1.1 Mission

The mission of the University of St Andrews is to achieve the highest international standards of excellence in scholarship, manifested in the quality of its research and of its graduates.

1.2 Quality and Distinctiveness

1.2.1 Through excellence in research, commitment to teaching, scenic rural surroundings, and a 600-year history, the University offers a unique educational experience with a truly international flavour. The student body—distributed almost equally amongst those residing in Scotland, those residing elsewhere in the UK, and those residing outwith the UK—stands currently at around 6800 students, with approximately 5750 undergraduates and 1050 postgraduates. Applications are strong, and standards for admission are high. St Andrews has become an equally appealing location for staff. Currently employing just over 2000 people, the University, sharing in the town’s compact medieval character, is highly attractive to students and staff.

1.2.2 During the last ten years the University has strengthened its reputation for providing a high quality, distinctive environment for research and learning. It has competed effectively:

- to attract and retain scholars of international distinction;
- to attract increasing numbers of highly-qualified undergraduate students across all its disciplines;
- to produce a campus-oriented student learning experience that has achieved exceptionally high levels of student satisfaction (as measured, in particular, by the UK National Student Survey);
- to strengthen substantially its research income built upon recognition of the excellence and value of its research, following outstanding performance in the 2001 Research Assessment Exercise;
- to develop a more sustainable financial base for its activities, despite a diminishing proportion of its income being derived from the Scottish Funding Council annual grants;
- to enhance its brand identity in the international marketplace.

1.2.3 Fundamental to its success have been certain principles. These have included:

- a rigorous and uncompromising commitment to the centrality of excellence in research and research-led teaching at the heart of its mission;
- a high level of dedication from the staff of the University;
- a high quality student experience that derives not only from teaching but also from its integrated campus structure, advantageous staff-student ratios, its residential system, the strength of the extra-curricular activities on offer, high standards of admission and relatively small size;
- a commitment to making a distinctive contribution to the reputation, impact and diversity of higher education in Scotland through being a truly international university in activities, collaborations, student body and staff recruitment;
- an academic profile that targets resources to those subjects which provide niche offerings or in which effective competition with departments in much larger universities is possible;
- a determination for the University to manage its own destiny, to respond flexibly to evolving circumstances and to seize opportunities that will enhance its mission;
- investment in the selection, training, development and rewarding of all staff in order fully to realise their potential and to encourage identification with the University’s aims and values;
- a responsive and sustainable business model that permits investment in staff, estate and infrastructure such that the University’s ambitions can be realised.

1.2.4 The recognition of recent successes offers no opportunity for complacency. These successes are the springboard for our efforts to improve further in our primary activities. It is widely recognised that, in a highly competitive UK and international environment, even to maintain the University’s position in research and teaching will require ever-increasing effort and a responsiveness to new challenges.

1.3 Challenges and Sustainability

1.3.1 For the foreseeable planning period, the University intends to retain its firm commitment to the principles described in §1.2.3 above and to the aims and target espoused in its Mission Statement (see §1.1 above).

1.3.2 There are, however, several identifiable challenges that will need to be addressed in order to ensure that the ambitions for greater future achievements will be met. These include:

- The challenge to operate as a world-class institution in accomplishments, profile and impact in an increasingly competitive environment.
- The challenge to attract and retain world-class researchers.
- The challenge to enhance the facilities and opportunities offered to students and staff in ways appropriate to their current expectations and the pursuit of their activities in the 21st century.
- The challenge to diversify streams of income and create new streams of income in ways that are consistent with the University’s mission.
• The challenge to achieve sustainable financial growth in order to facilitate capital development, infrastructure improvements and new activities.

• The challenge to nurture a vibrant, imaginative and energetic research and teaching culture.

• The challenge to contribute significantly to the social, economic and cultural welfare of Scotland, the UK and internationally through the quality of our graduates and the impact of our research.

• The challenge to foster a two-way, life-long relationship with our students and alumni.

• The time-limited challenge to take maximum advantage of the opportunities afforded by the 600th anniversary of the founding of the University within the planning period, including opportunities for fundraising.

