



University of
St Andrews

School of Management

Strategic Plan 2021–2026

School of Management – Strategy 2021-26

Responsible Management – exploring, envisioning and encouraging sustainable and inclusive futures.

Mission statement

The School of Management's mission is to explore, envision and encourage responsible, accountable and sustainable Management. To this end, we take a critically reflective approach to Management principles, policies and practices at individual, communal, organisational and societal level, on a national and international scale. As a community of academic and professional colleagues, we work collaboratively and collegially to conduct world-leading research, educate a diverse and inclusive cohort of outstanding students, and actively engage with a variety of stakeholders to address existing and emerging challenges in the global environment, foster talent, and provide demonstrable benefits to society and organisations.

Strategic themes

Aligned with its mission, the School of Management pursues five key strategic themes for the period 2021-26:

Research – Conducting world-leading research

The School of Management will expand its global reputation as an internationally leading management school that excels in socially responsible areas of research in banking and finance; creative industries; equality and inclusion; social and environmental accounting; philanthropy and the public good; surveillance and privacy; and knowledge and its utilisation. The School will expand research activities to incorporate newly imagined overarching themes of responsible leadership, enterprise, sustainable futures, and creating capitals, as well as developing expertise in education-focused research.

Education – Fostering talent

The School of Management will build on its inclusive, interdisciplinary and enterprising vision for education to develop and deliver a suite of programmes and modules that will produce socially engaged global citizens who will positively contribute to a sustainable future for the diverse contexts, organisations and societies within which they will work and participate.

Impact – Providing demonstrable benefits to society

The School of Management will enhance its local, national and international engagement and knowledge-exchange activities around matters of societal importance, using evidence-informed approaches and initiatives to enhance engagement and impact and enable clear identification and articulation of how its work has positively contributed to society.

People – Collaborating constructively and collegially

The School of Management will continue to develop a culture of collegiality, inclusivity, diversity and equality within and across the whole range of its activities.

Governance – Taking thematic groups and our ethos forward

The School of Management will revisit, reimagine, realign and recommunicate its thematic group structure, its service and leadership roles and their co-ordination through role families, and its governance architecture to further strengthen and support its world-leading portfolio of activities.

Strategic plan

Background

The School of Management is a distinctive, active and motivated community, focused on high performance in research, teaching, and engagement with policy and practice. We are a globally recognised hub of excellence in our areas of work. We welcome students from over 50 countries around the world and are ranked first in the UK by The Times and Sunday Times University Guide 2022, and first in Scotland by the 2022 Complete University and The Guardian University Guides.

Research – Conducting world-leading research

Vision

We aspire to build on and expand our global reputation as an internationally leading management school that produces critically reflective research and thinking in relation to responsible, accountable, inclusive, and sustainable management principles, policies and practices. Aligning with the University's vision of the 'pursuit of knowledge for cultural and societal greater good', we continue to excel via our expertise and reputation in socially responsible areas of research in: banking and finance; creative industries; equality and inclusion; social and environmental accounting; philanthropy and the public good; surveillance and privacy; and knowledge and its utilisation. We recognise that to address existing and emerging societal challenges requires imagination in the ways that individuals, communities and organisations respond. Our collaborative research focus centres on the creation and contribution stakeholders can potentially make towards ensuring a future that is sustainable, fair, inclusive, entrepreneurial and resourced creatively and appropriately.

Over the next five years, we aim to utilise and enhance our strengths in responsible management in areas of leadership, enterprise, sustainable futures, and creating capitals, as well as developing our expertise in education-focused research. As part of this we will develop internal capacity and aim to attract and recruit researchers with established or strongly emerging international reputations in these areas. We seek to realise these aspirations in an inclusive research culture that fosters collaborative working, collegiality and integrity.

Through our dedicated research centres and institutes, we will continue to foster our strong policy and practice links and networks of international collaborators in Asia, Africa, Europe and North America and we will work towards building new links in Australia and South America to ensure that the School has a truly global pathways. In pursuing our aspirations, the move to new premises bringing together the Schools of Economics and Finance, Management, and International Relations will enable further integration of existing research and foster multi-disciplinary collaborations across distinctive research clusters, including: business and human rights; equality and wealth; political, organisational and economic theory; governance, communities and civil society.

