spoon is a sustainability initiative to reduce food waste from halls of residence by collecting leftover meals and redistributing them for free. A two-week trial was held at the beginning of December 2025 for all students, staff, and community members. Originally started by students, Spare Spoon was revived through coordination between the Environment team, Residential and Business Services, and the Students' Association. The trial was carried out by a new group of trained student volunteers, who collected the food using a cargo e-trike from Transition University of St Andrews.

Transition continued to strengthen **community skill-sharing** in 2025, with almost 800 people learning new practical and creative skills. Its volunteer network grew to more than 70 students, staff, and local residents contributing their expertise. Activities included sustainable fashion workshops in local schools, community sewing sessions, and a range of hands-on creative and repair-focused skills classes. Transition also launched 'Made in St Andrews', a community-owned brand promoting sustainability, lifelong skills, and local creativity.

An annual student tradition, **the foam fight**, held on Raisin Monday, continues to produce impressively low rates of waste from costumes and high recycling of foam cans and caps. The Raisin Receipts offered before entry to the fight helped the University to donate 14 large boxes of items to food banks. These were shared with local community foodbank, Storehouse

St Andrews, and for the first time, the Union's own Campus Larder.

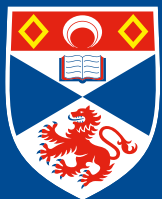
The University's revised **Travel Policy** strengthens efforts to reduce carbon emissions by discouraging domestic air travel and introducing a travel hierarchy to help staff make informed, lower-carbon choices.

Between October 2024 and September 2025, the University community **donated 55.6 tonnes of items** to the British Heart Foundation, via red donation banks located across campus, raising £105,000 for the charity. The University first partnered with the British Heart Foundation's banks in 2019. Since then, we have raised around £375,000, contributing to life-saving research into cardiovascular disease.

The University is establishing a **Green Hydrogen Accelerator**, a dedicated research facility based at Eden Campus designed to drive breakthroughs in low-carbon hydrogen production and its real-world applications. Supported by a £2 million grant from the Wolfson Foundation, the initiative strengthens the University's capacity to develop technologies that could transform the energy, industrial, and chemical sectors.

Around 50 staff, students, and community members took part in a cold-water dook at East Sands on **International Women's Day**, raising £600 for Fife Women's Aid. Now in its third year, the event, organised by members of the Communications, Marketing and Public Affairs team, has raised over £1,800 to date and brought together colleagues from across the University for a cross-campus engagement effort.

On 11 February, students, staff, and members of the local community came together in the Buchanan lecture theatre to remember the men, women, and children killed during anti-government protests in Iran. **The vigil**, organised by colleagues in the School of History, School of Modern Languages, CMPA and the Chaplaincy, highlighted the University's commitment to global citizenship and human rights. Wendy Chamberlain MP was in attendance, emphasising the importance of political engagement and peaceful advocacy.



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