• The challenge to maintain an effective organisational structure and management and appropriate staff policies to permit the workforce to respond flexibly to serve the University’s changing needs.

1.3.3 The political and economic environment for Scottish higher education in the forthcoming ten years is very difficult to predict accurately. Current planning, however, is based upon certain assumptions about the context in which the University will be operating. These include the following.

• It is assumed that the adverse differential in funding for students that currently exists between England and Scotland may well be increased as English universities are allowed to charge higher “top up fees”. This will mean that the challenge of remaining competitive as a provider of high quality staff, resources and facilities will increase.

• It is assumed that the political priority given to the widening access agenda and to increasing convergence of FE and HE will favour a part of the HE sector in Scotland that does not represent research-intensive, selecting universities. This will challenge the research-intensive universities to lobby for support for their distinctive missions in an increasingly differentiated sector. The leadership of research-intensive universities in helping Scotland to fulfil its ambitions with respect to its place in the world will need to be demonstrated.

• It is assumed that governmental priorities will continue to encourage the HE sector to engage with business, industry and the public sector to provide employable graduates and to pursue activities that result in positive economic impact, development of public policy and enhanced cultural engagement.

• It is assumed that HE planning will be vulnerable in the future, as in the past, to substantial shifts in policy and funding arrangements by government, Funding Councils, and Research Councils within tight time frames.

• It is assumed that there will be increasing competition within Europe for attracting international (non-EU) students and providing programmes that are delivered in English.

• It is assumed that during the ten-year period countries such as China will further strengthen their own HE sectors and may find fewer benefits in sending students to Europe for programmes of study. A diversification and sensitivity to changing international markets will be required for overseas student recruitment.

• It is recognised that overseas student recruitment will continue to be vulnerable to currency fluctuations, incidents of terrorism and reactions to industrial action. A strategy of relationship-based recruitment with overseas partner institutions may alleviate some but not all of these effects.

1.3.4 In addition, the University accepts the challenge of taking an integrated approach to sustainable development that includes use of renewable energy sources, energy efficiencies, attention to the environmental impact of its activities and development of distinctive programmes of teaching, research and knowledge transfer in sustainable development that are recognised as of international excellence.

1.3.5 The challenges and context described above will require the University to be able flexibly to respond to a changing environment. This is reflected in the key strategic aims, which seek not only to promote financial resilience and diversification of income streams, but also to develop more flexible uses of space, greater organisational effectiveness and attention to the skills profile of staff.

1.4 Supporting Strategies & Cross-cutting Themes

1.4.1 The core Strategic Plan provides a framework identifying fundamental strategic aims for the next ten years. These are high-level aims and aspirations and are consolidated into a list of eight key points.

1.4.2 Each strategic aim is concisely described in terms of (1) a statement of the aim, (2) a set of points of focus given our current situation, (3) contextual background where appropriate, (4) identification of key risks and dependencies, and (5) key performance indicators. Many of the key performance indicators are derived from the CUC publication (November 2006) “The Monitoring of Institutional Performance and the Use of Key Performance Indicators”.

1.4.3 Whilst risks are identified in relation to each aim, risk management is coordinated centrally and monitored by the Audit Committee of the University Court.

1.4.4 The distinction between key performance indicators and targets should, however, be noted. KPIs are the measuring tools by which performance may be monitored. The precise target for each such measure needs to be determined as part of a consultation between University Court and the University’s senior management. Such targets will be expected to be phased, limited in duration and reviewed over the ten-year period of the Strategic Plan. They will focus upon the achievement of the two primary targets that are embedded within the Plan—(i) maintaining and
improving the University’s position amongst the leading UK universities for academic excellence, and (ii) achieving the annual surpluses that will enable academic excellence to be realised. These targets are closely related to the two top-level summary indicators (“super KPIs”) identified by the CUC publication on KPIs: (i) academic profile & market position, and (ii) institutional sustainability.

