

**University of St Andrews**

SCHOOL OF MANAGEMENT

**STRATEGIC PLAN**

2009 – 2014

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## 1. Introduction

The School of Management has progressed strongly over the last 12 months, scoring highly for a small School in the 2008 RAE and obtaining the tough Central and Eastern European Management Development Association (CEEMAN) accreditation after an intense inspection. We have denoted the additions to last year's plan as **(new)**.

**School Mission (new):** *To conduct leading-edge management research; to inspire our students with a research-driven education as well as informing the practice of management in a responsible manner.*

**School Vision (new):** *To become the leading boutique Management School in Europe*

### 1(I) Current School Strategic Position

- School seen as youthful, strong and enterprising
- Consistent 5<sup>th</sup> or 6<sup>th</sup> position in Times/Guardian tables from 118 B&M Schools in UK
- Continues to lead the University's initiatives in Taught PG and Executive Education programmes **(new)**
- Small by UK standards, but punched nearly three times its weight, as calculated by the average GPA weightings for UK business and management schools and their expected scores, in the recent 2008 RAE **(new)**
- School achieved CEEMAN Accreditation during 2008 after full review and inspection **(new)**
- School has met the University's directive on undergraduate offers of admission. This should result in the School meeting the current target of 35 (Home and EU FTEs). The School continues to expand its intake of International students beyond the current 59.96 FTEs **(new)**

### 1(II) School of Management Identity

The School's identity is defined by a **'critical, interdisciplinary approach to the theory and practice of management with a strong focus on leadership and social responsibility in its research, teaching and student output'**.

### 1(III) The Outer Context for School Strategy and Consequences

The School's main revenues come from Taught PG programmes. This market is very competitive. The context is fast moving, complex and uncertain. Our foresight team continues to monitor the signals of change, through future scenarios, and work these back to current strategy. This is aggressive and inventive and involves risk. The volatility of the income streams will need to be 'dampened' through the introduction of part time and perhaps distance versions of existing products.

### 1(IV) Future School Strategy

The medium-term strategy to 2014 is defined by the School's goals, policies and action sequences. Currently, these are:

#### Goals **(new)**

- To remain the leading boutique Management School in Scotland;
- To remain the leading boutique Management School in the UK;
- To become the leading boutique Management School in Europe.

#### Policies

- To increase the interdisciplinary intellectual relationship between Management and other disciplines;
- To provide a rich research culture;
- To provide research-driven teaching of a high quality;
- To build a network of international scholars;
- To uphold the highest levels of organisational governance;

- To manage our assets and strategies in a sustainable manner;
- To adopt a proactive, innovative and aggressive approach to our strategies;
- To be comfortable with change, continuous innovation and risk.

#### *Action Sequences*

- See operational plan (section 10(IV)) for all actions behind the targets in the following sections.

### **1(V) Summary of Objectives Achieved**

Objectives achieved since the last plan are illustrated in the operational plan (section 10 (II)) with a traffic light system.

## **2. Research**

In a competitive environment, the School finished a highly creditable 19<sup>th</sup> out of 90 institutions in the UK and second in Scotland in terms of its GPA. This was achieved with an 88% submission rate, avoiding the game-playing of other schools of business and management in the UK. This strong showing marks the achievement of the first phase of the School of Management's research strategy. St Andrews was the strongest small school in the UK, finishing comfortably above comparator institutions such as York, Leicester and Queen Mary.

The School's research tagline is "**Because Organizations Matter ...**" and our research mission is to "**produce leading publications in the field of business and management studies that have an important influence on academic debates and, more generally, contribute positively to civil society**". Within our research culture, we aim to provide a pluralist environment which fosters the achievement of academic excellence by staff and doctoral students alike.

The School will improve its research standing at the next REF. This will require substantial investment as Business and Management is a well resourced academic sector dominated by large hegemonic schools. If an influx of funds is not received we will struggle to consolidate and hold our current position as others move forward. **(new)**

### **2(I) Income and Trends**

The School's drive for research funding has been successful in the last year. Major items include Professor Townley's £1.5 million ESRC grant for capacity building in the Creative Industries and Professor Beech's £170,000 AIM / ESRC fellowship. Professor Davies continues to generate impressive sums of research funding from, inter alia, the Department of Health. In addition, members of staff have been successful in generating funding from bodies such as the Scottish Executive and the Institute of Chartered Accountants in Scotland. A comprehensive list appears at section 10(VI)

The School's income generation over the last year has been in excess of estimated figures. Thus far, it has raised more research monies than it generated in the entire census period of the last RAE (see section 10(VI)). The initiative will progress strongly through to the REF submission in 2012 through constant informing, monitoring and innovations from the Research Committee e.g., the provision of seed-corn funding to develop pilot studies to inform full research grant applications.

Building on significant recent successes identified above the school will strive to increase research income through targeted funding. For example, Professor Bebbington is working on preparing a proposal with others (at the University of the Highlands and Islands and elsewhere) to gain funding for the development of a National Centre for Sustainable Development Research in Scotland. If successful this centre will provide an opportunity to bid for significant numbers of PhDs and Research Fellows, which would increase and build capacity within the school of management and university more generally. The school will also continue to provide mentoring support by experienced members (such as the Faculty Development Officer, Davies) to those staff considering grant applications.

## 2(II) Knowledge Transfer (KT) Activities

The Institutes (Institute for Capitalising on Creativity (ICC), Social Dimensions of Health Institute (SDHI)) funded by the School and the School's contribution to St Andrews Sustainability Institute (SASI) in Geography and Geoscience are the prime vehicles through which the Knowledge Transfer policy of the school is enacted. The School's KT strategy takes four forms: (1) shaping policy through sitting on influential committees, (2) producing reports / providing advice to professional / corporate bodies, (3) hosting events to discuss research ideas with practitioners, and (4) the co-production of knowledge (Mode 2) with practitioner groups. The 2008 RAE feedback suggested that these areas were seen as 'world class' by the panel. In the last year, a number of successes have been recorded and examples include:

- Type 1 KT:  
Professor Davies has been appointed Director of Knowledge Mobilisation and Capacity Building" for the NIHR Service Delivery & Organisation national research programme. This involves managing a research budget of £1.6 million. He serves on the Advisory Board for the newly formed NHS Evidence, and has been appointed as a board-level advisor to NHS Quality Improvement Scotland. Professor Bebbington is the Vice-Chair (Scotland) of the UK's Sustainable Development Commission - the Government's formal advisor on sustainable development. Professor McKiernan continues as President and Chair of the Executive and International Boards of the European Academy of Management and chairs the Governing Board of West Lothian FE College.
- Type 2 KT:  
Professor Wilson has advised the Scottish Government on Credit Unions in Scotland. His findings were published by the Scottish Government in report form. Professors Beech and McKiernan are co-investigating the 'Future of the European Automobile Industry' for the European Commission and Professor McKiernan continues to work with the Scottish Parliament on the 'Future of Sustainable Communities', with the Scottish Higher Education Funding Council on the 'Changing face of Scotland's Colleges to 2020' and with the Institute for Advanced Studies in the preparation of 3 Green Papers on 'Investing in an Uncertain Future'.
- Type 3 KT  
Professor Beech and Martin Dowling have hosted a number of events with the Chartered Institute of Personnel and Development (CIPD) and Professor Littler and Chloé Gallien hosted an event for SMEs on doing business in China. SASI hosted an event for practitioners on carbon accounting and provided training to Scottish Power.
- Type 4 KT  
Professor Davies in his research on Healthcare Management is currently engaged in the co-creation of knowledge with agencies in the NHS. Professor Bebbington is involved with executive education in Scottish and Southern Energy on sustainable development literacy and also the Sustainable Development Leadership Lecture series (in partnership with the Sustainable Development Research Centre (SDRC) in Forres).

The school will embark on an audit of its KT and KE work. This will ensure that the extent and type of KT and KE activity is monitored. Such data will allow the identification of common contacts, potential collaborations and the development of joint research agendas between member of the School and external stakeholders in government and industry. Also, it will act as a useful source of information in the forthcoming Research Evaluation Framework exercise.

In consideration of 2(I) and 2(II) above, the Management Committee aims:
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| <ul style="list-style-type: none"><li>➤ To maintain and progress research grant- getting throughout the School</li><li>➤ To continue to influence strategy and policy among organisations and Governments</li><li>➤ To continue to focus strong management research in the direction of public policy</li><li>➤ To embark on an audit of KT and KE work</li></ul> |
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## 2(III) PG research

The Research Postgraduate School comprises 28 full time and part time students [24 PhD candidates and 4 MPhil candidates] and there have been 7 recent PhD examination successes. In addition, 1 student is awaiting examination or re-examination and 4 are currently writing up. The programme continues to focus on increased professionalism, a rich doctoral experience and a reduction in poor completion rates.

a) The School intends to admit 10 Postgraduate Research (PGR) students per annum to 2011, coming close to the target of 40 PGR (with some PT and others writing up (excluding professional doctorate and creative industries). To stimulate this growth, the Finance Committee and MC have agreed to provide 3 PhD scholarships available for 2009 entry. Already, 6 PGR students have been recruited to the CASE Studentships in the Institute for Capitalising on Creativity and (see section (2(I) above) the potential for more CASE studentships exist in the Bebbington grant applications. Recruitment will be through target marketing amongst our existing Taught Postgraduate (TPG) students. **(new)**

b) The major £1.5m ESRC Capacity Building Cluster grant awarded to Professor Townley in Creative Industries has two main aims: to build social science research capacity in management and to enhance knowledge transfer between higher education and industry. The grant has two main foci: 15 Case PhD studentships and 7 Knowledge Transfer partnerships (1 for a large company and 6 for small and medium sized enterprises). The case studentships are designed to promote research into an area of organizational significance for the sponsoring organization. The KTPs are designed to promote knowledge transfer on a central aspect of organizational significance for the sponsoring organization. All these projects are industry-led, i.e., the sponsoring organization industry determines the focus of the project. At present, case studentships and KTPs are being negotiated in all the major Creative Industry areas. The grant has been awarded for a five year period 2008-13. The CBC grant was only one of four awards granted in the UK, the only one awarded in Scotland and the only one focusing on the creative industries. Another aspect of the grant is the business voucher scheme, of which we have 15, again designed to promote knowledge transfer. These £3000 vouchers are designed to enable SMEs, who have had no previous links with higher education, to be able to purchase academic research, consultancy and feasibility studies.

### b) Sustainability

SASI is leading the University of St. Andrews' collaboration with a variety of academic and practice partners to form the National Sustainable Development Centre. This proposed Centre will be seeking SFC SRDG funding late in 2009 is likely to build the capacity to undertake sustainable development research which would include support for post-graduate research.

