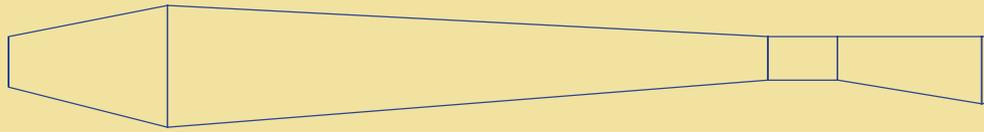


**2002 → 2006**

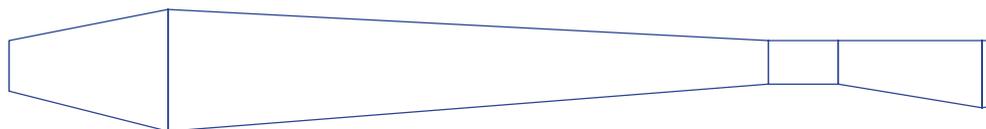
**STRATEGIC PLAN**



## **THE GLASGOW SCHOOL OF ART**

- ◉ Is a creative hothouse: a small concentrated community of committed creative people bound together by a shared visual language and concern for visual culture.
- ◉ Is internationally recognised as one of Britain's foremost institutions for the study and advancement of fine art, design and architecture.
- ◉ Is at the heart of Glasgow, one of Europe's most influential artistic communities providing an energetic environment in which new ideas flourish.
- ◉ Produces creative, confident mature graduates through education which is practice based, face to face, professionally orientated and socially engaged.
- ◉ Through its research and knowledge transfer activities makes a significant contribution to the cultural economic, social and educational life of the City, the nation and beyond.

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## **1. THE PLANNING PROCESS**

The Glasgow School of Art's Strategic Plan has three purposes:

- ◉ To create, internally, a shared vision for the future of the School to which all can commit.
- ◉ To present, externally, a picture of the main directions in which the School is moving and the priorities it embraces.
- ◉ To provide the Scottish Higher Education Funding Council with the information it requires as the School's principal funder.

The planning process this year continues to adopt an open, transparent and inclusive approach. It has involved discussions across GSA at every level and, as a result, the Strategic Plan has a high degree of ownership within the institution. The format of the plan remains the same. It identifies annual Plans within the context of four-year Strategies for the fulfillment of key long-term objectives.

This is the third strategic plan to be presented by a Directorate that was appointed in 1999. In this period, the GSA has experienced rapid change and development. The first Strategic Plan for the period 2000-2004, was far reaching in scope, establishing what is a continuing pattern of significant innovation and development. The Strategic Plan for 2001-2005 maintained the high level of aspiration but set the ambitions at more realistic and achievable levels. Most of the Plans identified for 2001-2002 have been attained and only modest amendments to the Objectives and Strategies have been necessary in the development of this current Strategic Plan for 2002-06.

SHEFC requires, as a condition of grant, that institutions address the key Council priorities of equality of opportunity and widening participation; continuous improvement in learning and teaching; research and knowledge transfer; human resources policies and management. The Glasgow School of Art addresses each of these priorities in this Strategic Plan.

## **2. THE PLANNING ENVIRONMENT AND OVERVIEW OF ISSUES**

### **2.1 SMALL SPECIALIST INSTITUTION**

The Glasgow School of Art is a small institution which specialises in education and research in art, design and architecture.

Its small size, compact campus and concentration on practice based visual disciplines engender a close knit, collaborative and highly creative community which supports students' learning and ensures very high student retention and achievement rates.

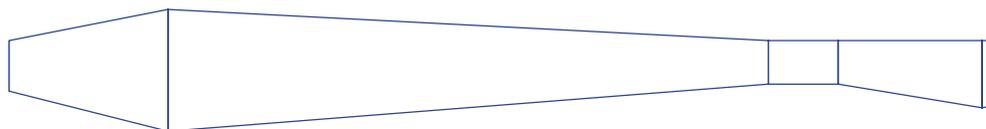
The nature of the learning and teaching which the School provides is at the root of its academic success and the success of its graduates. Practice based, it takes place primarily in studios and workshops with supporting lectures and seminars. Project based learning and problem solving is at the core of an approach which develops technical and conceptual skills, nurtures creativity and individuality, encourages innovation and also develops core skills, amongst others, of presentation, self-management and teamwork.

In Scotland, the distinctive four year degree in art and design enables clear articulation between the first and subsequent years of the programmes allowing for effective sequencing of the learning experience in those early years. Other distinctive features of art and design education in Scotland include the provision of dedicated studio space for each student and a focus on drawing which remains fundamental to the curriculum for fine art, design and architecture. The Scottish approach is more akin to the European model of art and design education than to that which has developed in the rest of the United Kingdom.

Effective learning and teaching in art, design and architecture is, by its very nature, high cost in both delivery and support. It is based on one to one and small group teaching. Its space demands are high - combining studio, workshop and lecture based activity - and the level of technical support and facilities required in both traditional and new technologies is extensive. Nevertheless, it is this approach to learning and teaching which has consistently produced high quality students and graduates with an impressive record of success. And it is this approach to learning and teaching which continues to attract a healthy stream of high quality applicants to GSA from the UK, European Union and overseas countries.

We welcomed the decision by the Scottish Higher Education Funding Council to designate GSA formally as a Small Specialist Institution (SSI). In doing so the Council acknowledged that the School's size and focus on visual subjects engendered a distinctive ethos which is of significant benefit to its students and underpins its international standing. The School's size, however, also creates dis-economies of scale particularly in areas of student services, and the administrative and support systems necessary to sustain high quality education.

JM Consulting, commissioned by SHEFC, estimated those dis-economies of scale to be of the order of £800,000 per annum. He also confirmed that these were genuine dis-economies of scale and not the result of inefficiencies. SHEFC's decision to provide only a fraction of that identified annual sum was extremely disappointing. We are using the additional funds to improve student services and to enhance organisational effectiveness and accountability but the scope of the improvements is significantly more limited than originally hoped for and many of the problems created by dis-economies of scale will continue to face GSA.



## **2.2 FUNDING AND INCOME**

### **→ TEACHING AND RESEARCH FUNDING**

The School's financial circumstances have been further affected by SHEFC's conversion of a proportion of fees only student places in Scottish higher education into funded student places. The conversion formula was applied to a year in which GSA had unusually and unexpectedly low numbers of fees-only students and has resulted in a real terms reduction in GSA's teaching grant of some £166,000. A one-off fluctuation in student numbers, therefore, has led to a significant and permanent reduction in teaching funding. This damaging reduction, which is entirely formula driven, appears baffling and unfair when applied to an institution which has a reputation for excellence in learning and teaching; is committed to continuous quality enhancement and is extremely successful in widening participation. In research, in contrast, a substantial increase in funding has been achieved.

The Glasgow School of Art moved from a 3b to a 4 in the recent Research Assessment Exercise as a result of very significant improvement in the numbers of staff who are research active and in the quality of their research outputs since the 1996 RAE. To fulfill our ambition of becoming a world class centre for research in art, design and architecture we must use the additional funds to develop additional research activity, and the infrastructure necessary to sustain it. It would be extremely short sighted and wrong to see those funds, as has been suggested, as a convenient way of ameliorating financial constraints created by the reduction in teaching funding and the disappointing level of SSI funds.