Goals:

- Continue to produce high quality scholarship in socially responsible areas of management research that critically addresses the evolving challenges facing organisations, institutions, and behaviours at individual, household, organisational, societal and global levels.
- Augment our reputation in our existing areas of research excellence and orient our strategic priorities toward and strengthen activities in emergent research themes that span disciplinary boundaries.
- Develop and support grant seeking across all career stages, and leverage wider collaborative external grant opportunities
- Foster School, University and external collaborations that capitalise on our multi-disciplinary areas of expertise and the international reputation of our research centres.

Education – Fostering talent

Undergraduates/Postgraduates taught

Vision

Our vision for education is inclusive, interdisciplinary and enterprising. We seek to become internationally recognised for our socially responsible management learning and teaching by capitalising on the world-leading research capacity of colleagues, so that we can educate our students to become ambassadors for the School and University in the diverse career pathways that they enter after graduating. “Responsibility” is a key motif of our vision; it guides curricula, practice and graduate attributes. Mindful of the fundamental purpose of higher education, our vision is to deliver a suite of programmes and modules that will produce socially engaged global citizens who appreciate inclusivity and will contribute to a sustainable future for the diverse organisations within which they work.

Management is by nature interdisciplinary with permeable boundaries and strong connections to a variety of disciplines. We aspire to harness this inter- and intra-disciplinarity in our practices. We will continue to push the boundaries of the discipline in our thought leadership. In education, we encourage our students to be creative and innovative in their approach to management theory and practice, making connections to the world outside the organisation and the past, present and future challenges for management, distinguishing us in a competitive marketplace. Our commitment to a sustainable future invokes and instils enterprise, entrepreneurship skills and scholarship combined with a strong emphasis on employability for our students. This strand of our strategic focus aspires to drive innovation in teaching practice. Guided by review, critical reflection and a focus on sustainable futures we seek to research and apply student-centred learning technologies in our practice with a strong commitment to world-leading educational research and practice.

Goals:

- Inclusive education
 - Educate students to be socially-responsible global citizens equipped to lead the organisations they encounter and engage with.
 - Enhance diversity in our student body by offering educational opportunities to new constituencies and reducing reliance on specific markets.
- Interdisciplinary education
 - Seek new opportunities to work collaboratively with colleagues across the University from other disciplines and Schools, and with external partners in and outside the UK.
 - Support colleagues in developing new modules that contribute to our distinctive approach to education, and that meet the needs of our students, stakeholders and society.
- Innovative education
 - Develop our portfolio of and approach to research-led teaching.
 - Promote and support pedagogical research in management education.
 - Review and reconfigure the curriculum with future focussed programmes at UG and PGT levels.

Postgraduate research

Vision

We aim to train the next generation of globally leading, critically reflective and engaged scholars in the field of management and its diversity of expressions within and across the public, private and nonprofit sectors. We are committed to widening participation and diversity in our doctoral programme. To this end, recruitment processes and funding will be further enhanced to support outstanding students from a diversity of backgrounds to join and contribute to a vibrant community of scholars in the School.

Goals:

- Grow research capacity by ensuring the quality and diversity of our PGR cohort, investing in a continued programme of PGR studentships.
- Ensure robust and inclusive recruitment to attract high calibre students.
- Increase funding and scholarship for doctoral research and fieldwork, including the seeking of matched funding.
- Offer students high-quality training and development throughout the programme to support their timely progression and completion.
- Support colleagues to further their high-quality supervision skills.
- Strengthen the School's position as a leading hub for doctoral study in key areas in connection to the School's research centres and thematic groups.