1.4.5 Underpinning the core Strategic Plan is a set of more specific Supporting Strategies. These are listed in Appendix 1, where there is also an indication of the Court or Senate committee responsible for oversight of the specific field of activity. These strategies and their associated operational plans are subject to regular monitoring by the relevant committee. Strategic aims identified in the core Strategic Plan will normally relate to one or more of these Supporting Strategies.

1.4.6 The Supporting Strategies should not be viewed as independent of one another. Because of the centrality of the Academic Strategy for the mission of the University, there is a hierarchical relationship between the Academic Strategy and several other Supporting Strategies. Even where hierarchical relationships do not exist, there will often be activities of the University where more than one Supporting Strategy is applicable. For example, the Sustainable Development Strategy touches on most activities of the University.

1.4.7 Supporting Strategies relate to specific areas of activity, but on a University-wide basis. The IT Strategy is a strategy for the University, not for the IT Services unit. Complementing the University-wide strategies, however, are a set of strategic plans specific to Academic Schools and Central Service Units. These are regularly reviewed by the University’s senior management, and alignment with University policies and strategies is assessed as part of these reviews.

1.4.8 This flexible but coordinated structure of planning allows the core Strategic Plan to be reviewed periodically by the University Court and Senate, whilst each component strategy can be refined according to different timescales and monitored more frequently in support of the overall direction provided by the Strategic Plan.

1.4.9 Across the eight strategic aims of the core Strategic Plan, it is possible to identify some cross-cutting themes.

**Academic Excellence and Distinctiveness**

For St Andrews to maintain its high position in UK rankings and to advance in world rankings, it is essential that its emphasis on academic quality—for both teaching and research—be reinforced. Improvement to the profile of postgraduate studies in the University provides a means of further demonstrating the commitment to high quality educational activity, as well as providing support for development of research. The brand of St Andrews is also associated with quality of the wider staff and student experience. Enhancing such quality, rather than simply increasing volume of activity, is a cross-cutting theme of the Strategic Plan.

**Financial Security**

If the commitment to academic excellence in an international arena is the driver for all aspects of the Strategic Plan, a concern for financial sustainability underpins all aspects of the Strategic Plan by enabling the institution to fulfil those academic ambitions. Achievement of financial health includes management of the University’s finances and borrowings, planning for growth in cash reserves, investment in infrastructure, managing initiatives to promote efficiencies and the careful use of resources throughout the organisation, promoting growth in income in core activities, exploiting opportunities for income from non-core activities where possible, and supporting restructuring and transfer of resources between areas of decline and future growth.

**Growth**

Growth, in ways that contribute to the University’s ambitions, is in fact a major cross-cutting theme in its own right. It is unlikely that St Andrews will be able to contemplate significant growth in resident undergraduate student numbers over the planning period. Nevertheless, the University’s commitment to increasing its postgraduate population will promote some modest growth in the student population and some adjustment to student mix. Similarly, the University’s determination to increase its research income will necessarily result in an increase in research staff. Growth in research and enterprise income, and growth in income from students, are essential to provide the “surpluses” required to finance much-needed improvements in infrastructure and to take advantage of opportunities for new developments in research and teaching. Where growth in volume is not possible, then growth in income will be achieved by efficiencies, redistribution of activities or new initiatives.

**Internationalisation**

Supporting aspirations to pursue world-class research and to provide a student learning experience that is competitive globally and suited to a global environment is an outlook that gives high priority to engagement on the international stage. Indeed, claims of being “world-class” lack credibility with robust evidence of international attractiveness. It is currently the case that our research is being judged by standards of international significance. Similarly, the University currently draws approximately one third of its students from outside the EU. This diversity of staff and students contributes markedly to the student experience in St Andrews. The ability to draw overseas students is, however, also essential for the sustainability of the University, requiring continuing efforts to diversify recruitment and establish new partnerships and collaboration with overseas institutions. Research collaborations with international partners not only create critical mass for research but also provide access to expertise that can enhance the quality of such research. It is the contention of the University of St Andrews that far from detracting from our contribution to Scotland, a focus on internationalisation brings benefits to Scotland as well as St Andrews.
Section 2 - Key Strategic Aims

2.1 AIM 1: Research

To build upon its excellent reputation for leadership and competitiveness in all areas of research as measured by international standards so as to create an exciting, innovative and flexible, as well as intellectually and financially sustainable research culture to pursue programmes of world-class research such that leading research staff and research students will be attracted to St Andrews and such that its research will be highly valued by society.