### **→ INCREASED INCOME**

Over the past three years, the foundations have been put in place to increase the level of non-SHEFC income. The recruitment of overseas students remains a key strategy for increasing income with approximately £1m currently contributed by overseas fees. An overseas recruitment strategy is in place with plans to increase numbers by 10% each year to 2006-7. The physical constraints of the current GSA estate, however, impose limitations on the numbers of overseas students who can realistically be accommodated.

A Business Development Office, set up at the end of 2000 with SHEFC and Scottish Enterprise Glasgow support, has been successful in meeting its initial income targets from commercialisation and knowledge transfer projects and more challenging targets are envisaged for the next four years. A Development and External Relations Office has been established. From a low base, sponsorship targets have been met and the foundations laid for the launch, next year, of an Annual Fund, a Scholarship Fund and a Corporate Partners Programme. The Board of Glasgow School of Enterprises has been reviewed and now includes more members with commercial backgrounds to focus the company on maximising profits.

Whilst it remains GSA's intention to develop a stream of earned income, the level of that income, because of the nature of our specialist subjects, is extremely unlikely to equate to the proportionate levels achieved by the larger multi discipline higher education institutions, particularly those with a science and technology base. GSA will remain, therefore, in large part dependant on Government funding for its core activity.

## 2.3 LEARNING AND TEACHING

### → STRATEGY

A new Learning and Teaching Strategy is now in place having been developed over the course of 2001-2002. Its aim is to further enhance the quality of the student learning experience and to support staff to respond to new challenges in order to maintain the School's reputation for excellence in learning and teaching. It will do this through the promotion of a further shift from a teaching to a learning culture which places the student, their learning and their experience of learning, at the centre. It will respond to the needs of an increasingly diverse student population. It will involve better management of time and resources; enhanced staff development and support for innovative practice in learning and teaching. Great emphasis is being given, in particular, to maximising the potential which GSA has, as a small specialist institution, for cross GSA synergies and collaborations.

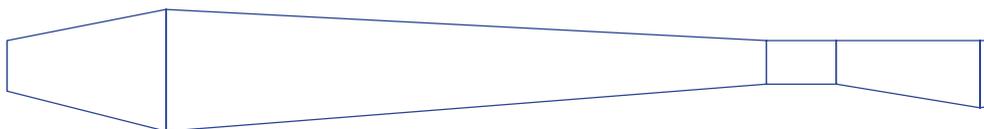
### → IMPROVING RELEVANCE AND EMPLOYABILITY

Work on improving relevance of learning and teaching to the needs of the economy and to changing student needs is a continuing focus of our efforts.

This chimes with the importance given to Higher Education in the Scottish Executive's vision of a *Smart Successful Scotland*<sup>1</sup> - "Our economic success depends on the people of Scotland, their creativity and enterprise. Education, whilst not narrowly focused on employability alone, must actively enable young people to take part in a prosperous and competitive economy."

There are three main strands:

Firstly, we have been exploring the transferable professional and life skills provided to enhance the employability of graduates. During 2002 - 2003, a programme of enhancement will take place within each department, a specialist careers adviser will be appointed and generic, cross GSA training will be piloted. We are also at the early stages of planning a Masters in Entrepreneurial Design Practice, which will link entrepreneurial and business skills with design.



Secondly we are looking at the development of new courses which respond to the changing needs of the economy and the changing nature of industry. The Digital Design Studio is seeking funds to explore the development of a new arts and science degree to produce graduates with advanced digital visualisation capabilities able to work in science and technology based research and development teams.

Thirdly, the changing profile of students demands flexibility in the nature of courses provided. In 2001-2 development funding was given to each School to explore the pros and cons of part time courses. 2002-3 will see the launch (subject to validation) of a part time distance learning based BA (Hons) in ceramics and the completion of a review into the part time provision in architecture. The use of digital technology in learning at GSA will also be reviewed and a GSA wide policy on Virtual Learning Environments put in place.

## → QUALITY ASSURANCE AND ENHANCEMENT

Over the past few years quality assurance and enhancement at the Glasgow School of Art has become strategic, systematic and deeply embedded. Our approach is described in the School's Quality Enhancement Strategy, which is available on request. It is an approach which is underpinned by the principle of continuous improvement based on self-critical evaluation of current performance.

In 2001 we undertook a thematic review of GSA's quality assurance and enhancement procedures based on the Quality Assurance Agency (QAA) codes of practice and in the following year completed an improvement programme. The QAA Subject Review in Architecture commended the learning and teaching, learning resources and student progression of the architecture courses.

We are confident that we have a robust quality assurance and enhancement system which assures excellence in all our teaching and will perform well in the forthcoming QAA Institutional Audit in 2003-4. A programme of further Thematic Reviews is underway. It started with the Library in 2001-2002 and will be followed by Assessment in 2002-2003 and Student Services in 2003-2004.

## **2.4 WIDER ACCESS AND EQUAL OPPORTUNITIES**

We are committed to the Scottish Executive's agenda for social justice and for widening participation in higher education. This is reflected in one of our priority objectives - to widen participation at GSA from underrepresented groups in order to better reflect the cultural, social and economic diversity of the city and the nation. And we are having some success. In a recent Times Higher Education Supplement survey, the Glasgow School of Art was ranked third in the UK in its *Access Elite* denoting high participation rates of students from non traditional backgrounds, combined with high retention rates and excellence in teaching and research.

We have put in place a Wider Access policy which operates in three arenas - recruitment, admissions and retention. Each is underpinned by equal opportunities principles. Our recruitment activity targets the lowest HE participation schools in Glasgow as part of the Greater Opportunities for Access and Learning Scheme (GOALS). Our admissions policy has undergone a thorough overhaul and we have augmented our learning support and counseling services to ensure that student retention remains at its current excellent level.

Both SHEFC and the Scottish Executive see the effective collaboration of the Higher Education and Further Education sectors to be an important plank in widening participation. GSA's relationships with Further Education have not, as yet, been systematically or fully explored and a review is planned for 2002-2003.

Of course, GSA is also taking steps not only to ensure compliance with recent legislation - the Special Educational Needs and Disability Act and the Race Relations (Amendment) Act - but also to engage actively in the positive promotion of ethnic and physical diversity. There is a major problem ahead, however, in addressing the physical improvements which must be made to the estate in order to comply with Disability Legislation. The cost of necessary improvements is beyond our resources and cannot be achieved by 2005 without additional funding from SHEFC or the Scottish Executive.

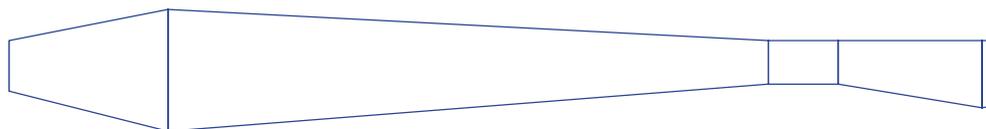
## **2.5 RESEARCH AND KNOWLEDGE TRANSFER**

### **→ RESEARCH STRATEGY**

In the 2001 Research Assessment Exercise, GSA moved up from a 3b to a 4 - one of only a handful of institutions in the UK that advanced two steps in the ratings. This was achieved as a result of a 100% increase in the number of research active staff since the previous exercise in 1996 and a significant improvement in the quality of research outputs. GSA is now the second largest centre for art, design and architecture research in the UK.