Impact – Providing demonstrable benefits to society

Vision

Our research and expertise represents a rich resource that can help address some of society's most pressing challenges; it addresses issues such as the role and practice of surveillance within organisations and society, workforce issues and sustainability in the social care sector, the social, moral, economic and environmental effects of organisational arrangements, the effects, impacts and outcomes of philanthropic activities and the mobilisation of research-based knowledge. We are committed to ensuring that our research and expertise is accessible, relevant and useful so that it can bring demonstrable benefits to society. As part of this, we work towards using evidence-informed approaches and initiatives to enhance our engagement and impact activities with the aim to be able to clearly identify and describe how our activities have contributed to the world and made a positive contribution to addressing and solving contemporary and future challenges at local, national and international levels.

Goals

- Develop and implement an evidence-informed model of knowledge mobilisation to guide engagement and impact activities across the School.
- Support colleagues to plan and implement knowledge mobilisation strategies most likely to lead to lasting relationships and research impact.
- Widen the School's networks and deepen its relationships with internal and external stakeholders.
- Be able to clearly demonstrate the impact of the School's activities beyond academia and across the School's portfolio of research activities.
- Support thought leadership and research related to research impact and engagement.

People – Collaborating constructively and collegially

Vision

We are committed to a collegial culture where colleagues at all levels of seniority have voice. We offer an inclusive, diverse and supportive working environment for academic and professional colleagues, students and visitors, and a gender-balanced distributed leadership model. We support academic and professional services staff development across all levels through funding, research leave, training and mentoring. We invest in new academic staff with existing international reputations, recruit early career researchers and nurture them to develop international reputations, and acknowledge, recognise and support the work and career progression of our professional services team.

Goals:

- Achieve an Athena Swan Bronze renewal.
- Progress towards an Athena Swan Silver Award.
- Improve knowledge and understanding of equality, diversity and inclusion (EDI) issues and ambitions amongst staff, students and stakeholders.
- Embed EDI in all practices in the School.
- Enhance the School's EDI focus across research, teaching, engagement and recruitment.

Governance – Taking thematic groups and our ethos forward

Vision

Unlike traditional business and management schools, our internal organisation is not expressed through functional divisions – such as finance, organisation studies, marketing and public administration – but through a distinctive structure of thematic groups. Focused on intellectual themes and aimed at building collaborative intellectual communities, the logic of thematic groupings holds strong for us as a small and innovative management school. Revisiting and developing the original vision underpinning thematic groups, we intend to work towards a contemporary casting of these groupings, their accompanying profile and purposes, and we shall establish clear internal and external commitments for and communications of these groupings, as well as the accompanying overarching ethos for the School of Management going forward.

Goals:

- Revisit, remap and (re)align the School's organisational architecture and processes, particularly in respect to the interactions and relationships between thematic groups and research centres.
- Review and revise role descriptors for service and leadership positions in the School of Management.
- Reflect, rethink and re-communicate the underpinning logic of thematic organisation in the School and the operationalisation thereof.
- Revisit and reimagine the number and naming of thematic groups, aligned to the School's strategic mission and underpinning ethos.

Relationship to and alignment with the University's strategy

Our mission to conduct world-leading research, educate a diverse cohort of outstanding students, and actively engage with academic and non-academic stakeholders to address existing and emerging challenges, foster talent, and provide demonstrable benefits to society closely aligns with and contributes to the University's strategic pillars of Global, Diverse, World-leading and Entrepreneurial St Andrews within the context of social responsibility.

Global St Andrews

- Our world-leading approach to responsible management research and education adopts a global perspective, acknowledging cultural sensitivities and encouraging collaborative and interdisciplinary work on grand challenges to ensure a sustainable future.
- We provide and promote a welcoming environment and collegiate community for our international cohort of staff and students.
- We actively seek external research collaborations and international exchanges with world-leading elite universities
- Graduate attributes are a key focus in learning outcomes, placing responsible management at the heart of activities.

- The School contributes to and engages with relevant initiatives, including the Global Fellowship programme and the Global Challenges Research Fund.