2.1.1 Points of Focus

- Appoint, develop, reward and retain excellent and internationally competitive researchers.
- Foster an intellectual environment in which the enduring values of scholarship are shared.
- Optimise the University’s research performance with attention to new UK measures of research performance and to the quality of research outputs.
- Provide a physical environment, infrastructure (including the demands for a high-level IT infrastructure), technical support and level of resource that is conducive to internationally leading research.
- Facilitate interdisciplinarity in research at all levels and consider development of cross-School appointments, whilst not diminishing the importance attaching to “core” disciplines.
- Encourage national and international research collaborations and strategic alliances as well as increasing opportunities for visiting scholars.
- Promote Knowledge Transfer / Exchange across all disciplines through the application of top quality research to economic development, policy issues and cultural engagement.
- Develop appropriate mechanisms to encourage innovation, exploit University intellectual property and support commercialisation of research.
- Optimise the University’s research income through grants and contracts from all possible sources.
- Support opportunities to improve postgraduate and post-doctoral education in research.

2.1.2 Context

- St Andrews secured for itself international recognition in all academic fields in the 2001 Research Assessment Exercise. The results of the 2008 Research Assessment Exercise are expected to consolidate this position, but may also inform institutional planning decisions for future research.
- Through Research Centres and Institutes St Andrews has developed integrated structures to embrace interdisciplinary research. The management of Institutes, Centres and of buildings in which research is undertaken by more than one School will continue to be closely reviewed in order to achieve efficient and effective use of resources.
  - A plan to consolidate most of the Science Schools and the Medical School to the North Haugh has been formulated to promote intellectual exchange and encourage well-targeted multidisciplinary research initiatives in the sciences.
  - Improvement of the University Library as a research facility, particularly for the Arts, has been identified as a priority.
  - New requirements for major computing facilities for the sciences and enhanced support are anticipated in the North Haugh.
  - Support and encouragement for researchers in applying for and managing grants will be undertaken in the context of the reformulation of Research & Enterprise Services and the Research Grant Funding Office.
  - Recruitment of and provision for an augmented postgraduate doctoral population will be undertaken in the context of the newly-revived St Leonard’s College through the office of the Provost (Dean of Graduate Studies)
  - Future opportunities for research pooling, funded by the Scottish Funding Council, will be dependent upon the outcomes of funding decisions following a very tight Comprehensive Spending Review.
  - New opportunities for cultural engagement will be provided by the development of the new University museum (MUSA) on The Scores and will complement existing opportunities afforded by the Music Centre, special collections, drama, and School-based initiatives.
  - Establishment of a technology innovation centre is a major short-term objective.

2.1.3 Major Risks and Dependencies

- Achieving sustainable surpluses in order to maintain and enhance the physical infrastructure for research and take advantage of new initiatives;
- Retaining and recruiting leading research scholars and teams amidst increasing competition by major research centres;
- Volatility of the market for overseas doctoral students and difficulty of funding for both home and overseas doctoral students.
- The uncertainties of QR funding in Scotland following the 2008 RAE, and changes in policies by UK Research Councils.

2.1.4 Key Performance Indicators

- Research income and trends
- Number of PGR students (including number supported by externally-funded awards) and trends
- KT income and trends
- [Research outputs and quality: Carry forward until clarity on any new metrics for REF]
2.2 AIM 2: Learning & Teaching

To build upon its excellent reputation for learning and teaching as measured by international competitiveness, so as to create a challenging, imaginative and flexible, as well as intellectually and financially sustainable, learning and teaching culture such that the very best teachers and students will be attracted to St Andrews from a diverse and international background; and so as to enable those students to realise their full potential and make a valued contribution to society.