The very significant increase in research funding which has resulted from this improvement in research performance will underpin the realisation of a new Research Strategy developed over the course of 2001-2002.

The new Research Strategy aims to build a mature research culture which attracts and retains research active staff; provides new opportunities for research, doctoral and post graduate study; flows into learning and teaching; and generates new sources of income for further research growth. A new financial model will be introduced which is less reliant on RAE funding and more reliant on the generation of commercial income and research funds from a wider range of sources.



## → KNOWLEDGE TRANSFER AND THE CREATIVE ECONOMY

Scottish Enterprise and the Scottish Higher Education Funding Council place great store by the capacity of Scottish higher education to fuel the economy through research and knowledge transfer<sup>2</sup>. Scottish Enterprise has also identified the creative industries as one of Scotland's priority economic clusters projected to have one of the highest growth rates of any sector in the economy over the next ten years<sup>3</sup>. Within its Creative Industry Strategy, one of the four major objectives is to stimulate innovation through research and its commercialisation.

The Glasgow School of Art is poised and extremely well placed to make a very substantial and important contribution to the creative economy of Scotland through its research and commercialisation activities, particularly, but not exclusively, through the work of the Digital Design Studio and the Centre for Advanced Textiles. It is the quality of innovation which will give the Scottish creative industries their competitive edge in an international context and it is institutions like the Glasgow School of Art that can provide the research expertise to drive innovation.

To drive innovation, however, more attention must be given to the inadequacy of the current support structures for research and knowledge transfer available in Scotland for the creative industries sector. There is no high level investment in the creative industries infrastructure of the kind available to science and technology through the Science Research Investment Fund. Those research investment funds which do exist, such as Scottish Enterprise's Proof of Concept Fund are often based on a scientific model which does not easily fit the type of research activity predominant in creative industries.

Beyond the creative economy, GSA also has a role to play. GSA's research in fine art, architecture and design disciplines supports the Scottish Executive's National Cultural Strategy and Architecture Policy and makes an essential contribution to the cultural life of Scotland and beyond.

And, the Scottish Executive's ambitions for school education are supported in our early plans for a Centre for Art, Design and Architecture in Education. The Centre will link to the McCrone agenda for teacher development and will combine research, postgraduate study and continuing professional development for teachers.

## 2.6 POSTGRADUATE GROWTH

The Glasgow School of Art's input to the Scottish Enterprise Creative Industries Strategy does not lie only in supporting innovation through research and commercialisation. It also lies in meeting one of the Strategy's other major objectives - expanding and developing Scotland's talent and skill base. Scottish Enterprise sets itself challenging targets for growth - 10% a year for three to five years which represents some 30 - 50,000 additional workers in the creative industries sector.

The Scottish art and design colleges and faculties must be a primary source for those increased numbers but they cannot fulfill those growth plans without expanding at both undergraduate and postgraduate levels. The proportion of art and design students in the HE sector in Scotland (3.6%) is half that in the rest of the UK (6.9%). There is, therefore, a very strong case to be made for increasing funded numbers to grow the talent base for the Scottish creative industries and to balance HE provision in art and design across the UK.

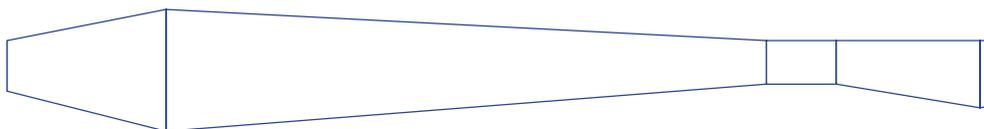
GSA's plans are to sustain the quality of its undergraduate provision with one important new course to be developed at the Digital Design Studio. Significant growth, however, will be in postgraduate.

Over the next ten years, GSA will shift from being a predominantly undergraduate institution to one which balances undergraduate with postgraduate study. Currently some 8% of students are postgraduate. The aim is to increase that proportion to 25% of students (taught and research) over ten years. The benefit is clear - a workforce with advanced skills, knowledge and a flexible, creative and innovative approach to invest in the creative economy.

A bid for additional funded places is included in Section 4 of this Strategic Plan.

## 2.7 OUR WIDER ROLE

One of our aims is to play a leading role in the cultural, social, economic and educational life of Glasgow, the nation and beyond. We do this in a number of ways. Representatives of the School are active in many of the debates in Scotland and the UK about the creative industries, about the development of the cultural sector, about the built environment and about education. For example, the School is represented on the recently formed Art Education Forum established by the Scottish Arts Council; on the creative industries forum convened by the Minister for Culture, Tourism and Sport; on the Executive Committee of Universities Scotland; on the Scottish Advisory Committee to the British Council and on the Advisory Panel of the Scottish Council Foundation.



Our continuing education programme provides a rich diet of evening classes, childrens courses and summer schools in a wide range of art, design and architecture subjects for the Glasgow community. In addition, Continuing Education portfolio classes provide an extremely effective gateway for entry to study at GSA or other schools and colleges.

Our preservation and promotion of Charles Rennie Mackintosh's great art school building and of the School's extensive archive and collection and archive makes a major contribution to the economy of the Glasgow and, of course, to the national heritage.

## **2.8 ORGANISATIONAL ISSUES**

### **→ STRUCTURE**

It was apparent that GSA needed a different organisational structure and culture if it was to deliver its ambitious aims and objectives and remain responsive to changes in its environment. With the help of Strategic Change Funding from SHEFC, GSA embarked on a structural review and a change management programme addressing the culture of the institution. Both have proved extremely successful in defining and energising the academic and institutional leadership in the School, facilitating cross-School synergies and liberating academic staff from inappropriate administrative tasks.

Student Services were also reviewed and a new vision and structure agreed which will enhance the range and quality of the support available to students, particularly in careers, welfare and learning. Some aspects of the new structure have been put in place using SSI funds but others require additional resources which are not currently available.

The market for higher education is becoming increasingly competitive and increasingly global. A recent consultancy report into GSA's recruitment marketing suggested the need for more strategic and focused institutional marketing. In 2002-3, therefore, a review of the recruitment, marketing, external relations and development functions at GSA will be undertaken with a view to maximising marketing impact.

### **→ HUMAN RESOURCES**

A major area of deficiency has lain in the area of human resources but is now being addressed. The commitment to forward-looking human resources policies and to effective leadership is total and remains fundamental to the delivery of the Strategic Plan. The Human Resources Strategy, which is now in place, is underpinned by equal opportunities principles and embraces Career Review and Development. It has meant an end to the historic practice of repeated issue of short-term contracts.

It involves responsive staff development programmes; the introduction of activity planning as part of the new HE2000 contract for academic staff; family friendly policies and the adoption of flexible working practices.

Data collection systems have also been refined to provide appropriate performance indicators against which progress can be measured.

### → INFORMATION TECHNOLOGY

The lack of any coherent or strategic approach to IT in the past had been a major barrier to modernisation of systems for academic and administrative purposes. A Head of IT was appointed and great progress is being made in standardizing hardware and software; centralising procurement and improving value for money; streamlining and focusing IT staffing structures and supporting the procurement of major new IT systems including a new student record system and website.