Diverse St Andrews

- We commit to fostering a culture in the School that facilitates and celebrates diversity in staff and student cohorts. We continue to embrace new perspectives on management and expand diversity into under-represented groups. Diversity demands inclusivity in approach and practice. Our teaching encompasses different worldviews and enables students to bring their personal and unique experiences into their learning journeys; students are encouraged to think beyond traditional and established ideas and patterns, and curricula are designed to reflect and incorporate studies of organisations in different economies, cultures and sectors.
- Education is guided by cross-cultural learning experiences that emphasise tolerance and respect for others in the practice of management and in interactions with fellow students and faculty members. The student journey and experience inculcates diversity in learning opportunities, assessment, feedback and student voice.
- We commit to programmes that offer pathways to promote student choice – equality and diversity are embedded in modules and available as stand-alone disciplinary perspectives within management.

World-leading St Andrews

- World-leading quality is at the heart of all our academic endeavours, as outlined above.
- We shall in addition look further within the University and across the disciplines for opportunities to develop partnerships with the very best collaborators.

Entrepreneurial St Andrews

- Responsible management requires a critical approach that pushes the boundaries of management practice. Encouraging students to critique and reflect on current practice is a core element of teaching in the School that we commit to monitor and develop in order to contribute to sustainable futures.
- Enterprise and entrepreneurship are treated separately in curricula and approach. Enterprise is embedded across year groups and within modules. Entrepreneurship is a sub-discipline of Management and students are able to learn and apply theory to their future practice within organisations or as venture creators. We encourage students to take ownership of their learning and to explore opportunities for developing their own entrepreneurial visions and initiatives upon graduation.
- Collaboration and creative combinations are encouraged in new module and programme development and we are actively working towards exploring alternative and additional education opportunities, including executive education, continuous professional education and short courses.
- We are well placed to make significant and positive impact on entrepreneurial St Andrews across the University. To this end, the School has started to seek and actively engage with the opportunities presented by various University initiatives, including STAAR and the Centre for Enterprise and is in conversations with a number of Schools to explore synergies in exploring and developing enterprise education initiatives.

Key Performance Indicators (KPI)

<i>Research</i>		
<i>Goals</i>	<i>KPIs</i>	<i>Envisaged timeframe</i>
<p>Continue to produce high quality scholarship in socially responsible areas of management research that address critically the evolving challenges facing organisations, institutions, and behaviours at individual, household, organisational, societal and global levels.</p> <p>Augment our reputation in our existing areas of research excellence and orient our strategic priorities towards activities in emergent research themes that span disciplinary boundaries.</p> <p>Develop and support grant seeking across all career stages, and leverage wider collaborative external grant opportunities.</p> <p>Foster School, University and external collaborations that capitalise on our multi-disciplinary areas of expertise and the international reputation of our research centres.</p>	<p>Enhanced reputation for producing socially responsible management research.</p> <ul style="list-style-type: none"> • Maintain signatory status to the United Nations’ Principles for Responsible Management Education (PRME) initiative • Maintain membership of and continue to contribute to the Global Ethical Finance Initiative (GEFI) of which we are a member and signatory to the Path to COP26 initiative. <p>Enhanced research output performance.</p> <ul style="list-style-type: none"> • Increase number of articles in ABS 3* and 4* journals. • Increase knowledge sharing from internal and honorary faculty regarding REF evaluation processes and editorial practice at leading journals. <p>Enriched research environment.</p> <ul style="list-style-type: none"> • Increase number of external collaborations in research funding applications, paper writing, PhD recruitment and impact. <p>Augmented influence at journals.</p> <ul style="list-style-type: none"> • Increase in number of editorial appointments at internationally excellent and world leading outlets. • Increase in number of editorial visits to the School. <p>Augmented influence within the profession</p> <ul style="list-style-type: none"> • Increased number of appointments to leadership positions at learned societies, associations and professional networks. <p>Augmented influence with the wider community.</p>	<p>Ongoing – subject to regular review</p>