2.2.1 Points of Focus

- Appoint, develop, reward and retain excellent teachers.
- Ensure all subject areas continue to promote high levels of research-led learning, knowledge and competence amongst their students and to provide beneficial levels of staff-student contact and feedback.
- Foster an intellectual environment in which learning is nurtured and teaching is valued.
- Provide a physical environment, modern infrastructure, technical support and level of resource that is conducive to excellent learning and teaching.
- Engage actively with enhancement-led learning and teaching.
- Adjust the portfolio of subject disciplines, degrees, collaborations and modes of delivery (such as e-learning) as appropriate to the University’s priorities.
- To develop partnerships for summer courses for American students
- Recruit undergraduate and postgraduate students of the highest academic calibre from an international market.
- Expand overseas undergraduate numbers through international collaborations that build upon special relationships (joint/dual international degrees)
- Continue to promote an inclusive culture that ensures a diverse range of students has access to the University and is able fully to participate in the student experience.
- Promote a learning experience that contributes to personal development, preparation for the workplace and other forms of societal engagement, in part by nurturing partnerships with employers to expand work placements in degree programmes and provide other employment opportunities for students.
- Increase the proportion of high-quality postgraduates within the University’s student numbers.

2.2.2 Context

- Improvement of the physical infrastructure for learning and teaching has been guided by priorities established by the University’s Teaching Infrastructure Strategy Group and has been incorporated into planning for recent capital projects.
- Student and staff support for a renewal of the University Library facilities has been identified as a priority for the planning period.
- Without anticipating significant overall growth in student numbers, management of home undergraduate numbers to no more than our funded targets and controlled expansion of direct-entry overseas students (partly through collaborative partnerships) have been identified as priorities for the planning period.
- Future significant expansions of postgraduate FTEs may require in some disciplines an increasing focus on niche programmes and distance-learning programmes.
- Sustainable Development has become an exemplar for development of multidisciplinary undergraduate programmes which build upon existing subject expertise, have high social and economic relevance and achieve international distinction.
- A review of staff development arrangements, so as to provide a more integrated service across the university, is also part of the Staff Strategy.
- Although a “selecting” university, rather than a “recruiting” university, St Andrews’ commitment to diverse and wider access is currently expressed by the establishment of bursaries to support particular categories of students, by the development of its evening degree programme and by carefully targeted articulation agreements with further education institutions (such as in Medicine).

2.2.3 Major Risks and Dependencies

- Dependency upon overseas markets
- Increasing expectations of students
- Affordability of improvements to physical and ICT infrastructure
- Possible impact on University progression and completion rates of expanded distance-learning programmes
- Dependency on Research Councils for funding of home postgraduate students
- Unfavourable changes to funding patterns by the Scottish Funding Council

2.2.4 Key Performance Indicators

- Quality of student entry (admissions standards)
- Number of PGT students and trends
- Completion rates
- Student achievement standards (classification of degrees)

2.3 AIM 3: The Student Experience

To enhance the distinctive kinds of student experience offered in St Andrews and ensure that they are capable of supporting the student learning experience, meeting student residential and social needs, providing effective student support services and promoting personal development and employability.
2.3.1 Points of Focus

- To establish systems of meaningful communication between the University and students that begins with recruitment and is sustained throughout their experience in St Andrews.
- To provide an academic advising and personal development scheme that enhances a student’s experience in learning and their employability.
- To continue to develop and improve the residential student experience and foster effective means of support for all students.
- To expand the creation of informal learning and social spaces in University buildings and in residences.
- To enhance further the postgraduate community and the wider postgraduate experience through the development of events under the aegis of St Leonard's College, evolving use of Dean’s Court and a stronger website for postgraduates.
- To provide a physical environment that is conducive to an excellent student experience.
- To devise means by which to improve sports, drama and music facilities for students with particular attention to opportunities provided by partnerships and collaborations.
- To support the Students’ Association and the Athletic Union in their respective objectives to enhance the student experience and in their promotion of the activities of student societies, sports clubs and events.
- To encourage in all students a desire to pursue learning with curiosity, integrity, tolerance and intellectual rigour.
- To support the engagement of the student body with issues of social responsibility, such as sustainable development, student volunteering activities, and contributions to the local community.
- While every student will experience St Andrews in a different way, to promote amongst all students the principles of mutual respect, courtesy and good communication.