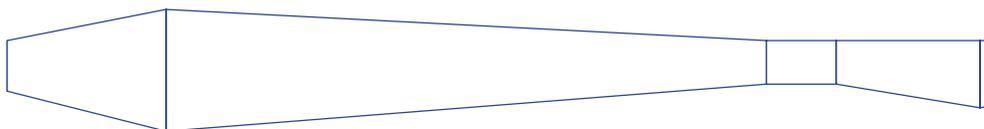
The development and maintenance of an effective IT service which can underpin learning and teaching, research, communication and data collection remains a priority for the school.

### → ESTATES

The condition of the GSA estate is a matter of grave concern and remains the top priority for the period of this plan. A large part of the estate is not fit for purpose and provides a highly inadequate learning and work environment for students and staff which is rapidly becoming a barrier to recruitment. The current estate is wasteful of resources and offers no scope for the growth in postgraduate and research activity envisaged in this Strategic Plan.

Due to the condition of most of the buildings, simply keeping them open and functioning will require an investment of £20m, which we do not have, over a ten-year period. As this would be an enormous and unjustifiable investment in buildings which are, anyway, entirely unfit for purpose, the Board, instead, has agreed an estates strategy which proposes an investment of £38m over ten years to completely regenerate the estate.

The strategy would consolidate on four sites in Garnethill and create a campus that is highly fit for purpose, provides a quality work and study environment appropriate to a School of GSA's international reputation, has reduced running costs and provides adequate space for postgraduate and research growth.



GSA has no high value property of which it can dispose. Nor does it have any significant reserves. The major challenge, therefore, given the financial constraints we face, is to negotiate a substantial contribution towards the total needed from public sector bodies and to raise the balance from private sources.

Without the regeneration of the Estate, the School's future looks bleak as we struggle to find funds to prop up inadequate and inappropriate old buildings against a backdrop of intensifying UK and international competition for students, research contracts and high caliber staff. The redevelopment of the Estate is not an option. It is a necessity.

### **3. BID FOR ADDITIONAL FUNDED PLACES**

Two arguments are presented to support our bid for additional funded places:

#### **WIDER ACCESS**

12 (rising to 32 places in 2007-8) FTE funded places are requested for the new part time BA (Hons) in Ceramics course planned to launch in 2003-2004.

The new course, with mixed mode delivery both on and off campus, supports the Government's priority of widening access. It will offer students in remote settings in Scotland, and beyond, the same opportunities to study ceramics as more centrally located students.

#### **CREATIVE INDUSTRIES**

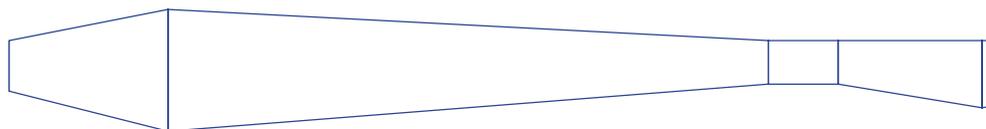
The major expansion in the talent and skill base signaled as a priority in the Scottish Enterprise Creative Industries Strategy can only be realised by a growth in undergraduate and postgraduate courses which supply those industries.

An additional 30 FTE funded postgraduate student places in 2003-4 (rising to 102 in 2007-8) is requested. The numbers comprise a combination of new Masters courses (in Design Practice and in Fine Art disciplines) plus planned expansion of existing Masters courses (in 2D/3D Advanced Digital Visualisation and Motion Graphics; in Art and Design in Organisational Contexts and in Art, Design and Architecture in Education) in order to meet growing demand.

An innovative new undergraduate programme is also in development. A unique combination of art and science the four year BSc course will develop a new breed of designer with advanced creative visualisation skills capable of working within inter-disciplinary teams in science and technology research and development. 35 FTE funded student places are requested for 2004-5 rising to 140 in 2007-8.

**STRATEGIC PLAN BID FOR ADDITIONAL FUNDED PLACES (BASED ON FTE)**

<b>SUBJECT FUNDING GROUP AND TITLE OF PROGRAMME</b>	2003/04	2004/05	2005/06	2006/07	2007/08
<b>NEW PROGRAMMES</b>					
<b>SCIENCE</b> <b>Digital Design Studio</b> BSc Arts and Science Undergraduate, Full-time (4 years)	-	35	70	105	140
<b>CREATIVE ARTS AND HOSPITALITY</b> <b>School of Design</b> BA in Ceramics Undergraduate Part-time (6 years)	12	18	24	28	32
Masters in Design Practice Taught Postgraduate Full-time (4 terms)	16	20	25	28	30
Masters in Design Practice Taught Postgraduate Part-Time (2 years)	1	4	8	10	12
<b>School of Fine Art</b> Master of Fine Art by Subject Specialism Taught Postgraduate Full-time (4 terms)	-	8	10	12	14
<b>EXPANSION OF EXISTING PROGRAMMES</b> (Bid based on additional numbers to reflect strategic growth in Postgraduate population)					
<b>CREATIVE ARTS AND HOSPITALITY</b> MPhil in Advanced 2D/3D Motion Graphics Taught Postgraduate, Full-time (2 years)	4	7	10	10	10
MPhil in Art, Design and Architecture in Education Taught Postgraduate, Part-Time (3 years)	2	3	4	5	6
MPhil in Art and Design in Organisational Contexts Taught Postgraduate, Full-Time (4 terms)	5	10	12	14	14
MPhil in Art and Design in Organisational Contexts Taught Postgraduate, Part-Time (2 Years)	2	4	8	12	16



## 4. PROGRESS ON 2001 → 2002 PLAN

This section provides a summary of the major progress which the Glasgow School of Art has made in fulfilling its objectives, strategies and plans during 2001-2002. It also identifies areas in which progress has been slower. Further detail is contained in the full Plan and Progress Reports lodged in the Library and within each School and support department.

### **AIM 1: TO PRODUCE CREATIVE, CONFIDENT, HIGHLY MOTIVATED GRADUATES ABLE TO FLOURISH IN THEIR CHOSEN FIELDS.**

#### **Objective 1: Develop and implement a Learning and Teaching Strategy which is:**

- ⊙ Explicitly linked to research
- ⊙ Supports cross School collaboration
- ⊙ Is responsive to changes in the external world

#### **Progress**

- ⊙ A comprehensive Learning and Teaching Strategy has been developed ready for implementation from Academic Year 2002-3.
- ⊙ Quality Assurance and Enhancement Procedures have been further strengthened following the Thematic Review of Quality Assurance and plans for the introduction of a Common Academic Framework progressed.
- ⊙ QAA Subject Review of Architecture courses had a successful outcome. QAA had confidence in the courses and commended their learning and teaching, learning resources and student progression. Architecture courses were also revalidated by the Joint Validation Panel of the Architects Registration Board and Royal Institute of British Architects.
- ⊙ 3 M.Phil courses were revalidated for a further 5 years.
- ⊙ Vertical integration between First Year and Second Year programmes in Fine Art and Design has been improved.

#### **Lack of Progress**

- ⊙ Membership of the Institute of Learning and Teaching remains low. The new Learning and Teaching Strategy will address this.