	<ul style="list-style-type: none"> • Wider dissemination of research and media engagement (albeit this will require increased training for appropriate staff and recruitment of new staff with relevant expertise). • Increase in number of media stories relating to School research activities. <p>Improved clarity and breadth of impact.</p> <ul style="list-style-type: none"> • Early identification of and support for impact cases. • Targeted deployment of support at promising impact cases. • Targeted mentoring of academics involved in promising impact cases. • Increase in number of impact cases for next REF. <p>Increased number of applications for large grants (recognising that appropriate institutional support is a very important component of success).</p> <ul style="list-style-type: none"> • Targeted deployment of training and pump priming to develop high quality research proposals. <p>Increased volume of grant funding.</p> <ul style="list-style-type: none"> • Utilising the School's nascent Brownbag research seminar series as a forum for developing cross-disciplinary discussions and collaborations. <p>Increased presence and reputation on the local and international stage.</p> <ul style="list-style-type: none"> • Increased number of research seminars, workshops and conferences hosted by the School and our constituent research centres, and increasing the number of events where faculty are leading speakers. 	
Education		
<i>Goals</i>	<i>KPIs</i>	<i>Timeframe</i>
Develop our portfolio of and approach to research-led teaching.	<p>Completed review of Honours Programme and implementation.</p> <p>Analyse market trends in relation to PGT programmes and review and develop PGT programmes accordingly.</p>	<p>Honours review – ongoing and to be implemented from AY 21/22 onwards</p>

<p>Produce socially-responsible global citizens equipped to lead the organisations they encounter and engage with.</p> <p>Enhance diversity in our student body by offering educational opportunities to new constituencies and reduce reliance on specific markets.</p> <p>Seek new opportunities to work collaboratively with colleagues across the University from other disciplines and Schools.</p> <p>Support colleagues in developing new modules that contribute to our distinctive approach to education.</p> <p>Promote and support pedagogical research in management education.</p> <p>Review and reconfigure the curriculum with future focussed programmes at UG and PGT levels.</p> <p>Grow research capacity by ensuring the quality and diversity of our PGR cohort, investing in a continued programme of PGR studentships.</p> <p>Ensure robust recruitment to attract high calibre students.</p> <p>Increase funding and scholarship for doctoral research and fieldwork, including the seeking of matched funding.</p>	<p>Recruit a minimum of 250 students per year to our programmes with no programme having less than 25 students.</p> <p>Support and develop pedagogical research.</p> <p>Contribute expertise to entrepreneurial and enterprise education, STAAR Board.</p> <p>Develop models of best practice in management education. Consolidate learning from dual-mode delivery.</p> <p>Continue to develop and sustain our existing markets and explore and enter new markets and constituencies for our PGT educational offerings.</p> <p>Increase diversity across our PGT student cohort.</p> <p>Strong MEQ/PGT survey/NSS results demonstrating good return rates and high levels of student satisfaction combined with positive feedback from external examiners on programme and module content as well as student performance.</p> <p>Explore educational opportunities at PGT/CPD level with other Schools/Units across the University.</p> <p>Increased number and diversity of PGR students.</p> <ul style="list-style-type: none"> • Increase the number of applications for funded studentships to the Scottish Graduate School for Social Sciences and the China Scholarship Council among others, more active advertising externally as well as internally (via highlighting opportunities to successive cohorts or PGT students). • Expend more resource on training and mentoring for our ECRs to enable them to attain the necessary skills and experience to supervise at PGR level. • Increase supervisory capacity by encouraging further uptake of relevant staff training opportunities. 	<p>PGT programme review – autumn/spring 2021/2 for implementation – from AY 22/23</p> <p>Cross-school educational opportunities – started and working with Medicine towards an NHS leadership programme, and started to have conversations with Museum Studies. Other conversations started relate to the activities of the Centre for Enterprise and Estates.</p> <p>PGR recruitment and funding development – ongoing with regular reviews</p>
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<p>Offer students high-quality training and development throughout the programme to support their timely progression and completion.</p> <p>Support staff to develop high-quality supervision skills.</p> <p>Strengthen the School's position as a leading hub for doctoral study in key areas in connection to the School's research centres and thematic groups.</p>	<ul style="list-style-type: none"> • Create supervision opportunities for research active staff. <p>Increased quality of PGR students.</p> <ul style="list-style-type: none"> • Adopt more rigorous screening and recruitment processes • Increase the size and diversity of teams involved in PhD supervision with the aim to have involvement of all research-active staff in the recruitment and supervision of PGR students. 	
Impact		
<i>Goals</i>	<i>KPIs</i>	<i>Timeframe</i>
<p>Pursue a research-based model of knowledge mobilisation.</p> <p>Support colleagues to plan and implement knowledge mobilisation strategies most likely to lead to lasting relationships and research impact.</p> <p>Widen the School's networks and deepen its relationships with non-academic groups and organisations.</p> <p>Be able to clearly demonstrate the impact of the School's activities beyond academia and across the School's portfolio of research activities.</p> <p>Support thought leadership and research related to research impact and engagement.</p>	<p>Increased number of staff attending engagement and impact training and development opportunities</p> <p>Increased number of project-level engagement and impact plans across the School</p> <p>Increased applications for engagement and impact funding</p> <p>Annual audit of engagement and impact plans to assess progress and identify sources of support</p> <p>Increased number of activities bringing researchers, policymakers and practitioners together (KTPs, meetings/seminars, people exchange)</p> <p>Increased responses to external requests for knowledge and expertise</p> <p>Increased collaborative funding applications with non-academic partners</p>	<p>Ongoing – subject to regular review</p>