### d) ESRC and ESRC/CASE Studentships

The School won ESRC Case recognition in 2005 and is keen to uphold that distinction. Its key ambition is to increase the number of applications for ESRC and ESRC/CASE studentships. In particular, as the CASE studentships reflect and encourage well-developed relationships and other engagement with practice, the School will use its active engagement with policy and practice as a platform for increased doctoral funding e.g., Professor Bebbington (along with colleagues from the School of Geography and Geoscience and the School of Psychology) were recently awarded an ESRC/Scottish Government collaborative PhD studentship.

In consideration of 2(III) above, the MC aims:

- To further streamline the Postgraduate Research Committee's monitoring, review and reporting processes
- To increase physical attendance/interpersonal interaction of students within the School
- To grow, organically, the number of first-rate doctoral scholars
- To offer a range of significant doctoral scholarships
- To establish a compulsory taught research training period as a condition of upgrade
- To systematise the organisation of the different cohorts of students within the School

- To increase recruitment to MRes
- To complete approval and then implementation of DipRes and revised MRes
- To revisit recruitment strategy
- To increase case studentship applications
- To introduce additional training programmes
- To build stronger research nodes that support the School's research groupings
- To encourage wider engagement with the doctoral college within the School
- To develop more 'publication with the supervisor' to raise visibility at conferences/in journals and raise observable quality within doctoral school
- To work more closely with the national and international academies e.g. BAM, EURAM and their doctoral programmes

## **2(IV) Outputs and Quality (new)**

a) The School's research strategy is focussed primarily on publishing in top management journals. The research committee has set all staff the key performance indicator (KPI) of a minimum target of publishing four 3\* publications for the next REF. To help deliver this objective, an audit was conducted in January 2009 of all academic staff to assess progress in achieving this objective. Three members of staff have already achieved this objective (Professors Wilson, McMillan and Mueller). Staff at risk of failing to achieve this outcome will be counselled over the summer. Some staff departures (Professors Littler, Kornberger and Dr Spence) will have an injurious impact on the publications for the School.

b) In the 2008 RAE, 60% of the School's outputs were ranked 'world leading' and 'internationally excellent'. The School intends to increase this percentage to 80% for 2012 by investing in its core strengths in the areas of Banking & Finance, Organization Theory and the Public Sector. However, as GPAs among UK Business and Management schools exhibit a scale relationship and the School is small by UK standards, a repeat of its remarkable performance in the 2008 RAE will be a struggle without further selective investment by the University over the period to December 2012.

c) Currently, the School is investigating improvements in its research environment and how to best engage with the new 'impact' criteria of the REF in business and management.

In consideration of 2(IV) above, the MC aims:

- To continue to monitor research outputs in a formal manner
- To provide support for junior staff in achieving their REF KPIs
- To invest in resources for its core research areas e.g., PhD scholarships
- To play a key role through its strong presence in the British Academy of Management in influencing the criteria for 'IMPACT' in the next REF

## **3. Learning and Teaching**

### **3(I) UCAS tariff**

The School has increased its criteria for entry at UG level over the last few years to bring it in line with other top Schools in the University. For 2008/09, the asking rate for 'Home' (UK/EU) entrants was AAAB at Higher and AAB at A Level (UCAS Tariff: 305 and 340 points respectively). It should be noted that only 10% of Scottish school pupils achieve 5 Highers at grades A-C at the first sitting. The grades offered for the 2009 intake were AAAA at Higher and AAA at A level. The School intends to stick with these rates to 2014 and beyond.

### **3(II) PG Taught**

Now that the School of Management has achieved the 250 target set for it by the University for taught postgraduate students, the emphasis continues to be placed on consolidation, diversification of international source and heightened quality in terms of English Language and intellectual capability.

### Admissions targets

The School is willing to develop its targets beyond 250 students and is confident that it can do this without jeopardising the diversity and quality objectives. The School estimates that it will turn away approximately £1.3m to £2.6m of revenues from taught postgraduates due to physical infrastructure constraints in St Andrews. It has considered several alternative options e.g., servicing certain markets via teaching in Oman and/or Singapore, beginning programmes at different times of the year to capitalise on the summer months and developing part time versions of its existing programmes. The latter is underway and the School will present FBC with a paper offering a Part Time version of our mainstream pg programme MLitt Management and MLitt Management (HRM). The table below shows the actual performance against agreed admission targets:

	2006-7	2007-8	2008-9	2009-10	2010-11	2011-12
Agreed target	200	220	240	250	Not agreed	Not agreed
School target					270	270
Actual number	197	167	265 (253)*			

\* the number given in brackets is the number of FTEs, as students on the MSc Management and IT are shared with the School of Computing on a 50/50 basis.

\*\* Applications for 2009/10 increased by over 60%. Offer and acceptance numbers are monitored very closely by the School, with tight liaison with the Vice-Principal for External Relations, the Provost and Proctor, the Director of Admissions, and the Quaestor. However, the monitoring of deposits has indicated that the projected conversion rate used by the School to make its offers has not proved reliable this year. Therefore, despite closing applications early, the School will exceed its target number of 250. Senior Management of the University has been kept fully informed of this development.

### Diversification: student population (new)

The School recognises that the future market for pg students from China will decline as China builds more Business Schools and limits visa applications for study abroad. Hence, the School has an active diversification programme to 2014 targeted at the Russian, Singaporean, Indian and Norwegian markets. It believes that the figures in the table below are wholly achievable.

	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
% of overseas students T = target agreed with Provost and Proctor	91.9%	76.9%	82.3%	T: 80-85%	T: 80-85%	T: 80-85%
% of students from Home/EU T = target agreed with Provost and Proctor	8.1%	23.1%	17.7%	T: 15-20%	T: 15-20%	T: 15-20%
% of students from China- Taiwan T = School target	70%	56.5%	55.5	T: 54%	T: 45%	T:40%
% of students from overseas others than China-Taiwan T- School Target	21.9%	20.4%	26.8%	T: 26-31%	T: 30-38%	T: 40-45%

### *Diversification: programme portfolio (new)*

The School operates an active portfolio management system of its TPG programmes. These are reviewed regularly with a view to cutting the weaker ones and exploring the addition of new ones in response to both market demand and staff research capability. The School aims to launch two new MLitt programmes in 2009 in 'Finance and Accounting' and 'Corporate Social Responsibility' and a joint Masters degree with Moscow State University. The table below illustrates the current position:

	Year of launch	Target number	To be continued/withdrawn
MLitt in Marketing	2004-05	50	
MLitt in International Business	2004-05	50	
MLitt in Finance and Management	2006-07	50	
MSc Management and Information Technology	2006-07	20	To be reviewed in 2009-10
MLitt in Management	2007-08	35	
MLitt in Management (HRM)	2007-08	15	
MLitt in Managing in the Creative Industries	2008-09	20	
MLitt in Corporate Social Responsibility	2009-10	10	To be reviewed in 2009
MLitt in Finance and Accounting	2009-10	20	To be reviewed in 2009
Masters in International Strategy (with Moscow State University)	2010-2011	15	

### *Quality*

The aim for 2009-12 is to improve the quality of the intake in English Language (EL) and in intellectual capability. During this time, it will increase the IELTS barrier beyond 7.0 to 7.5 and seek more demanding qualification grades from higher ranking universities. The quality of students on our current programmes is acceptable by standards at St Andrews but could be improved.

### **3(III) Completion rate**

The School is pleased with its high level of completion among its taught Masters cohorts over the years as demonstrated in the table below:

Academic Year	Completion Rate
2005/6	99.7
2006/7	99.5
2007/8	98.9
2008/9	99.8

### **3(IV) Classification rate**

The School is pleased with the spread of its classification rates and endeavours to provide a high class of education whilst resisting grade inflation with suitable checks and balances e.g. clear marking guidelines, mentoring of new staff, anonymous marking, second marking etc.

Academic Year	First		Upper Second		Lower Second	
	Total Awards	% school awards	Total Awards	% school awards	Total Awards	% school awards
2006/7	8	14.8%	42	77.8%	4	7.4%
2007/8	10	17.2%	43	74.1%	4	6.9%
Total	18	16.1%	85	75.9%	8	7.1%

Academic Year	Third		Unclassified		Total	
	Total Awards	% school awards	Total Awards	% school awards	#	%
2006/7	0	0.0%	0	0.0%	54	100.0%
2007/8	0	0.0%	1	1.7%	58	100.0%
Total	0	0.0%	1	0.9%	112	100.0%

### 3(V) Academic Audit Link

The School has been subjected to intensive auditing in recent years and will be subject to more in the future.

a) During the Quinquennial review of semester 2, 2008, the audit team commended the School for its increased provision of activities during Orientation week, the care taken to support a large cohort of international students with specific study skill support and the Masters Extra (MX) Employability programme. In addition, it recognised the Schools future external audit programme as it aimed to achieve a triple international accreditation by Central and Eastern European Management Development Association (CEEMAN), European Quality Improvement System (EQUIS) and Association to Advance Collegiate Schools of Business (AACSB). Additionally, the team encouraged the School to improve its developmental feedback to students (completed), suggested the use of Liaison Librarians (completed) and encouraged the broader use of anonymous marking (completed).

b) During semester 1, 2008, an international team of auditors linked to the CEEMAN visited the School for a four day inspection tour, following the submission of a detailed report from the School on its activities. The CEEMAN team were impressed by many features of the School, including the University's own internal auditing process, the Schools innovations in teaching e.g., in Second Life, the calibre of students at junior and senior honours and the product portfolio.. The team encouraged the School to develop closer links to the business community (see section 3(VI) below) and to build closer links to other leading international Schools (see our link to Moscow State University in 3(II) above).

c) The School plans to achieve the other two major international accreditations from EQUIS (European) and AACSB (North American) within the next 18 months.

### 3(VI) Executive Education and Professional Doctorate

#### *Executive Education*

a) The School has developed networks in the business and organisation community through a number of initiatives during 2008-09 including one for the IoD, two workshops for the CIPD and will continue its connections with CIPD by hosting the opening of a Scotland-wide seminar series on Knowledge into Practice in September 2009. Also, the School has developed a funded open access conference on 'Doing business in China' and a presentation at the KnowFife (a group promoting research, learning and development in Fife) conference to potential local clients. It intends to increase this activity to 2014, though the market is tight due to recessional conditions.

b) The School has designed, and is waiting to deliver, three modules (approved by FBC) on Leadership for Michelin who are not able to finance this course currently. However, following the Schools £80,000 research with the European Automotive Supply Industry and the recommendations to enhance Europe-level training in the sector, opportunities to modify and launch the programme on a cross-company basis will be explored eg Mercedes.

c) In August 2009 the School will run, a week-long module on 'Leadership, Strategy and Change Management' for executives on the Sciences Po MBA (a top European University in Paris). Once this has been completed the School will consider modifying and marketing this product, for example, to existing University contacts in Russia.

d) The School won the tender to design and deliver a postgraduate certificate in 'Collaborative Management' for the revised Fife Council 'Leading and Learning' course for 2009-10. Following the successful bid, Fife Council has experienced financial problems. However, the School will seek a financial compromise to enable the programme to run and after the first session will explore opportunities to sell it on to other clients.