#### **Objective 2: Ensure that all students have opportunities within the curriculum to acquire the full range of professional and life skills which will support them throughout their careers.**

**Progress**

- ⊙ A Staff conference agreed a plan for enhancing professional and life skills in the curriculum. All Student Handbooks now include explicit reference to the professional and life skills and all Departments have been charged with reviewing and enhancing professional and life skills in the curriculum in the course of Academic Year 2002-3.
- ⊙ Scottish Enterprise Glasgow has continued its support of the Industrial Liaison post in the Product Design Engineering Department and is discussing its extension to other disciplines.
- ⊙ A Certificate of basic IT competence was made available to students on a voluntary basis with a move to compulsory provision for all new students planned for 2002-3.

**Lack of Progress**

- ⊙ Discussions are underway with Scottish Enterprise Glasgow and the Cultural Industries Unit about further opportunities for live projects, industry placements, incubators but specific proposals have not yet been agreed.

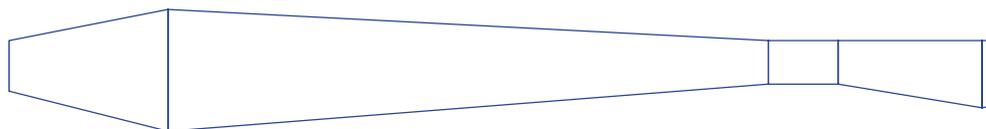
**Objective 3: Ensure that all students, as part of their programmes of study, can access staff and resources appropriate to their needs and work collaboratively across Schools and Departments.**

**Progress**

- ⊙ Practical projects which enhance cross School collaboration for undergraduate students in Fine Art, Architecture and Design were put in place.
- ⊙ Phase 1 of the merger between the Painting and Printmaking Departments and of the integration of the Sculpture and Environmental Art programmes were successfully completed.
- ⊙ Discussions were initiated with Edinburgh College of Art and the Art and Design Faculties of Robert Gordon University in Aberdeen and the University of Dundee on collaborative postgraduate provision.

**Lack of Progress**

- ⊙ The new Digital Design Studio undergraduate arts and science course has a new proposed start date of 2004-5 (subject to development funding and validation)
- ⊙ Investigation of a new BA (Hons) European Fine Art and BA (Hons) Electronic Media is on hold until the arrival of the newly appointed Head of the School of Fine Art.



**Objective 4: Provide clear learning agreements which make explicit the entitlements and responsibilities of the Glasgow School of Art and its students.**

**Progress**

- All student handbooks have been rewritten according to an agreed template to make clear responsibilities and entitlements.

**Objective 5: Provide a development programme for all staff which enables them to deliver effective learning, teaching, research and support.**

**Progress**

- A new Career Review and Development system was put in place and is being rolled out progressively across the School.
- A Staff Development Plan was launched with a week of training seminars in September 2001 and development sessions throughout the year including customer care for Library and other front line support staff, disability discrimination and commercialisation.
- A new Staff Training and Development Strategy was approved for 2002-3.

**Objective 6: Create a high quality physical environment and a range of technical and information resources that meet the changing needs of the Glasgow School of Art and its students.**

**Progress**

- The Estates Strategy was revisited in the light of plans for growth in postgraduate and research activity over the next ten years. A new Estates Strategy was agreed by the Board in December 2001 and meetings with public sector funders are underway.
- The GSA estate continues to be upgraded as far as the limited funds permit. Upgrades completed this year include Fine Art Electronic Media Area; Digital Design Studio 1; Bourdon Building computer areas; Foulis Building foyer areas; Mackintosh reception area and the Mackintosh Room; refectory and kitchen; and a new telephone system.
- Considerable progress has been made in further refining and implementing the IT strategy following the appointment of a Head of IT - upgrading, rationalisation and standardisation of hardware and software; revised line management arrangements for IT staff; and centralised procurement.

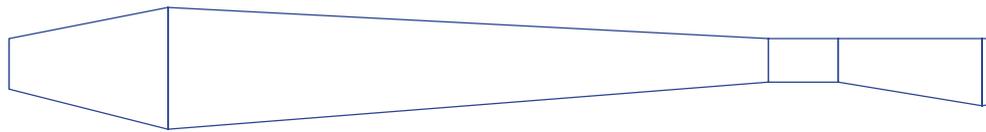
- A temporary upgrade to the Student Record System was completed and work is underway to specify a new system to be operational by the beginning of 2004-5.
- A Thematic Review of Information Services was undertaken and an enhancement plan put in place for implementation from 2002-3. Communication with students and staff has improved and reciprocal arrangements with other libraries have been extended.

**Lack of Progress**

- A review of studio and technical space in the Foulis Building was completed but the cost of the solution to the problems was far beyond the estates budget.
- Digital Design Studio 2 will be upgraded in 2002-3.

**Objective 7: Work in a modern flexible way to ensure the Glasgow School of Art is effective, responsive to change and adequately financed.****Progress**

- A new organisational structure at senior level was put in place to enhance academic and institutional leadership and promote cross-School synergies. Improvements to administrative support structures for academic staff in the three Schools were also made.
- A Review of Student Services at GSA was undertaken and a new vision and structure were proposed, aspects of which have been realised.
- Phase 2 of the streamlining of the committee structure of Academic Council has been completed.
- The Scottish Joint Application Scheme for Art and Design, operated by the four Scottish colleges/faculties, was disbanded and a plan for transition to recruitment via UCAS from 2003-4 put in place.
- Significant progress has been made in developing good human resources practice with the introduction of career review and development; staff development programmes; family friendly policies in maternity and paternity, job sharing, and recognition of part time staff rights; the transfer of approximately 70 staff from fixed term to permanent contracts; and final agreement on the HE2000 contract.
- Value for money investigations have included the market testing of cleaning services and reviews of current procurement procedures particularly in IT and energy.



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- ⊙ Avenance has been contracted to provide student and hospitality catering. They provided financial assistance towards the refurbishment of refectory and kitchen as part of the contract.
- ⊙ Business development and sponsorship income targets have been met.

#### **Lack of Progress**

- ⊙ A planned review of workforce utilisation focusing on annualised hours has been deferred for further discussion.
- ⊙ Income targets from an increase in GSA Enterprises contribution and the launch of Corporate Partners and the Annual Fund have not been met.

#### **Objective 8: Run effective systems for measuring and evaluating progress against aims and objectives.**

##### **Progress**

- ⊙ A new twice yearly reporting regime of qualitative and quantitative data to evaluate progress against aims and objectives from 2002-3 has been agreed.

#### **AIM 2: TO ENSURE THAT THE SCHOOL AND ITS GRADUATES PLAY A LEADING ROLE IN THE CULTURAL, ECONOMIC, SOCIAL AND EDUCATIONAL LIFE OF THE CITY, THE NATION AND BEYOND.**

#### **Objective 1: Operate an established, coherent and inclusive School-wide research strategy that:**

- ⊙ Supports learning.
- ⊙ Energises the creative life of the School.
- ⊙ Has a significant strategic impact on the cultural, economic, social and educational life of the City, the Nation and beyond.
- ⊙ Is attractive to existing and new sources of funding and investment.
- ⊙ Has effective support structures in place.