2.3.2 Context

- Recent UK measures of student satisfaction (the National Student Surveys in 2006 and 2007) have indicated that St Andrews now ranks second in the UK for overall student satisfaction. The level of satisfaction is, however, less high in specific areas of our provision.
- The Students’ Association manages a highly-effective suite of student societies (over 100) and there is a high rate of participation in sports events, which are coordinated by the Athletic Union. Participation in music and drama groups is also high. Facilities for such activities have been identified by students as requiring significant improvement, however.
- Orientation programmes have increased the contribution from academic Schools to enable new students to be introduced not only to social activities but also to the learning experience at St Andrews.
- In the past two years the Careers Service has enhanced its advising services, support for work placements, accreditation of employment-related skills and liaison with academic Schools.
- The Proctor and the Director of Student Services have been appointed to provide high-level leadership to initiatives relating to the student experience and student support services.
- Greater attention to encouraging students to consider their responsibilities as future alumni/ae will be promoted.

2.3.3 Major Risks and Dependencies

- Affordability of enhancements to sports, library and leisure facilities.
- Increasing student expectations.
- Affordability of individual study facilities and of social facilities for postgraduate students.
- Damage to reputation by a major failure of services.

2.3.4 Key Performance Indicators

- National Student Survey results.
- Funds available for scholarships and bursaries to support well-qualified students from backgrounds that do not traditionally participate in HE.
- Employability and student destination statistics.

Note: The diversity of student population will be monitored in relation to equal opportunities but not subject to targets.

2.4 AIM 4: Staff

To secure the world-class talent required by the University, to ensure that every member of staff is committed to the role they play in the success of the University, and to develop the skills and flexibility required to allow the University’s changing workforce requirements to be met.

2.4.1 Points of Focus

- To provide effective motivation, management, and review of all staff.
- To promote attitudes of service to stakeholders and customers amongst all staff.
- To ensure that staff provide the high quality and evolving services that the University requires.
- To foster commitment to the primary activities of teaching and research amongst all staff.
- To provide effective and well-integrated mechanisms for staff development to support all staff in the delivery of their roles.
- To plan for and support the development of flexibility within the workforce in order to respond to changing needs, provide opportunities for career development and reduce the risk of dependency upon a few key individual staff.
- To develop appropriate frameworks of succession planning and leadership development.
To promote policies of fairness, equality and diversity in order to ensure equal opportunities for staff and students

To operate effective communication mechanisms that allow staff to achieve effectiveness and efficiency in their roles, and to understand their contribution to the mission of the University.

2.4.2 Context

The reintroduction of a form of progress review (Q6) is in its early stages. It is not directly linked to reward mechanisms, but is linked to staff development.

Whilst the implementation of the Framework Agreement has contributed to fairness of staff gradings and conditions, mechanisms for rewarding performance are still restricted for non-academic staff.

There are currently several providers of staff development located in different central units of the University. Development of a more integrated provision and recording of staff development is currently identified as a priority, as well as enhancing the effectiveness of staff development provision by tailoring staff development opportunities to individual and organisational needs.

A review is to be undertaken of how unit-focused employment practices may limit opportunities for career development and inhibit a flexible response to changing University needs.

2.4.3 Major Risks and Dependencies

Loss of star performers or key staff, including vulnerability to competing institutions in other parts of the UK as a result of the availability of “top-up fee” funds.

Shortages in the labour market

Problems for recruitment due to housing costs in the St Andrews area

Territorial attitudes dominating over institutional priorities and needs

Increasing staff costs which may put pressure on staff numbers

The affordability of final salary pension arrangements

2.4.4 Key Performance Indicators

Total staff costs as a percentage of income

Staff development and training participation rates

Staff satisfaction as depicted through surveys (core questions, reply rates, trends)

Note: The diversity of staff population will be monitored in relation to equal opportunities but not subject to targets.