#### *Professional Doctorate*

The School has held discussions with its research centre Directors and with other departments e.g., IR, and made presentations to potential client groups such as the Scottish Further Education Unit (SFEU) and representatives of Royal Bank of Scotland (RBS). In addition, a survey was made of the market for professional doctorates in the UK and it concluded that the current economic and financial crisis is not the right time to design and launch a professional doctorate due mainly to corporate staff rationalisations, a lack of corporate supervisory and delivery capacity and a mismatch between what can be provided at particular fee levels by potential client organisations. The School will continue to monitor the market and to progress its close contact with SFEU.

In consideration of 3(I) to 3(VI) above, the MC aims:

- To maintain, expand and control tightly its international recruitment network of agents
- To increase the School's investment in web marketing through a re-designed website
- To continue daily scrutiny of application numbers and deposits by programme
- To enter dialogue with the University Executive on different forms and places of programme delivery
- To continue to attend QS Topgraduate's World Grad Tour
- To supplement the QS Tour by additional visits to target countries
- To maintain and improve high language proficiency requirements
- To re-design TPG admissions system so entry is on a best-quality rather than a first come first served criterion
- To prepare for the EQUIS and AACSB accreditation visits
- To continue its professional doctorate dialogue with SFEU

## **4. Student Experience**

### **4(I) NSS**

The results for the School in the National Student Survey are significantly above the National average in almost all areas, though improvements could be made by both the School and the University in Library provision. The School scores highly in relation to presentation confidence, communication and problem solving. These are areas which align with learning outcomes within the degree programme. The results of the survey are consistent with feedback from previous reviews and the recent CEEMAN accreditation which made particular note of the high quality of our students.

### **4(II) Widening Access**

Widening participation issues are taken into account when UCAS applications are scrutinized and Admissions staff highlight applications that contribute towards the institutions access agenda. The School does not know how many of its students have come through the University's access scheme because once the application and matriculation processes are complete access students are no longer distinguished from their peers. The School's policy is to endorse and to actively contribute to the access initiatives proposed and facilitated by Admissions. Each year a number of members of the teaching staff contribute to the Sutton Trust Summer School, introducing first-generation undergraduate students to the study of Management. This Summer School is attended by 10 to 15 students each year. Also, the School participates in the Admission Office's annual programme of twelve Visiting Days that attract around 8,000 prospective domestic and international applicants onto the campus. Management undergraduates take part in the student shadowing scheme that enables prospective applicants to experience lectures and classes first hand. The School will continue to support and participate in the admissions office's access initiatives.

#### **4(III) Employability**

Employability remains a key focus of the student experience agenda for our students at both undergraduate and postgraduate level.

a) At the undergraduate level the school keeps close contact with University Careers Service where this activity is centralised. Special talks are organised targeting second and third year UG students to promote employability issues. In coordination with the School, the Careers Centre officers make regular visits to discuss employability issues with students. In addition, the School and the student led Management Society liaise with potential employers (e.g., Accenture, Shell, Deutsche Bank, Salvatore Ferragamo) to bring them to the school for recruitment presentations.

b) At taught postgraduate level, the employability initiative will continue to develop especially with regard to:

i) Links with professional bodies:

The School aims to extend the level of professional accreditation across its postgraduate programmes with Association of Chartered Certified Accountants (ACCA) and Chartered Institute of Marketing (CIM), building from the accreditations already received from Chartered Management Institute (CMI) and CIPD in 2008. These bodies will continue to provide guest speakers for our students who are encouraged to make use of the extensive information resources provided by our accreditation partners.

ii) Links with practitioners:

The successful MX programme (integrated co-curricular learning programme run in conjunction with the Careers Centre) remains the main focus of our employability agenda with the Masters students. It is reviewed on a yearly basis in response to student and speaker feedback and suggestions. The Certificate in Career Development for Postgraduate students in Management was launched in 2007/08 and has witnessed a significant increase in student uptake this year.

iii) Links with employers:

In 2007, the School began a number of workshops /seminars / conferences aimed at local businesses in which the students were given the opportunity to participate e.g., the successful 'Doing Business in China' conference.

In consideration of 4(I) to 4(III) above, the MC aims:

- To maintain its high standards of student education and experience
- To continue to support access initiatives fully
- To continue to support the initiatives of the Management Society
- To foster and innovate on its path breaking MX programme
- To introduce student personal development plans
- To continue to liaise with employers for student projects
- To continue to develop its conference/workshop series for local businesses

#### **5. Strategy for 600th Anniversary (new)**

a) The School began its preparations for the 600<sup>th</sup> anniversary in 2007 with the planning and launching of an annual staff/student photographic competition, curated by the staff of the School of Art History. Its aim is to capture pressing issues of 'management in flight'. Last year's topic focussed on the 'Future of Management' and this year will focus on 'Futures of Management in Times of Economic Crisis'. The 10 successful photographs have been displayed professionally in the School along with the author's narrative to inspire future participants. At the end of 5 years, we will collate the 50 or so winning pictures and narratives and produce a coffee table-style book for circulation to Alumni, visiting scholars and executives and for general circulation.

b) The School is planning a series of executive seminars in major cities where it has concentrations of Alumni - London, Moscow, Paris, Mumbai, Bangalore, Beijing and Munich. It is hoped to brand these as the 'St Andrews 1413' seminars and the focus will be taken from our mission statement on informing practice in a responsible manner with emphasis on leadership and sustainability.

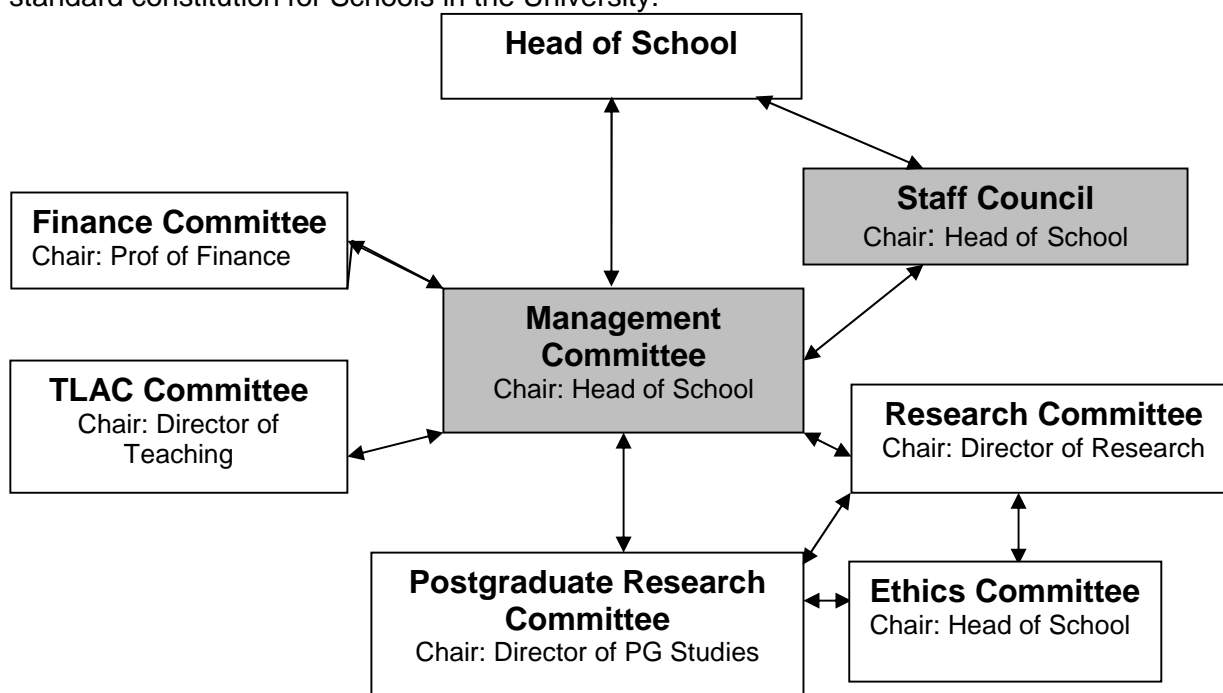
c) The School will host a major Management conference in St Andrews in 2013 for Alumni. The process will involve the interaction of management academics with practicing managers in joint seminars, presentations and workshops. We will bring leading honorary graduands back to the University and the event will be organised in conjunction with student-led Management Society who have had a good deal of success recently with these events.

- |   |
|---|
| In consideration of 5 a) to 5 c) above, the MC aims:  |
| <ul style="list-style-type: none"> <li>➤ To continue with its successful photographic competition</li> <li>➤ To begin planning its global '1413' seminars</li> <li>➤ To work with the Management Society to prepare the ALUMNI conference for 2013</li> </ul> |

## 6. Planned changes in School of Management and Communication in the School

### 6(I) School Structure

The School's management structure was introduced at its founding in 2004 and follows the standard constitution for Schools in the University:



### School of Management-Management Structure

The Head of School is responsible to the University Court for the overall strategic and operational management of the School. He/she appoints and convenes the School's Management Committee and governance of the School is facilitated through a system of cognate committees who may utilise working parties on an ad hoc basis. Each of these committees has a clear set of remits and responsibilities and reports, through the Management Committee to the Staff Council, ensuring that every member of the School is kept informed fully of developments.

For the size and scope of School activities, this structure has worked well. However, the School is keen to rationalise the structures that operate at its taught postgraduate level where its launch of 10 programmes in 5 years has resulted in some undue complexity surrounding the number of Academic Directors that are allocated to each programme. The School aims to reduce their

number and make their operational performance more efficient. It may seek advice from the LEAN Team to this end.

## **6(II) Communications**

Information is circulated in a number of formal and informal methods throughout the School. The School Staff intranet has become an increasingly valuable resource to staff. The full minutes of the Management Committee, Staff Council and Teaching Committee are published via the intranet. The Head of School produces a School newsletter of events, activities and topical issues which is made available to staff via email and is posted on the intranet. The newsletter plays an important part in maintaining and developing collegiality within a changing and expanding School. However, after a period of rapid growth, the School has constructed a full product portfolio from large UG programmes to Executive Education. This complexity has limited the amount of communication internally more than it should have done.

## **6(III) Workload Model**

The School is committed to the on-going monitoring of its workload model for teaching and administrative activities. Each member of staff is ranked on a scale from Zero to Heavy for their teaching AND administration loads. The standard load would be 2.5 to 3 teaching modules and medium administration loads e.g., Year Directorships at UG level. Staff carrying higher administrative loads (e.g., DoR, DoT) will have their teaching reduced and vice versa. The model is administered by the Director of Teaching. Despite its effectiveness, there is some evidence that its transparency has been called into question by some lecturing staff. The Director of Research will liaise with the Director of Teaching on an on-going basis to identify cases where teaching or administrative loads could be decreased or increased depending on the research performance / and or commitments of staff.