	<p>Active consultation with School members to draft impact case studies leading to an increased number of engagement and impact case studies</p> <p>Increased awareness of our work in research impact and engagement across the University</p> <p>Increase number of pump priming applications focused on research impact</p> <p>Annual audit of engagement and impact plans</p>	
People		
<i>Goals</i>	<i>KPIs</i>	<i>Timeframe</i>
<p>Achieve an Athena Swan Bronze renewal.</p> <p>Progress towards an Athena Swan Silver Award.</p> <p>Improve knowledge and understanding of equality, diversity and inclusion (EDI) issues amongst staff and students.</p> <p>Embed EDI in all practices in the School.</p> <p>Enhance the School's EDI focus across research, teaching, engagement and recruitment.</p>	<p>Athena Swan Bronze renewal</p> <p>Development of a Silver-level Athena Swan Action Plan by winter 2022, with an Athena Swan Silver award submission in 2027</p> <p>Monitor, review and promote student and staff diversity in recruitment materials.</p> <p>Achieve and maintain more diversity in School committees and externally engaged speakers.</p> <p>Increased staff and student satisfaction as evidenced via quantitative (staff & student surveys) and qualitative School data.</p> <p>Improve staff and PGR understanding of inclusive research through,</p> <ol style="list-style-type: none"> a. Promotion of clear principles for inclusive research practice. b. Development of accessible 'inclusive research' guidance and resources 	<p>Athena Swan Bronze – ongoing with spring 2022 submission</p> <p>Athena Swan Silver Award (2027)</p>

	<p>Continuous reflection on inclusive practices in the School (e.g. teaching drop-in sessions, decolonisation reading groups) and development of accessible 'inclusive teaching and learning' resources.</p> <p>Encourage increased EDI content in modules through establishing EDI-focused teaching drop-in sessions.</p>	
Governance		
<i>Goals</i>	<i>KPIs</i>	<i>Envisaged timeframe</i>
<p>Ensure role descriptors for service and leadership positions in the School of Management are accurate and fit for purpose.</p> <p>Ensure that the number and naming of thematic groups, as well as the choice of the School's accompanying overarching theme and underpinning ethos are clear, appropriate and fit for purpose.</p> <p>Ensure a clear, transparent and aligned organisational architecture in the School, particularly in respect to the interactions and relationships between thematic groups and research centres.</p>	<p>Revised role descriptors in place and thematic groups updated.</p> <p>Overarching theme and underpinning ethos for the School of Management named.</p> <p>Clear, agreed organisational architecture for the School of Management mapped.</p>	<p>Started – completed by end of summer</p> <p>Started – further consultation and discussion over course of S1 of AY 21/22 with the plan to have agreed appropriate clusters and overarching theme in place for implementation from AY 22/23</p>