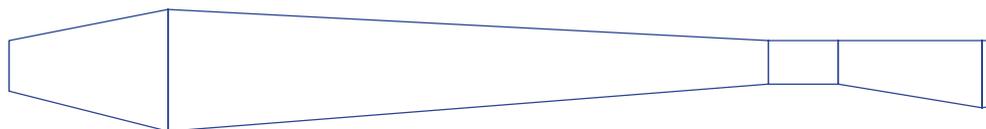
##### **Progress**

- ⊙ A comprehensive long term research strategy was developed and agreed.
- ⊙ A positive launch pad for the new research strategy was provided by the successful outcome to the 2001 Research Assessment Exercise which saw GSA move from a 3b to a 4 with a significant increase in research funding.

- Research clusters continued to be consolidated
  - A formal agreement was signed establishing the International Drawing Research Institute and a successful Drawing Colloquium was held with the international partners at GSA.
  - The School of Design received an Arts and Humanities Research Board Grant for £272,000 for research into the design practice and educational philosophy of Robert Stewart.
  - A consortium comprising the University of Strathclyde, Queen Margaret University College and GSA Product Design Engineering Department secured a major grant of £340,000 from the Engineering and Physical Sciences Research Council for an inclusive design project for older adults.
  - Using a Science Research Investment Fund grant, the technical infrastructure was installed to develop collaborative research between the School of Architecture and the Digital Design Studio using 3D digital visualisation and interaction.
- Research Centres continue to develop:
  - The growth strategy for Digital Design Studio developed by Strategem (consultants funded by Scottish Enterprise Glasgow) provided the basis for discussion with Scottish Enterprise about investment and relocation.
  - The Centre for Advanced Textiles has embarked on research projects into printing on leather and cashmere. Initial financial targets for commercial income proved unrealistic and were revised with commercial income now in line to meet revised targets.
  - A scoping and feasibility study has been completed into the development of a Research Centre for Art, Design and Architecture in Education.
- The number of postgraduate students at GSA continued to grow with an additional 11 PhD students in the Schools of Design and Fine Art, the Centre for Advanced Textiles and the Digital Design Studio and additional MPhil students at the Digital Design Studio.
- Improved procedures and structures were put in place to support the growth in research students including a centralised admissions procedure, a PhD co-ordinator and a detailed handbook.

#### **Lack of Progress**

- There has been no success to date in securing funds for the Mackintosh Centre for Collections and Archives or for the development of the Gillespie Kidd and Coia archive following unsuccessful AHRB submissions.
- There has been a delay in developing the planned MPhil in Design Practice which has a new start date of 2003-4 and in developing a Master of Fine Art in specialist disciplines which awaits the arrival of the new Head of the School of Fine Art.



**Objective 2: Be an influential institution in Scotland and beyond, respected for its views and consulted by national and local government, business and media.**

**Progress**

- The first annual Honorary President's Dinner was held for prospective donors and supporters.
- GSA participated in the UK with NY Festival in New York in October 2001 with exhibitions at Hunter College and Parsons School of Design. This led to GSA involvement in the elite Skowhegan Summer School Matching Partners Programme; the Bowieart.com website and to official involvement in Tartan Day in New York in the Spring.
- GSA continued to promote a lively programme of high quality exhibitions including international exhibitions from Japan, India and Hungary.
- A Directory of Experts with details of the expertise and achievements of staff is launched to press, media and public bodies in July.
- GSA staff continued to give papers and keynote speeches at major conferences worldwide and to exhibit nationally and internationally.

**Lack of Progress**

- The first report of GSA's research activity will now be published in 2002-3 and annually thereafter.

**Objective 3: To widen participation at Glasgow School of Art from under represented groups to better reflect the cultural, social and economic diversity of the city and nation through carefully targeted educational opportunities underpinned by excellence in teaching, research and student support.**

**Progress**

- GSA was third in the UK in the Times Higher Education Supplement *Access Elite*. This listed institutions with high levels of participation of students from non traditional backgrounds, combined with high retention rates and excellence in learning and teaching and research.
- The GSA wider access programme is making significant progress and is being embedded into every relevant aspect of GSA's operation. It has become a model of good practice in the UK and internationally:
  - The programme of activity with local GOALS schools has been strengthened to include Artist and Designers in Education and Portfolio Classes.

- A new Admissions Policy has been agreed which embeds wider access and equal opportunities principles.
- A team of three Learning Support Tutors is being recruited, using the Wider Access and Disability Premium funds from SHEFC and the student counseling service has been enhanced.
- ⊙ Significant progress has been made in most areas to meet the requirements of the Disability Discrimination Act but the cost of the necessary improvements to the Estate is beyond our resources and cannot be achieved without additional funding from SHEFC or the Scottish Executive.

**Lack of Progress**

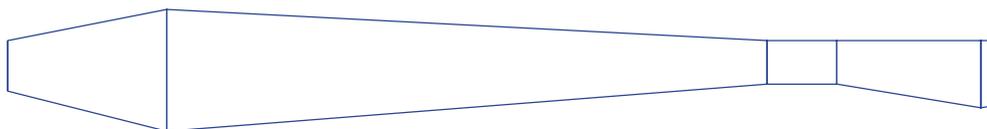
- ⊙ The exploration of relationships with Further Education has been deferred until 2002-3.
- ⊙ It did not prove possible to identify a means of providing affordable child care facilities at GSA or in collaboration with other HEIs but discussions continue.
- ⊙ The target for scholarships bursaries for people from disadvantaged backgrounds was not met although several applications are being positively considered.

**Objective 4: Provide a range of learning opportunities which are responsive to the changing needs of students and society.****Progress**

- ⊙ The exploration of part time provision continues with a review of the part time BArch course in the School of Architecture and the development of a part time, distance learning course in Ceramics for validation in 2002-3 and launch at Easter 2003.

**Objective 5: Encourage staff and students to play an active role in communities, institutions and businesses (through project work, involvement on Boards and advisory groups, continuing education programmes, commissions, residencies and other means).****Progress**

- ⊙ The Review of the Continuing Education Department was completed and a new vision, structure and finance plan agreed.
- ⊙ The introduction of career review and development will encourage staff to contribute to communities through secondments, exchanges, networking and consultancies.



**Objective 6: Seek a wider range of alliances and collaborations.**

**Progress**

- Meetings have been held with senior staff in the Universities of Glasgow and Strathclyde, Edinburgh College of Art, RSAMD and Glasgow Caledonian University to discuss the potential for collaboration. As a result:
  - Sports and recreation facilities at Glasgow University will be available to GSA staff and students from summer 2002. Reviews of Health and Safety Procedures and Policies and of Estates Management.
  - Policies and Procedures have been carried out for GSA by University of Glasgow staff.
  - The four art and design colleges/faculties are collaborating on a pilot joint overseas recruitment campaign in India and on transition arrangements for the move to UCAS.

**Objective 7: Take significant steps to protect and promote the School's heritage in ways which support the School's educational and research purposes.**

**Progress**

- The entrance hall to the Mackintosh Building and the Mackintosh Room have been refurbished.
- All new students now receive an induction into the GSA Collections and Archives and this has resulted in increased use.

**Lack of Progress**

- The preparation of an application to the Heritage Lottery Fund to restore the Mackintosh Building and create a Research Centre for Collections and Archives has been deferred until funding for the overall estates strategy is clarified.

**Objective 8: Manage a highly focused communications strategy designed to promote and enhance the Glasgow School of Art's reputation.**

**Progress**

- A new visual identity was developed by Meta Design and rolled out.
- The first stages of the redevelopment and redesign of the GSA website were completed with the relaunch planned for November 2002.
- A communications strategy was agreed and a part time press officer employed to improve press and media coverage.