## **6(IV) Administrative and Clerical Support**

The School is unusual in employing 3 senior administrators to handle the volume of marketing and operations in its taught postgraduate domain. The School's officers travel globally to link with agents in several countries so marketing the products across the University rather than simply for the School of Management. As the numbers of Taught PG management students begins to stabilise around 250, it is possible that the marketing function could be conducted more successfully by centralising it within the University. In addition, during 2008/09, the School will handle over 2500 applications for three programmes. This requires a considerable effort from a clerical support team that has not increased in size concomitantly.

In consideration of 6(I) to 6(IV) above, the MC aims:

- To improve internal communications so each School member understands the strategy and product portfolio better
- To improve external communication so each enquirer has first class information
- To improve external communication so that the School profile and Identity is better known by key stakeholder group e.g., ESRC, AIM, EFMD, AACSB
- To improve communications between the MG and the student body
- To make the work load model process and outcome transparent to all staff
- To continue to monitor the model with regard effectiveness levels
- To utilize the Q6 interviews to monitor work loads and so fine tune the model
- To employ LEAN facilities to analyse the flow of inputs to outputs of the applications
- To engage in dialogue with the central Administrative function about marketing activity
- To monitor the workload of clerical staff carefully with a view to expanding this resource if necessary
- To ensure that clerical staff have a direct contact with the Head of School on a regular basis

## **6(V) Actions**

Please see operational plans section 10(IV)

## 7. Staffing Issues

### 7(I) Staff Development

a) The School is small by comparison to its main competitors in the UK. In the 2008 RAE, the School came second in Scotland to Strathclyde-a Business School 5 times its size. Clearly, to compete at the high table, the School needs to increase in size. In the current climate of public sector cuts, the School recognises the difficulties that the University will have in licensing expansion. Nonetheless, failure to expand could mean a struggle as a small School tries to stand still whilst others invest around it. Some expansion could come from revenue stream increases, research grant applications, endowments or Foundation for Management Education/Advanced Institute of Management (AIM) capacity building initiatives. The School will do its best to pursue these but we conclude on a note of caution-some investment in growth is needed!

b) The MC has concerns about the balance of strong research active staff at different stages of their careers. The recent RAE result confirmed the opinion of a strong professoriate and some lecturers with good potential. Recent appointments at the lecturer level have increased the research capacity at that level considerably. In addition, the recent Q6 interviews revealed concerns among staff at the lecturer level about perceived inequalities in the outcome of the promotion process within the University leading to considerable dissatisfaction.

c) The School has had no extensions to its probation periods for staff during the academic year of 2008/09. Two lecturers completed probation successfully and four others remain on probation but with encouraging reports to date. The success of the School's mentoring process and the good work of its Faculty Development Officer (FDO) is noted in this process.

c) The market for management academics is a tight one, especially in the fields of finance and marketing/strategy. Recently, the School enjoyed success in the appointment of three lecturers in these domains. Their probation will begin in September 2009.

d) The School will witness the departure of a highly paid Professor in August. It does not intend to apply for a one-for-one replacement but to ask for flexibility e.g. the appointment of a lecturer plus some cash to be used for flexible external teaching provision.

e) The Research Committee oversees the research leave applications in the School. So far, it has enabled several staff to take leave without undue impact on the School's teaching activity. However, due to the block nature of the School's past recruitment activity (e.g., in 2000, 4 staff joined at the same point in time) means that many staff are expecting to take leave at the same time at several junctures in the next 5 years.

### 7(II) Equality Statement

In line with the University policy (<http://www.st-andrews.ac.uk/hr/EqualityandDiversity/>), the School is committed to promoting equality in its activities and aims to provide an environment free from discrimination and unfair treatment. A number of mechanisms exist within the School to support this aim e.g., staff mentoring system, informal communications, Q6 reviews, presence of a staff member who is a University Officer on discrimination. However, one area for improvement is the lack of transparency over the School's workload model as perceived by some lecturers.

In consideration of 7(I) and 7(II) above, the MC aims:

- To participate in capacity building programmes with AIM for Teaching Fellowships
- To strengthen the research capacity of staff at specific stages of their careers e.g. mid career
- To continue to mentor probationary staff and work with the FDO in this regard
- To negotiate with the Deputy Principal for a lecturer replacement and cash in lieu of the Professorial departure
- To schedule research leave over a five year period from 2009/10 to 2013/14

- To maintain flexibility in teaching cover over this time by using more Teaching Fellows or Principal Teachers and an exclusive list of reliable external tutors
- To encourage staff to take leave rather than to accumulate it
- To encourage staff to engage with research grant activity whilst on research leave
- To make the process and outcome of its workload model more transparent to all staff
- To continue to ensure that all staff have equal access to the School's resources and to CPD activity
- To continue to ensure that all students experience equal rights
- To continue to ensure that all applicants are treated in the same professional manner

## **8. Accommodation, Equipment and Library issues**

### **8(I) Accommodation**

The School enjoys its occupation of a prestigious University facility (the Gateway) whose state of the art teaching facilities and communal space are crucial for its global recruitment, especially in terms of how student applicants and organisational executives perceive of a modern management school. Over the last year, the School has housed staff from GradSkills, Finance and RES and all available space in the building is occupied now. The incumbents were accommodated by releasing individual management staff offices and inaugurating a staff office sharing scheme. This has worked well at the lecturer level.

However, the School shares the administration of the Gateway with RBS. This dual role of the building – as an academic School and a conference/meeting venue – is managed through regular meetings between us. With the envisaged expansion of our M.Litt programmes and the housing of administrative offices within the Gateway, teaching timetables will dictate the need for more space to be dedicated to the School's use and further expansion of teaching facilities within the Gateway building must remain under consideration (especially during summer months). Moreover, the School has been charged what it perceives to be excessive rent for room use outside hours and outside teaching semesters. The original agreement was that any room use for academic purposes would not incur a charge though the organisers should use RBS catering facilities. Since 2004, staff turnover has meant that the organisational memory has lapsed on this agreement.

### **8(II) Equipment**

In consultation with colleagues in IT Services during 2006/07, the School developed a schedule to allow for the timely evaluation of the IT needs and equipment available to our staff. This has laid the foundation for a transparent decision-making process tied into the School's budget processes for the rolling replacement of IT equipment within the School. At the same time, we have created an IT Asset Register which allows us to monitor our assets and which informs decisions on replacement and enhancement needs within the School. This ensures that no member of staff or of our student body is without access to the latest IT hardware and software, and maintenance. However, some equipment which is used heavily within lecture theatres will need to be renewed within the planning period to ensure sharpness in data projections and full functionality. The cost of this enhancement should come from central sources.

### **8(III) Library**

Over the recent years both the School of Management and the University Library have invested heavily in the provision of resources for management students in terms of increasing the number of key management and management-related text books (including some e-textbooks), renewal and subscription to a large number of new management related journals and to a number of databases for both text and financial data. Currently management students have access to more than three financial databases. The School has pioneered this investment which has enabled users from across the University to access expensive resources that they would not enjoy otherwise.

All members of staff within the School have been contacted by the Library and are aware that reading lists must be digitalised and made available to students for the start of the academic year. Following digitisation a link will be established between modules and reading lists.

The School has benefited from regular dialogue with the University Library with visits by the Subject representative to its Staff Council and Staff Student Liaison Committees. The School will support any initiative for a Library or Resource Facility on the North Haugh.

In consideration of 8(I) to 8(III) above, the MC aims:
<ul style="list-style-type: none"> <li>➤ To monitor the sharing of office space by academic staff</li> <li>➤ To negotiate with RBS over excessive charges for room hire for academic purposes</li> <li>➤ To continue to replenish IT equipment as per systematic schedule</li> <li>➤ To monitor the replenishment of the IT equipment in the shared lecture theatres</li> <li>➤ To continue the harmonious work with the University Library staff</li> </ul>

## 9. Operational Budget Issues and Efficiency Savings, where applicable

### 9(I) Introduction

The School's strongly improving financial performance as illustrated in the table below means it is now one of the largest contributors to University overheads for its size. However, the School's Operations Budget has been set at around £150,000 for the last few years. The School has overspent this figure consistently, primarily as a result of the necessity of high levels of largely unpredictable expenditure in recruiting, building up, servicing and teaching the PGT cohort within the School. Although the draft financial metrics suggest a slightly increased operations budget for 2009/10 there is little likelihood of this budget being adhered to globally – not least as the suggested operations budget has not risen in line with the School's overall improving and now surplus-generating activities.

#### School of Management Financial Planning Model 2009/10

	2007/08	2008/09	2009/10
<b>GROSS STATS</b>			
Surplus / (Deficit) - Based on Current FPM	(209,756)	(298,600)	405,127
Surplus / (Deficit) as % of Net Income	-9.1%	-12.5%	13.3%
Surplus / (Deficit) as % of Gross Income	-5.0%	-6.7%	7.1%
Budgeted Operations Spend	155,000	154,069	160,045
Budgeted Core Operations Spend	155,000	154,069	160,045
Budgeted Gross Income	4,203,397	4,452,473	5,680,305
Budgeted Direct Research Spend	162,800	275,012	291,665
Budgeted Net Income	2,304,006	2,385,643	3,042,934
Net Income as % of Gross Income	55%	54%	54%
Actual Contribution to Fixed Costs etc	1,526,835	1,493,218	2,750,832
Actual Contribution as % of Total Gross Income	36%	34%	48%

### 9(II) Financial Control in the School

Over the last two years, the School Administrator and the School Finance Group have examined and revised all of the principal financial codes that the School operates and, in 2008/09 set feasible budgets for each of the main areas of activity: *General School (£71,000)*; *Undergraduate (£20,000)*; *Research Postgraduate (£6,400)*; *Staff Research/Conference (£46,000)*; *Head of School (£6,000)*. New sub-headings were developed for each budget area. So far these appear to be working very well indeed. There is every likelihood that the new heads, budgets and sub-codes are feasible and will be adhered to in the coming years. On available information, there is every likelihood that these figures can be employed for some years to come and efficiency savings will be made in line with inflation.

The remaining opportunity for the School over the next year lies in the fact that the existing budget **excludes** the biggest and most mercurial item: that of taught postgraduate area (TPG). No budget has been set for this area of activity and, to date, no recommendations have been developed for the forms of sub-heads of expenditure around which TPG activity takes place. The biggest of these costs are recruitment costs and the employment of part-time and casual teachers.

The relative uniqueness of the School means that (a) School expenditure on recruitment will remain at a very high level unless there is some way that these costs can be taken over by the University – not a strategy about which most participants are sanguine; and (b) the range and diversity of (TPG) and numbers means that until there is a more complete analysis of teaching needs and these are incorporated into the main budget, the School has no option but to spend significantly on casual salaries.