2.5 AIM 5: Organisational Effectiveness and Efficiency

To maximise organisational effectiveness by operating an efficient and supportive system of management and governance.

2.5.1 Points of Focus

To operate effectively a system of governance for University Court in concert with the University’s senior management and Senate / Academic Council, to advance the strategic aims of the University and ensure that the University meets the appropriate standards that have been set.

To provide further support for Heads of Schools, Service Directors and their respective management teams to undertake a wider range of devolved responsibilities for leadership and management.

To make best use of information management, business efficiencies and workforce management to develop an effective and professionalised administrative support service.

To facilitate organisational effectiveness by maintaining meaningful communication with all stakeholders: students, staff, alumni, external collaborative partners, employers, government agencies.

To enhance succession planning for leadership positions.

To increase awareness of and effective measures for data security.

2.5.2 Context

The Service Directors Group has been organised recently to aid these managers in the performance of their roles and to enhance effective communication with senior management and amongst themselves. Regular gatherings of Heads of School, including Awaydays, have served a similar (but more occasional) function with respect to academic Schools.

LEAN is a current programme to improve organisational efficiency which seeks to enhance flexibility and reducing duplication in administrative processes, and which seeks to elicit staff involvement to improve the performance of their roles.

A Communications Strategy is currently being devised to accompany the Staff Strategy.

The IT Strategy proposes the introduction of a University-wide managed desktop for all administrators and managers in order to improve the quality of administrative procedures and of services to users.

2.5.3 Major Risks and Dependencies

The fast pace of technological developments and the costs of implementation.

Resistance to the LEAN initiative amongst staff who may see it as a means of achieving staff reductions rather than more effective and efficient services.

Territorial perspectives amongst both Schools and Units

2.5.4 Key Performance Indicators

Efficiency savings against targets

Successful delivery of strategies, projects and plans
2.6 AIM 6: Infrastructure and Estate

To maintain a sustainable physical and ICT infrastructure that meets student expectations, attracts high quality staff and delivers the University’s academic objectives.

2.6.1 Points of Focus

- Further to improve space utilisation by institutional review and control of local facilities, booking systems and timetabling.
- To achieve significantly improved and more flexible space as part of a prioritised scheme of refurbishment.
- To achieve improvements that are energy-efficient and reduce environmental impact.
- To optimise the location of academic Schools and Service Units in terms of provision of appropriate space and greatest possible proximity to cognate activities.
- To continue the improvement and new provision of student residential accommodation.
- To provide new and improved postgraduate study space, particularly for the Faculty of Arts.
- To advance major projects, including a new Medical Building, enhancements to the University Library, further consolidation of the Sciences on the North Haugh, and renewal of the Bute Building for non-scientific use.
- To improve significantly the capacity and resilience of the ICT infrastructure, particularly through improved server facilities.
- To advance the maintenance programme for the current estate, including meeting health and safety and disability requirements.

2.6.2 Context

- University Court has given approval to construct a new Medical Building on the North Haugh.
- A Project Board has been created to begin planning for much-needed enhancement of the University Library.
- LTIF and SRIF infrastructure funding has enabled a planned scheme of refurbishment and development of facilities for teaching and research.

2.6.3 Major Risks and Dependencies

- Achieving the necessary year-on-year surpluses to invest annually for a sustainable infrastructure
- Escalating costs of building, refurbishment and maintenance over time
- Uncertainties of government funding for infrastructure improvements and initiatives
- Planning consents for new developments

2.6.4 Key Performance Indicators

- Efficiency indicators for space utilisation
- Total cost of remedial investment and cost as a percentage of estate expenditure
- Backlog maintenance assessment

2.7 AIM 7: Financial Health

To maintain a sustainable and resilient financial position to support the mission and academic positioning of the University on an ongoing basis.