- ⊙ A new home recruitment strategy was agreed and financial targets for overseas recruitment were met.
- ⊙ Consultants produced a report into GSA home and overseas recruitment marketing which provides a basis for future marketing development.

#### Lack of Progress

- ⊙ Estates signage using the new visual identity will be undertaken in 2002-3.

## 5. THE FUTURE 2002 → 2006

The following sections outline the high level institutional Vision, Aims and Objectives arrived at through the planning process.

The pages thereafter describe the Strategies (2002-2006), the Plans (2002-2003) and the Measures of Success relating to each Plan. Each of the three Schools, the Digital Design Studio and each of the Support Departments has produced a more detailed set of Strategies and Plans which are contained in the Full plan and Progress Reports lodged in the Library and within each School and support department.

Priority Objectives are in italics.

### 5.1 VISION

To be a world leader in the study and advancement of fine art, design and architecture.

### 5.2 AIMS AND OBJECTIVES

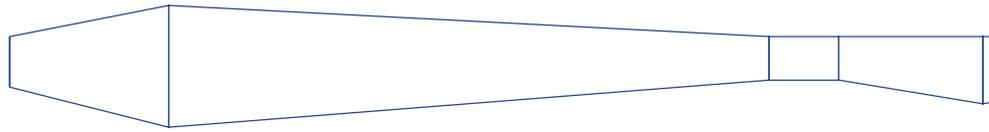
#### Aims

- ⊙ To produce creative, confident highly motivated graduates able to flourish in their chosen field.
- ⊙ To ensure that the School and its graduates play a leading role in the cultural, economic, social and educational life of the City, the nation and beyond.

#### Objectives

**Aim:** To produce creative, confident highly motivated graduates able to flourish in their chosen field.

- ⊙ *Develop and implement a Learning and Teaching Strategy which is:*
  - ⊙ *Explicitly linked to research.*
  - ⊙ *Supports cross school collaboration.*
  - ⊙ *Is responsive to change in the external world.*



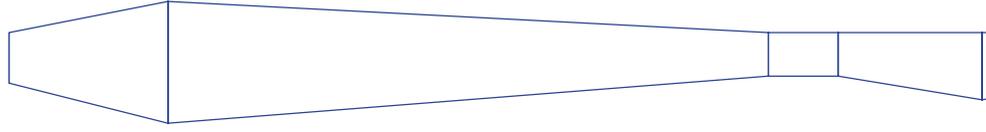
- *Ensure that all students have opportunities within the curriculum to acquire the full range of professional, life and key skills which will support them throughout their careers.*
- *Ensure that all students, as part of their programmes of study can access staff and resources appropriate to their needs and work collaboratively across Schools and Departments.*
- *Provide a development programme for all staff which enables them to deliver effective learning, teaching, research and support.*
- *Create a high quality physical environment and a range of technical and information resources that meet the changing needs of GSA and its students.*
- *Work in a modern, flexible way to ensure GSA is effective, responsive to change and adequately financed.*
- *Run effective systems for measuring and evaluating progress against aims and objectives.*

**Aim: To ensure that the School and its graduates play a leading role in the cultural, economic, social and educational life of the City, the nation and beyond.**

- *Operate an established, coherent and inclusive School wide research strategy that:*
  - Supports learning.
  - Energises the creative life of the school.
  - Has a significant strategic impact on the cultural, economic, social and educational life of the city, the nation and beyond.
  - Is attractive to existing and new sources of funding and investment.
  - Has effective support structures in place.
- *Be an influential institution in Scotland and beyond, respected for its views and consulted by national and local government, business and the media.*
- *Widen participation at GSA from under represented groups to better reflect the cultural, social and economic diversity of the city and nation (through carefully targeted educational opportunity underpinned by excellence in teaching, research and student support).*
- *Provide a range of learning opportunities which are responsive to the changing needs of students and of society.*
- *Encourage staff and students to play an active role in communities, institutions and business (through project work, involvement on Boards and other groups, continuing education programmes, commissions, residencies and other means).*
- *Seek a wider range of alliances and collaborations.*
- *Take significant steps to protect and promote the School's heritage in ways which support the School's educational and research purposes.*
- *Manage a highly focused communications strategy designed to promote and enhance GSA's reputation.*

**5.3 STRATEGIES, PLANS AND MEASURES OF SUCCESS**

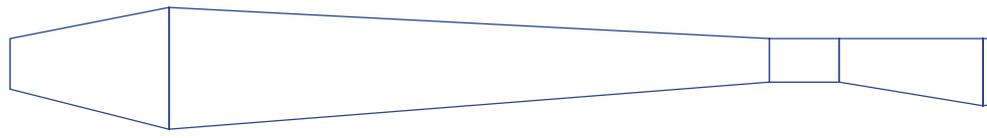
GSA OBJECTIVE	STRATEGY 2000→2006	PLAN 2002→2003	MEASURE OF SUCCESS
<p>○ <b>Aim 1: To produce creative, confident, highly motivated graduates able to flourish in their chosen field</b></p> <p>Objective 1: Develop and implement a Learning and Teaching Strategy which is:</p> <ul style="list-style-type: none"> <li>○ explicitly linked to research</li> <li>○ supports cross school collaboration</li> <li>○ is responsive to change in the external world</li> </ul>	<p>Implement the learning and teaching strategy</p>	<p>Implement the learning and teaching strategy agreed by Academic Council in June 2002. Develop action plan with clear outcomes and targets.</p>	<p>Outcomes and targets realised</p>
		<p>Establish a Learning and Teaching Development Fund to support good and innovative practice</p>	<p>Project funds agreed/ evaluation requirement in place</p>
		<p>Include teaching as a priority area in the Career Review process and where appropriate in personal development plans</p>	<p>Personal Development Plans in place</p>
	<p>Promote membership of the Institute for Learning and Teaching amongst academic and technical staff</p>	<p>Encourage and support academic and technical staff to join the ILT</p>	<p>Increased numbers</p>
	<p>Further refine Quality Enhancement Strategy</p>	<p>Expand the role of self critical reflection on the QA/E process in Annual Course Monitoring and Periodic Review</p>	<p>Additional sections in QA reports</p>



GSA OBJECTIVE	STRATEGY 2000→2006	PLAN 2002→2003	MEASURE OF SUCCESS
		Refer high level outcomes from Annual Course Monitoring into planning cycle and report action to Executive Group	Actions completed and reported
	Develop a policy on the use of technology in learning	Establish a working party to explore E-Learning and Virtual Learning Environments and develop a GSA wide policy and strategy	Policy agreed by Executive Group by March 2003
		Pilot a Virtual Learning Environment in the context of new part time Ceramics Degree	Course validated in 2002-3
	Ensure that GSA complies with the Scottish Common Qualifications Framework	Implement changes to ensure a Common Academic Framework applies across GSA	Changes in place for 2003-4
	Prepare for QAA Institutional Audit in 2004	Produce schedule of preparation for Audit based on QAA terms of reference	Preparations completed
		Undertake a thematic review of assessment	Review completed by December 2002 and enhancement plan in place