### **9(III) Efficiency Savings**

As mentioned in section 7 (I)(e) above, the School will lose a full professor in August 2009. Instead of a one- for- one replacement, the School is keen to receive a license for one lecturer plus some cash to use to pay for flexible teaching from external sources. Savings here could amount to £30,000-£40,000 for the University but still provide the School with broad coverage.

### **9(IV) Future**

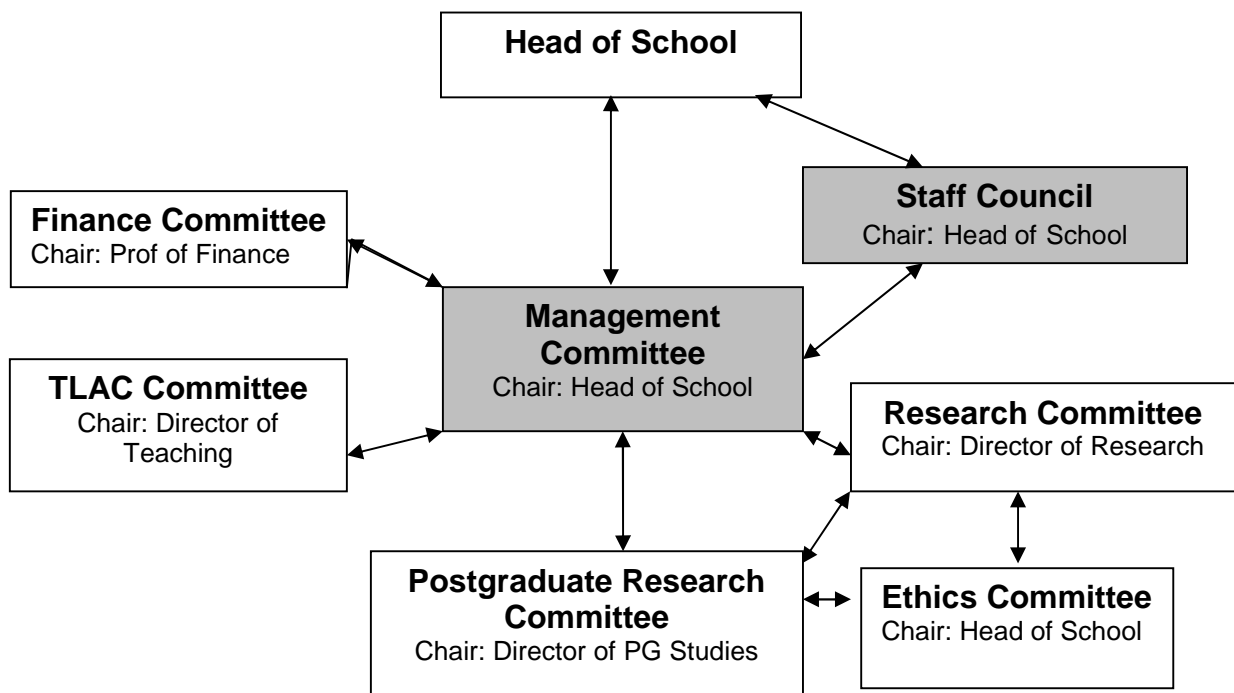
If TPG teaching numbers stabilise, it may be possible for the TPG to begin to identify and develop budget heads around which some level of control might be exercised. The potentially soft nature of the TPG numbers also means that too much commitment to full-time faculty on the basis of these numbers may well be inappropriate. The only solutions to this are (i) a much larger Operations Budget; (ii) a separate casual salaries and recruitment budget negotiated separately with the University or (iii) a planned cycle of Doctoral Teaching Fellowships which replace the teaching support which the School, of necessity, draws from outside the School.

In consideration of 9(1) to 9(III) above, the MC aims:

- To continue its prudent operation of its operation budget
- To continue to make necessary marketing expenditures within and beyond this budget
- To negotiate over the Professorial replacement
- To continue the positive dialogue with Finance on Casual Salaries budgeting
- To continue dialogue with Finance on the size of the Operations Budget
- To begin the development of a Doctoral Fellowship Scheme

# Appendices

## 10(I) Organisational Chart




## 10(II) School's Achievements/Progress 2008/09


### a) Acronyms

DHS	Deputy Head of School	DPG	Postgraduate Director	SA	School Administrator	CDR	Co-Directors of Research	RC	Research Committee
DT	Director of Teaching	PGT	Postgraduate Team	ITO	IT Officer	MC	Management Committee	DED	Director of Executive Development











### b) Traffic Light Coding System:























 = Good progress towards achievement of the expected result in question is being made and it is not likely to be significantly affected by impediments or risks;

 = Progress towards achievement of the expected results is considered to be under threat, with action required to overcome the effects of delays, impediments or risks;

 = Real danger that the expected result will not be achieved, owing to impediments or risks considered likely to have a significant impact on progress

c) Unless otherwise indicated area specific collaboration will be assumed with the Master, the Quaestor and Finance, HR, SALTIRE, IT Services, Estates and all other appropriate University Departments. The Head of School will be involved in all aspects of the Strategic and Operational Plans

Target	Responsibility	Period of Implementation/target date	Progress	Traffic Light
<b>RESEARCH AND KNOWLEDGE TRANSFER STRATEGY</b>				
Develop and Augment Junior Faculty via support from the Faculty Development Officer	CDR	2008-09 & onwards	Action complete	
To achieve an RAE ranking of a GPA of 3 (assuming that 3 is the equivalent of the old 5 ranking)	RC	2008-09	Action complete	
To increase the number of research bids which in turn will lead to raising £250,000 in research grant income	MC	2008-09	Action complete	
To develop research linkages with University of William and Mary, University of Innsbruck, Moscow State Universities and University of Technology, Sydney	MC	2008-09	Action complete	
Consolidate and rationalise existing research centres	MC	2008-09	Action ongoing	
Establish centres that reflect the School's core research strengths (i.e. Financial Markets & Institutions, Public Policy and Organization Theory)	RC	2008-09	Action ongoing	
To undertake a benchmarking exercise of the School's research standing following the results of RAE 2008	RC	2008-09	Action ongoing	
The School aims to become the hub of several, active international networks. This means building strong linkages with researchers in other institutions	MC	2008-09 & onwards	Action ongoing	
Enhance the reputation of the School with the practitioner management community	RC/DED	2008-09 & onwards	Action complete	
Develop and maintain regular events and opportunities for interaction with the management community	DED/MC	2008-09 & onwards	Action complete	

Exploit opportunities to offer short courses and executive development as they arise from the above goals, but without building an additional cost base into the School	DED/MC	2008-09 & onwards	Held up	
Achieve accreditation from a number of professional bodies for our undergraduate and taught postgraduate programmes	DED/MC	2008-09 & onwards	Action ongoing	
Negotiations with CIPD for bi-annual practitioner conference	DED/MC	2008-09	Action ongoing	
Discussions with Microsoft on a Scottish Business Seminar Series (joint with Glasgow)	DED/MC	2008-09	Held up	
Collaboration with Michelin to offer Leadership courses to local businesses	DED/MC	2008-09	Action completed	
Collaboration with University of Glasgow in running a network of senior managers in Scotland focused on enhancing vitality in organisations	DED/MC	2008-09	Held up	
IoD workshop in planning phase	DED/MC	2008-09	Action completed	
Discussions underway with the Scottish Further Education Unit for a workshop of Principals and deputy Principals of FE colleges	DED/MC	2008-09	Action ongoing	
A proposal for a professional Doctorate in under development.	DED/MC	2008-09	Action ongoing	
3 modules on Leadership have been co-developed with Michelin and are going through approval process. Discussions with other potential customers for these modules are beginning	DED/MC	2008-09	Action completed	
Accreditation by CMI etc	DED/MC	2008-09	Action ongoing	
Develop agreements with the CIPD and IoD on workshop/conference activity	DED/MC	2008-09	Action completed	
Encourage staff to publish 'practitioner versions' of research in practice-oriented journals	DED/MC	2008-09		
Develop the professional doctorate	DED/MC	2008-09	Action ongoing	
Seek to sell on at least one of the leadership modules	DED/MC	2008-09	Held up	
Seek to develop current leads with SFEU, Fife Council, Nampak and Incorporate	DED/MC	2008-09	Action ongoing	
Seek accreditation for undergraduate and taught postgraduate programmes.	DED/MC	2008-09	Action ongoing	
To further develop research pooling opportunities building upon the success of the AHRC/ESRC/DTI/Arts Council (England) grant to hold a series of workshops looking at various dimensions of the organisational and managerial challenges of the creative industries in Scotland.	RC	2008-09 & onwards	Action ongoing	
To promote a clear understanding of local priorities and to highlight incentives, achievements in KT and related activities will be highlighted as part of probation, promotion and research leave applications.	MC/RC	2008-09 & onwards	Action ongoing	
A £1.4m grant application has been submitted on behalf of the School and ICC under the ESRC Sustainable Research Clusters initiative. The initiative is to support 4-5 research clusters in several of the six economic areas identified as being of growing importance in the UK economy, one of which is the Creative Industries.	RC	2008-09 & onwards	Action complete	
<b>LEARNING AND TEACHING STRATEGY</b>				
To continue to innovate in L&T and learn from other best practice in the University	DT/MC	2008-09 & onwards	Action ongoing	
To develop our initiative in Second Life Teaching with Classics and Computer Science	MC	2008-09 & onwards	Action completed	
To launch our Entrepreneurship Module across the University	DT	2008-09 & onwards	Action completed	