2.7.1 Points of Focus

- To achieve ongoing surpluses of 5% of annual turnover to support the aims of academic excellence which are central to the University’s strategy.
- To develop alternative (non-grant) funding schemes that are consistent with the University’s mission to enhance the financial resilience of the University and to enable increased autonomy in the pursuit of its strategic aims.
- To increase the range and volume of research income and exploit commercialisation of research wherever possible.
- To increase business efficiencies and better space utilisation for the improvement of services and for elimination of waste.
- To maximise the efficient use of energy and other utilities, to increase the use of renewable energy sources and to promote low carbon business practices.
- To promote significantly increased fundraising for major capital projects, bursaries & scholarships and specific local projects.
- To develop the use of the estate for appropriate commercial activities.
- To continue to optimise the terms of short and long-term borrowings.

2.7.2 Context

- All academic Schools have been set targets for significant increases in their contribution rates towards surpluses, and performance is monitored annually. Targets for Service Units, where applicable, will soon also be subject to a formal annual review process.
- Support for researchers in applying for and managing grants will be undertaken in the context of the reformulation of Research & Enterprise Services and the Research Grant Funding Office.
- A review of procurement procedures and development of a Procurement Strategy is seeking to obtain efficiencies in purchasing.
- Opportunities for energy generation (biomass facilities and wind farms) are being actively explored.
- The development of improved conference facilities on the North Haugh as part of planned capital and refurbishment projects is designed to contribute to the expansion of commercial conference use of University buildings, particularly during periods when students are absent.

2.7.3 Major Risks and Dependencies

- Changes in government funding policies and below-inflation annual grant increases
- Adverse conditions for recruitment of international students
• Pay growth
• Above-inflation increases in costs such as utilities and property investment
• Adverse changes in funding arrangements by Research Councils

2.7.4 Key Performance Indicators
• Surplus/deficit as a percentage of income: current and planned
• Ratio of cash generated to debt costs
• Liquidity

2.8 AIM 8: Institutional Project: 600th Anniversary

To derive maximum advantage from the celebration of the University’s 600th Anniversary in 2013 with respect to profile, initiatives and fundraising.

2.8.1 Points of Focus
• To raise the profile of the institution and develop its distinctive “brand position” by a series of planned events and planned publicity in the period leading to 2013.
• To raise significant funds from alumni, trusts and major donors for specific projects as part of the focus on the 600th Anniversary.

2.8.2 Context
• A project team led by the Vice-Principal for External Relations has been set up to coordinate this initiative.
• A project fundraiser for the 600th Anniversary initiative has been appointed and a target for fundraising agreed.
• One of the roles of the new Principal will be to ensure that the University derives maximum advantage from this time-limited and unique opportunity.

2.8.3 Major Risks and Dependencies
• Quality of the direction of the fundraising initiative
• Adverse economic climate

2.8.4 Key Performance Indicators
• Funds raised set against targets
• Level of engagement in anniversary celebrations (categorised by staff, students, alumni, friends of the University)
• Level of ongoing engagement by alumni and friends through donations or participation in initiatives.

Appendix 1 - Supporting Strategies

1. Academic Strategy (including Research and Learning & Teaching) Approving Body: Academic Council (Senate)
2. Postgraduate Strategy Approving Body: Academic Council (Senate)
3. Knowledge Transfer Strategy Approving Body: Academic Council (Senate)
4. Quality Enhancement Strategy (Learning & Teaching) Approving Body: Academic Council (Senate)
5. Employability Strategy Approving Body: Academic Council (Senate)
6. Student Experience Strategy Approving Body: Student Committee (Court)
7. Student Recruitment Strategy Approving Body: PARC (Court)
8. Financial Plan & Strategy Approving Body: PARC (Court)
9. Procurement Strategy Approving Body: PARC (Court)
10. Estate Strategy Approving Body: PARC (Court)
11. Sustainable Development Strategy Approving Body: PARC (Court)
12. ICT Strategy Approving Body: PARC (Court)
13. Staff Strategy Approving Body: Staff Committee (Court)
14. Communications Strategy Approving Body: PARC (Court)

Requests for additional information should be addressed to:

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