To develop our Employability agenda at undergraduate level but focusing upon an ug version of our Masters MX programme	DT/MC	2008-09 & onwards	Action ongoing	≈
To explore the entry of full fee paying foreign students to junior honours	MC	2008-09 & onwards	Delayed	✘≈
To ensure that MN modules are delivered more effectively and efficiently	DT/PGT	2008-09 & onwards	Action ongoing	
To communicate to staff relevant decisions from TLAC	DT/PGT	2008-09 & onwards	Action ongoing	✓
To familiarize all members with new academic Misconduct policy	DT/PGT	2008-09 & onwards	Action completed	✓
To integrate new joint degree with Moscow State University into our existing modules	DT/PGT	2008-09 & onwards	Action complete	✓
<b>POSTGRADUATE: TAUGHT &amp; RESEARCH</b>				
To meet admissions targets of 220 – 250 Taught Postgraduate students for session 2008/09	PGT, MC	2008/09	Action completed	✓
To build upon the success of the MX Programme (funded via the Scottish Executive's Fresh Talent Initiative) in 2007/08 and extend and develop the programme (2 additional funding bids have been submitted for this purpose)	PGT	2008/09 & onwards	Action completed	✓
To continue to develop a suite of externally funded student academic prizes at Taught Postgraduate level to build and enhance connections with future employers (building on the success of the launch of the Macallan Whisky prize for the best student in Marketing in 2007)	PGT	2008/09 & onwards	Delayed	≈
To increase the effectiveness of overseas recruitment activity in order to maximise resources e.g. from May 2008 staff will be able to generate on-the-spot offers for potential recruits overseas and remove any process delay	PGT	2008/09 & onwards	Action completed	✓
To continue to improve the quality and reach of recruitment agents in specific territories (e.g. India and Russia) and to develop by 2009 effective strategies for assessing their performance.	PGT	2008/09 & onwards	Action ongoing	≈
To use the re-launched School webpage more proactively as part of developing e-marketing strategies	PGT	2008/09 & onwards	Delayed	≈
To continue to diversify the student population at Taught Postgraduate level and build on recent successes in this area (In 2006/07 70% of students came from China and Taiwan, in 2007/08 only 48.5% of students came from these countries).	PGT	2008/09 & onwards	Action ongoing	≈
To continue to develop effective admissions processes and build on the success of recent innovations such as the on-line application process	PGT	2008/09 & onwards	Action complete	✓
To further streamline, systematise and simplify the Postgraduate Research Committee's (PRC's) monitoring, review and reporting processes	DPG	2008/09 & onwards	Action complete	✓
To ensure the very highest standards of rigour in the annual review and upgrade process	DPG	2008/09 & onwards	Action complete	✓
To complete the process of transition from an artisan-based process to a professional doctoral college and eradicate the tail of long term students	DPG	2008/09 & onwards	Action ongoing	≈
To systematically and rigorously pursue unsatisfactory annual review and upgrade performances	DPG	2008/09 & onwards	Action complete	✓
To increase physical attendance/interpersonal interaction of students within the School	DPG	2008/09 & onwards	Action complete	✓
To develop more systematic formal and informal consultation mechanisms between students and staff	DPG	2008/09 & onwards	Action complete	✓
To grow, organically, the number of first-rate doctoral scholars	DPG	2008/09 & onwards	Action ongoing	≈

To recruit more first rate students across all major areas of the School	DPG	2008/09 & onwards	Action ongoing	≈
To obtain and offer a range of significant doctoral scholarships	DPG	2008/09 & onwards	Action ongoing	≈
Establish a compulsory initial taught research training period as a condition of upgrade	DPG	2008/09 & onwards	Action ongoing	✓
To launch a first class Professional Doctorate	DPG	2008/09 & onwards	Action delayed	≈
To gradually increase recruitment to the MRes	DPG	2008/09 & onwards	Action complete	✓
To provide closer support, integration and monitoring of MRes students	DPG	2008/09 & onwards	Action complete	✓
To make the MRes a more efficient as well as effective programme	DPG	2008/09 & onwards	Action ongoing	✓
To ensure that all doctoral students complete at least a DipRes before upgrade to PhD	DPG	2008/09 & onwards	Action ongoing	✓
To enhance the School's reputation in the management/executive market	DED/MC	2008/09 & onwards	Action ongoing	≈
To provide workshops and professional conferences that develop the networks of the School	DED/MC	2008/09 & onwards	Action delayed	≈
To develop appropriate partnerships with other providers	DED/MC	2008/09 & onwards	Action delayed	≈
To bid for executive course provision where the School has the relevant expertise	DED/MC	2008/09 & onwards	Action ongoing	≈
To foster relationships with the Edinburgh financial community	DED/MC	2008/09 & onwards	Action delayed	✗
<b>MANAGEMENT AND COMMUNICATIONS STRATEGY</b>				
To improve internal communications so each School member understands the strategy	MC	2008/09 & onwards	Action ongoing	✓
To improve external communication so each enquirer has first class information	MC	2008/09 & onwards	Action complete	✓
To re-design the website	MC	2008/09	Action ongoing	≈
<b>STAFFING ESTATES &amp; EQUIPMENT</b>				
To work with the Executive on appointments	MC	2008/09	Action complete	✓
To advertise posts widely using electronic media	MC	2008/09	Action complete	✓
To plan sabbatical options	MC	2008/09	Action delayed	≈
To review allocation and location of staff in individual office space	MC	2008/09	Action complete	✓
To review use of space in open plan areas	MC	2008/09 & onwards	Action completed	✓
Allocate part of the School budget for asset improvement and replacement	MC	2008/09	Action completed	✓
Continue to monitor the asset base of other key Management Schools	MC	2008/09 & onwards	Action ongoing	≈
<b>DEVELOPMENT AND THE 600TH ANNIVERSARY</b>				
To organise staff/student photo competition with Art History on 'Futures of Management' and so begin the School's contribution to the 600th celebrations	MC	2008/09 & onwards	Action complete	✓

### **10(III) Significant changes to plan**

- New Mission Statement
- New Vision Statement
- New Strategy for the 600<sup>th</sup> Anniversary
- New PhD Scholarships
- New formal monitoring mechanism for REF outputs
- New TPG programmes in 'Finance and Accounting' and 'Corporate Social Responsibility'
- New Masters degree with Moscow State University

## 10(IV) Operational Plan

**The Operational Plan is derived directly from the action items for the Management Committee at the end of each section of the strategic plan.**

DHS Deputy Head of School    DPG Postgraduate Director    SA School Administrator    CDR Co-Directors of Research    RC Research Committee  
 DT Director of Teaching    PGT Postgraduate Team    ITO IT Officer    MC Management Committee    DED Director of Executive Development

Action	Responsibility	Period of Implementation / target date	Known Funding implication
<b>STRATEGIC POSITION</b>			
To remain the leading boutique Management School in Scotland;	MC	2009/10 + onwards	Medium- School
To remain the leading boutique Management School in the UK;	MC	2009/10 + onwards	<b>Medium-Univ</b>
To become the leading boutique Management School in Europe.	MC	2009/10 + onwards	<b>High-Univ</b>
<b>RESEARCH</b>			
To maintain and progress research grant- getting throughout the School	RC	2009/10 + onwards	Low
To continue to influence strategy and policy among organisations and Governments	RC	2009/10 + onwards	Low
To continue to focus strong management research in the direction of public policy	RC	2009/10 + onwards	Low
To further streamline the PRC's monitoring, review and reporting processes;	RC/PRC	2009/10 + onwards	Low
To increase physical attendance/interpersonal interaction of students within the School	RC/PRC	2009/10 + onwards	Low
To grow, organically, the number of first-rate doctoral scholars;	RC/PRC	2009/10 + onwards	Medium-School
To offer a range of significant doctoral scholarships;	RC/PRC	2009/10 + onwards	Medium-School
To establish a compulsory taught research training period as a condition of upgrade;	RC/PRC	2009/10 + onwards	Low
To systematise the organisation of the different cohorts of students within the School	RC/PRC	2009/10 + onwards	Low
To increase recruitment to MRes	RC/PRC	2009/10 + onwards	Low
To complete approval and then implementation of DipRes and revised MRes.	RC/PRC	2009/10 + onwards	Low
To revisit recruitment strategy.	RC/MC	2009/10 + onwards	Low
To increase case studentship applications		2009/10 + onwards	Low
To continue to monitor research outputs in a formal manner	RC	2009/10 + onwards	Low
Introduce additional training programmes;	RC/PRC	2009/10 + onwards	Medium-School
Build stronger research nodes that support the School's research groupings;	RC/PRC	2009/10 + onwards	Medium-School
Encourage wider engagement with the doctoral college within the School	RC/PRC	2009/10 + onwards	Low
Develop more 'publication with the supervisor' to raise visibility at conferences/in journals and raise observable quality within doctoral school;	RC/PRC	2009/10 + onwards	Low
Work more closely with the national and international academies e.g., BAM, EURAM, and their doctoral programmes.	RC/PRC	2009/10 + onwards	Low

To provide support for junior staff in achieving their REF KPIs	RC/MC	2009/10 + onwards	Low
To invest in resources for its core research areas e.g., PhD scholarships	RC/PRC	2009/10 + onwards	Medium-School
To play a key role through its strong presence in the British Academy of Management in influencing the criteria for 'IMPACT' in the next REF	RC	2009/10 + onwards	Low
<b>LEARNING AND TEACHING</b>			
To maintain, expand and control tightly its international recruitment network of agents	DT/PGT	2009/10 + onwards	Medium-School
To increase the School's investment in web marketing through a re-designed website.	DT/PGT	2009/10 + onwards	Low
To continue daily scrutiny of application numbers and deposits by programme	DT/PGT	2009/10 + onwards	Low
To enter dialogue with the University Executive on different forms and places of programme delivery	DT/PGT	2009/10 + onwards	<b>Low/High-Univ</b>
To continue to attend QS Topgraduate's World Grad Tour	DT/PGT	2009/10 + onwards	Medium-School
To supplement the QS Tour by additional visits to target countries	DT/PGT	2009/10 + onwards	Medium-School
To maintain and improve high language proficiency requirements	DT/PGT	2009/10 + onwards	Low
To re-design TPG admissions system so entry is on a best-quality rather than a first come first served criterion	DT/PGT	2009/10 + onwards	Low
To prepare for the EQUIS and AACSB accreditation visits	DT/PGT	2009/10 + onwards	Medium-School
To continue its professional doctorate dialogue with SFEU	DT/PGT	2009/10 + onwards	Low
<b>STUDENT EXPERIENCE</b>			
To maintain its high standards of student education and experience	DT/PGT	2009/10 + onwards	Low
To continue to support access initiatives fully	DT/PGT	2009/10 + onwards	Low
To continue to support the initiatives of the Management Society	DT/PGT	2009/10 + onwards	Low
To foster and innovate on its path breaking MX programme	DT/PGT	2009/10 + onwards	Low
To introduce student personal development plans	DT/PGT	2009/10 + onwards	Low
To continue to liaise with employers for student projects	DT/PGT	2009/10 + onwards	Low
To continue to develop its conference/workshop series for local businesses	DT/PGT	2009/10 + onwards	Low
<b>STRATEGY FOR 600TH ANNIVERSARY</b>			
To continue with its successful photographic competition	MC	2009/10 + onwards	Low
To begin planning its global '1413' seminars	MC	2009/10 + onwards	Low
To work with the Management Society to prepare the ALUMNI conference for 2013	MC	2009/10 + onwards	Medium-School
<b>PLANNED CHANGES IN SCHOOL OF MANAGEMENT AND COMMUNICATION IN THE SCHOOL</b>			
To improve internal communications so each School member understands the strategy and product portfolio better;	MC	2009/10 + onwards	Low
To improve external communication so each enquirer has first class information;	MC	2009/10 + onwards	Low
To improve external communication so that the School profile and Identity is better known by key stakeholder group e.g., ESRC, AIM, EFMD, AACSB	MC	2009/10 + onwards	Medium-School
To improve communications between the MG and the student body	MC	2009/10 + onwards	Low
To make the work load model process and outcome transparent to all staff	MC	2009/10 + onwards	Low
To continue to monitor the model with regard effectiveness levels	MC	2009/10 + onwards	Low
To utilize the Q6 interviews to monitor work loads and so fine tune the model	MC	2009/10 + onwards	Low

To employ LEAN facilities to analyse the flow of inputs to outputs of the applications	MC	2009/10 + onwards	Low
To engage in dialogue with the central Administrative function about marketing activity	MC	2009/10 + onwards	Low
To monitor the workload of clerical staff carefully with a view to expanding this resource if necessary	MC	2009/10 + onwards	Low
To ensure that clerical staff have a direct contact with the Head of School on a regular basis	MC	2009/10 + onwards	Low
<b>STAFFING ISSUES</b>			
To participate in capacity building programmes with AIM for Teaching Fellowships	MC	2009/10 + onwards	Medium-School
To strengthen the research capacity of staff at specific stages of their careers e.g., mid career	MC	2009/10 + onwards	Medium-School
To continue to mentor probationary staff and work with the FDO in this regard	MC	2009/10 + onwards	Low
To negotiate with the Deputy Principal for a lecturer replacement and cash in lieu of the Professorial departure	MC	2009/10 + onwards	Low
To schedule research leave over a five year period from 2009/10 to 2013/14	MC	2009/10 + onwards	Low
To maintain flexibility in teaching cover over this time by using more Teaching Fellows or Principal Teachers and an exclusive list of reliable external tutors	MC	2009/10 + onwards	Low
To encourage staff to take leave rather than to accumulate it	MC	2009/10 + onwards	Low
To encourage staff to engage with research grant activity whilst on research leave	MC	2009/10 + onwards	Low
To make the process and outcome of its workload model more transparent to all staff	MC	2009/10 + onwards	Low
To continue to ensure that all staff have equal access to the School's resources and to CPD activity	MC	2009/10 + onwards	Low
To continue to ensure that all students experience equal rights	MC	2009/10 + onwards	Low
To continue to ensure that all applicants are treated in the same professional manner	MC	2009/10 + onwards	Low
<b>ACCOMMODATION, EQUIPMENT AND LIBRARY ISSUES</b>			
To monitor the sharing of office space by academic staff	MC	2009/10 + onwards	Low
To negotiate with RBS over excessive charges for room hire for academic purposes	MC	2009/10 + onwards	Low
To continue to replenish IT equipment as per systematic schedule	MC	2009/10 + onwards	Low
To monitor the replenishment of the IT equipment in the shared lecture theatres	MC	2009/10 + onwards	Medium-Univ
To continue the harmonious work with University Library	MC	2009/10 + onwards	Low
<b>OPERATIONAL BUDGET ISSUES AND EFFICIENCY SAVINGS, WHERE APPLICABLE</b>			
To continue its prudent operation of its operation budget	MC	2009/10 + onwards	Low
To continue to make necessary marketing expenditures within and beyond this budget	MC	2009/10 + onwards	Medium-School
To negotiate over the Professorial replacement	MC	2009/10 + onwards	Low
To continue the positive dialogue with Finance on Casual Salaries budgeting	MC	2009/10 + onwards	Low
To continue dialogue with Finance on the size of the Operations Budget	MC	2009/10 + onwards	Low
To begin the development of a Doctoral Fellowship Scheme	MC	2009/10 + onwards	Medium-School

## 10(V) SWOT Analysis

### *Strengths / Weaknesses of University / School Opportunities/Threats of School*

#### **Strengths: University**

- New leadership
- Brand reputation
- Research excellence
- Learning environment and community
- Information services T&L
- Alumni
- Excellent up-front ELT provision
- Strong international links

#### **Strengths: School**

- Research and teaching expertise of staff
- Programme-related Directors and admin support available to assist students
- M EX Programme
- Prestigious Gateway facility
- Strong support from University Executive
- High ranking in Times/Guardian surveys
- ESRC MRes 1 plus 3 and Case recognition
- CEEMAN Accreditation 2008-2014
- ICC Research centre at hub ESRC creative industries initiative

#### **Opportunities: School**

- New research co-authorships
- New research synergies across CSEAR/ CPPM
- New specialist taught Masters courses (eg CSR)
- Development of executive courses
- Improved linkages with industry and commerce
- Building on reputation with government and other public bodies
- Improved mentoring and coaching for staff
- International partnerships
- Major conference centre
- Triple Accreditation (One down, two to go)
- Omani/Singapore linkage and development
- Scottish research policy in B&M
- Part time and distance learning at Masters Level

#### **Weaknesses: University**

- Over-reliance on reputation
- Inability to process applications
- Insufficient student accommodation for PGs (limits School's ability to turn "offers" into "acceptances")
- Perceived inadequacies in library provision for management students
- Accommodation infrastructure insufficient for expenses
- Financing of Medical Science Building

#### **Weaknesses: School**

- No in-house library or resource room
- Some reliance on external teaching staff in core areas e.g. marketing
- Support for large number of PG dissertations
- UG and PG student numbers capped
- 'Robust' course designs used at UG level
- School too small to cover full spectrum of subjects in management
- Lack of Identity

#### **Threats: School**

- Staff retention and recruitment
- Complacency
- Competition from non-conventional players e.g. corporates, institutes
- Competitors lowering language entry requirements
- Chinese building Business schools fast
- University taken to brink by large capital investment in Medicine
- I.T. driven competition (e.g. distance learning and second life)

## 10(VI) Research Income

It is difficult to provide an analysis of trends in research income. The only area in which it is, perhaps, reasonable to pose this question is health, demography and health care management. Beyond this area, successes are much more likely to be individual than institutional. This pattern is common to arts, humanities and social sciences. However, innovations in research management inside the School are likely to increase the numbers and quality of grant applications in the next three years. At the end of this period, we will be in a better position to judge the success of our research management processes.

<b>Census period</b>	<b>2001 / 2007</b>	<b>2008 onwards</b>
<b>Eligible Publications at 3*/4* level</b>	47 articles	31 articles
<b>Staff at a GPA of 3 or above</b>	13 (out of 22 submitted)	3
<b>PhD graduates</b>	17	9
<b>Grants won</b>	£1,136,472	£2,100,000 approx

# 10(VII) Strategic Audit of School of Management 2004

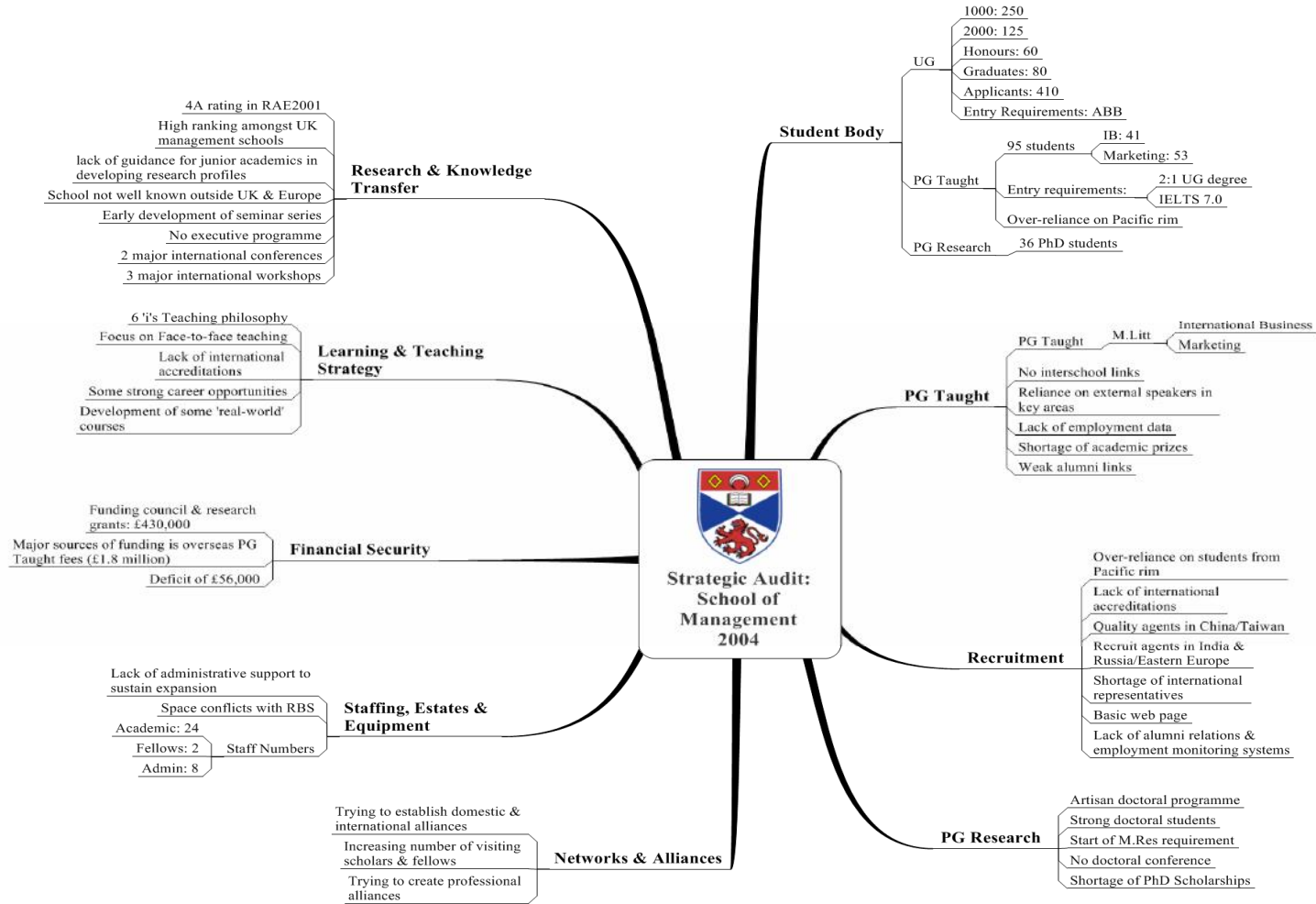


Figure 2: Strategic Audit: School of Management 2004

# 10(VIII) Strategic Position: School of Management 2009

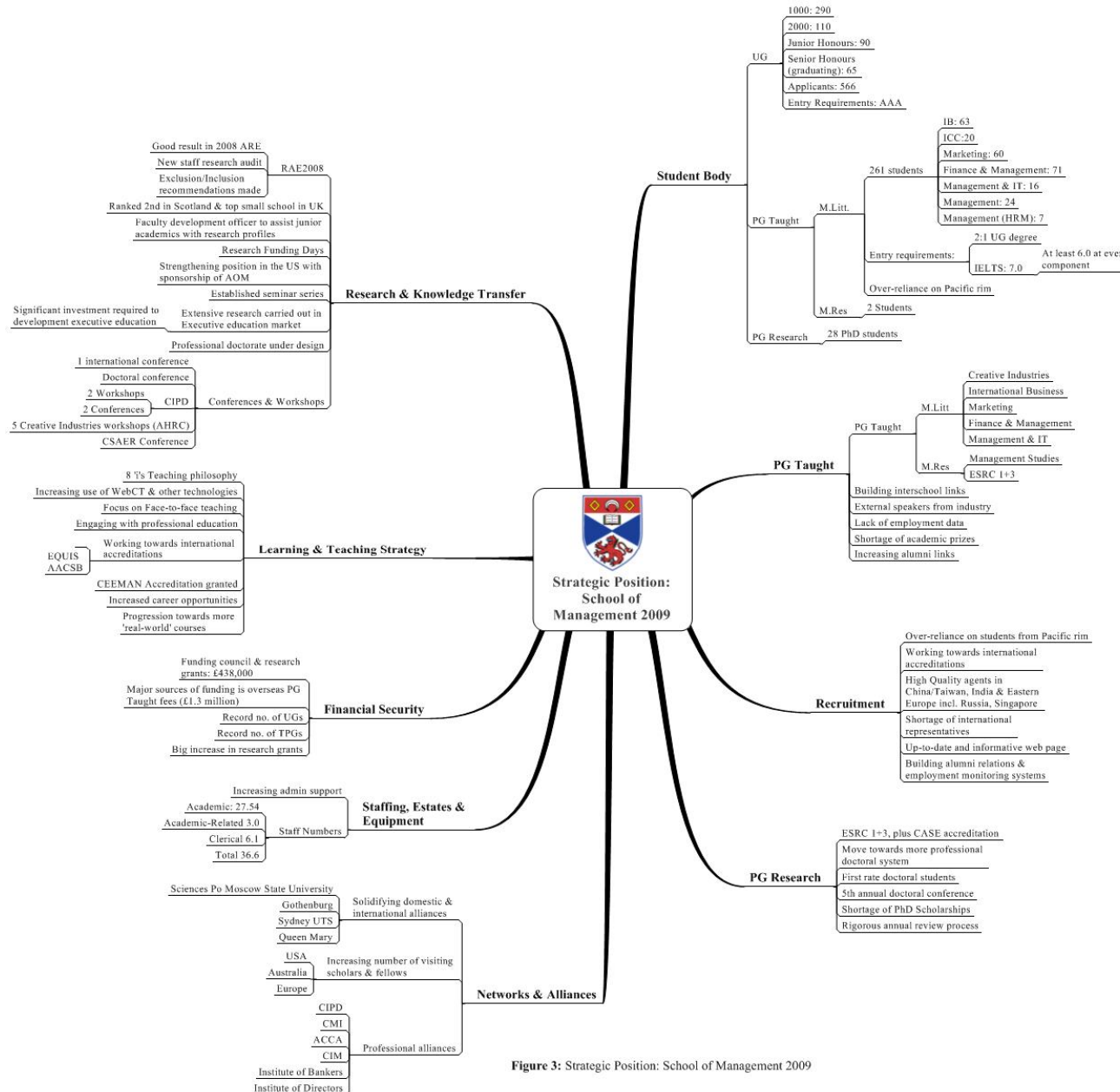


Figure 3: Strategic Position: School of Management 2009

# 10(IX) School of Management Trends and Driving Forces 2009 – 2014

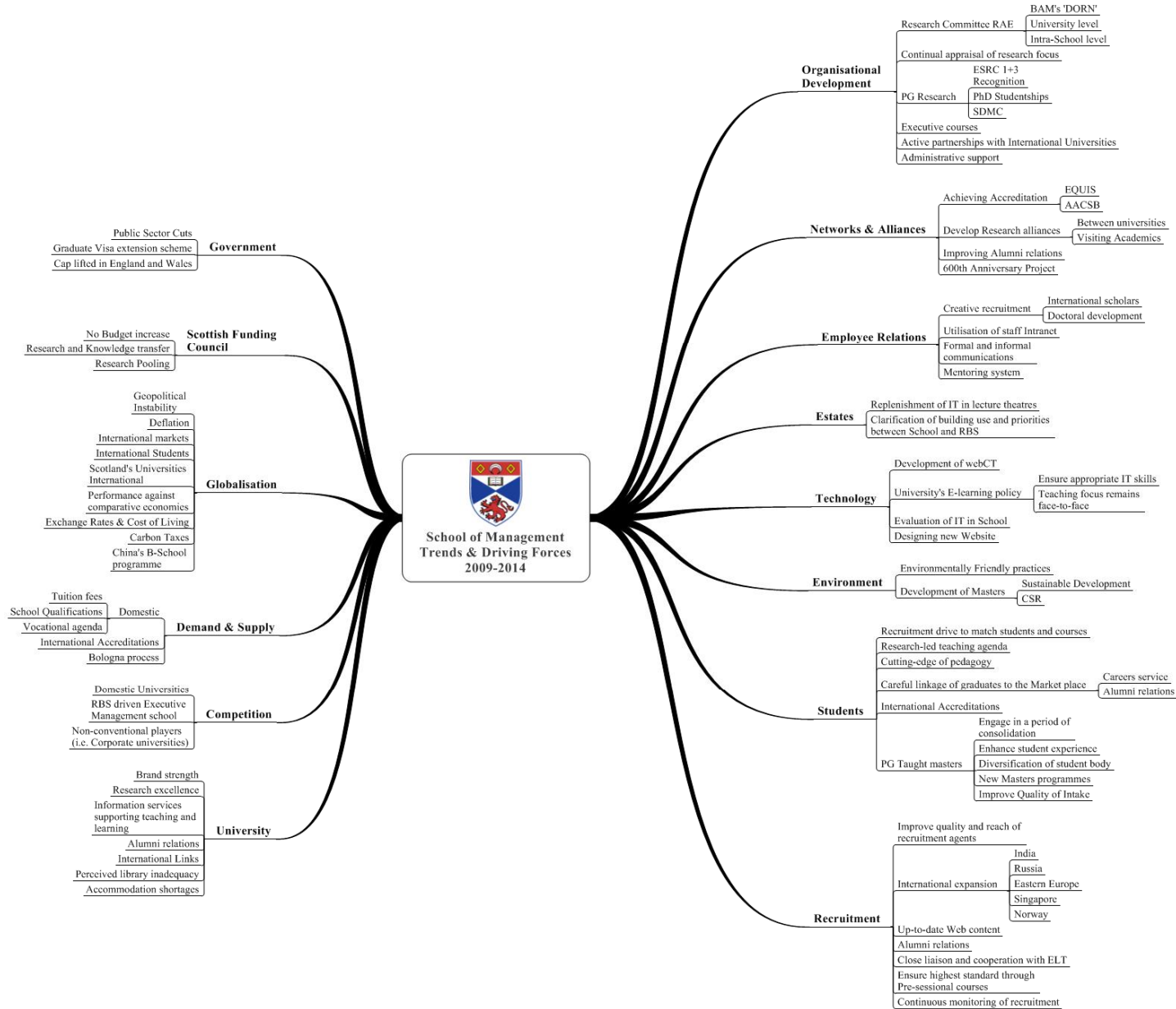


Figure 4: Trends & Driving Forces 2009-2014

# 10(X) School of Management: 8Is Teaching Philosophy

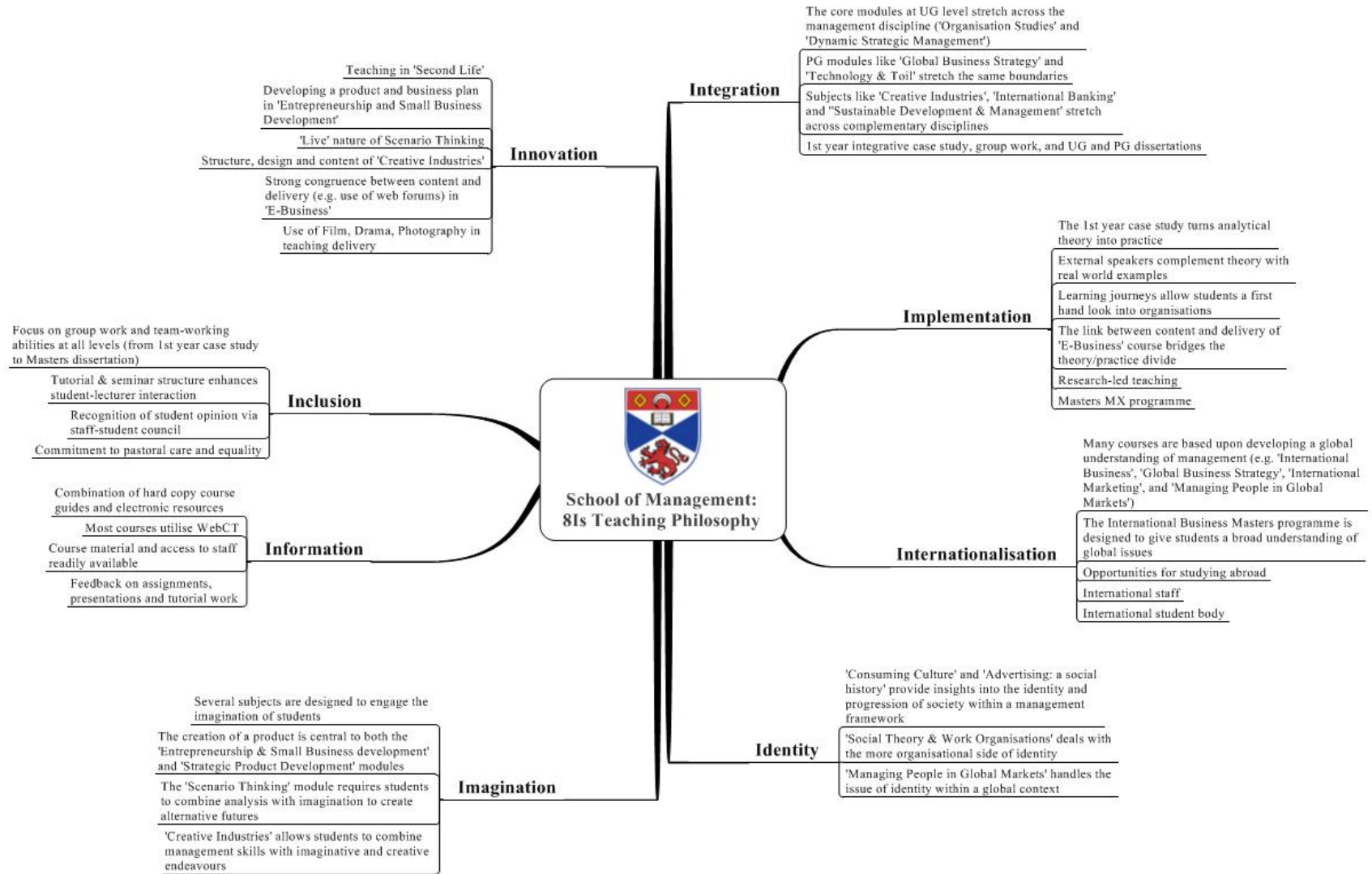


Figure 1: 8 Is Teaching Philosophy