GSA OBJECTIVE	STRATEGY 2000→2006	PLAN 2002→2003	MEASURE OF SUCCESS
<p>Objective 2: Ensure that all students have opportunities within the curriculum to acquire the full range of professional, life and key skills which will support them throughout their careers</p>	<p>Develop a strategic approach to the provision of professional and life skills in all programmes of study</p>	<p>Implement the outcomes of the GSA staff conference in Professional and Life Skills and in particular:</p> <ul style="list-style-type: none"> <li>○ articulate as learning outcomes the professional and life skills already provided in the curriculum</li> <li>○ enhance, where appropriate, the professional and life skills delivered in all GSA programmes including placements and live projects</li> </ul>	<p>Stated in Student hand-books by October 2002.</p> <p>Professional and life skills enhanced and described as learning outcomes in student handbooks for 2003-4</p>
		<p>Pilot a programme of generic cross GSA or cross School professional and life skills training during AY 2002-3</p>	<p>Pilot evaluated successfully and plans in place for 2003-4</p>
		<p>Review the Professional Practice Course in Architecture</p>	<p>Course reviewed and recommendations agreed for implementation in 2003-4</p>
		<p>Introduce a compulsory Certificate of IT Competency for all new students</p>	<p>In place by October 2002</p>

<b>GSA OBJECTIVE</b>	<b>STRATEGY 2000→2006</b>	<b>PLAN 2002→2003</b>	<b>MEASURE OF SUCCESS</b>
	<p>Establish a pro active Careers Advisory Service which meets the specialist needs of art, design and architecture students</p>	<p>Establish a specialist careers service/ investigate potential for collaboration with other creative HEIs</p>	<p>Service established during 2002/03</p>
	<p>Develop students' entrepreneurial skills</p>	<p>Develop links with the Scottish Institute for Enterprise to enable students to access events, courses and business plan competitions</p>	<p>High level of student participation</p>
		<p>Expand the Pyramid Award Business Plan Seminar series sponsored by Deutsche Bank</p>	<p>High level of student participation</p>
<p>Objective 3: Ensure that all students, as part of their programmes of study can access staff and resources appropriate to their needs and work collaboratively across Schools and Departments</p>	<p>Establish mechanisms which create synergies and encourage collaboration between Schools and Departments in order to enhance student choice</p>	<p>Continue the Joint First Year lecture series for Fine Art, Design and Architecture students following the successful pilot in 2001-2</p>	<p>Joint First Year lecture series delivered</p>
		<p>Establish two new projects which promote cross GSA collaboration and synergies:</p> <ul style="list-style-type: none"> <li>○ pilot a joint lecture series on visual culture across Fine Art, Design and Architecture Schools</li> <li>○ develop a cross disciplinary project involving advanced students from architecture, fine art, design and digital design</li> </ul>	<p>Planned for 2003-4</p> <p>Planned for 2003-4</p>



GSA OBJECTIVE	STRATEGY 2000→2006	PLAN 2002→2003	MEASURE OF SUCCESS
		Develop an agreed set of principles for a controlled, student initiated and staff validated mechanism for access to intellectual and physical resources within academic departments	Guidelines in place March 2003 for implementation in 2003-4
		Publish timetables for the three Schools in common format by the end of 2002-3	Timetables published
		Refocus Activities Week to involve more staff and students in October/November 2002	Positive evaluation results
	Streamline departments and programmes to enhance student choice and reflect changing professional context	Complete Phase 2 of the mergers of Painting and Printmaking /Sculpture and Environmental Art programmes	Phase 2 completed
	Investigate and develop new interdisciplinary and collaborative courses and programmes	Secure funding to develop an innovative arts and science undergraduate degree based at the Digital Design Studio	Funding secured. Development underway with a view to validation in 2003-4 and start 2004-5

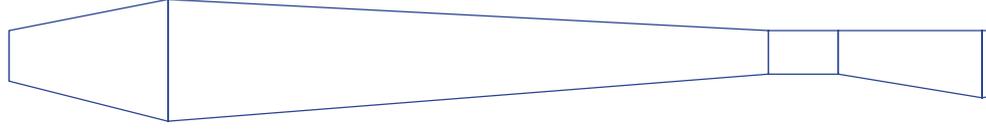
**MEASURE OF SUCCESS**

**PLAN 2002→2003**

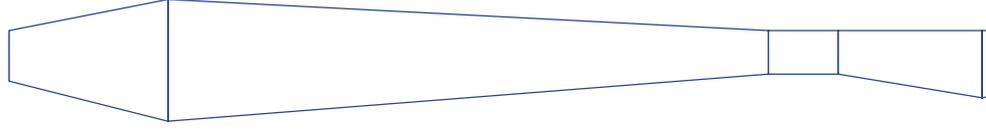
**STRATEGY 2000→2006**

**GSA OBJECTIVE**

			Develop a cross GSA writing elective with School of Fine Art in the lead	Proposal for elective agreed and in place for 2003-4
			Explore the potential for a new BA (Hons) European Fine Art with other European partners	Initial exploration completed
Objective 4: Provide a development programme for all staff which enables them to deliver effective learning, teaching, research and support	Deliver a staff development strategy that provides a clear framework for continuous professional and personal development for all staff	Deliver a programme of staff development emanating from the learning and teaching, research and wider access strategies	Positive evaluation of relevance and effectiveness of staff development	
		Deliver a programme of staff development linked to recent legislation in Disability Discrimination, Race Relations, Data Protection and in the forthcoming Freedom of Information Act	Positive evaluation of effectiveness of development in increasing knowledge of the impact of recent legislation	
		Undertake a training needs analysis to inform future programmes	Analysis completed	

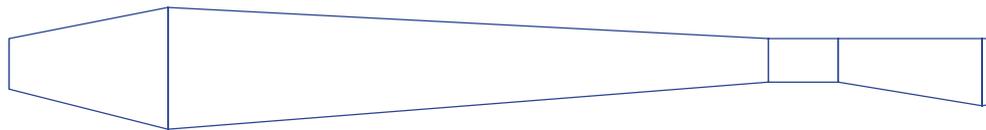


GSA OBJECTIVE	STRATEGY 2000→2006	PLAN 2002→2003	MEASURE OF SUCCESS
	<p>Introduce a new Career Review and Development process which is practical, effective and informs the staff development strategy</p>	<p>Roll out the plan for Career Review and development linked to the planning process</p>	<p>Plan rolled out: with Heads of Departments between September and December 2002 and to all staff by December 2003</p>
	<p>Develop a comprehensive Induction Programme for all new staff</p>	<p>Develop four stage staff induction procedures for all staff including induction into IT equipment and procedures</p>	<p>All staff receive induction/ positive feedback</p>
<p>Objective 5: Create a high quality physical environment and a range of technical and information resources that meet the changing needs of GSA and its students</p>	<p>Finalise the estates strategy and embark on implementation of Phase 1, the redevelopment of the J D Kelly and Richmond sites</p>	<p>Appoint a Project Director to oversee the estates development</p>	<p>Project Director appointed</p>
		<p>Further develop case and identify route/ package for public sector financing of the estates strategy</p>	<p>Case developed. Viable finance options established and funding submissions prepared</p>
		<p>Establish the infrastructure – staffing, fundraising committee and initial seed finance – to launch a capital fundraising campaign</p>	<p>Infrastructure in place</p>



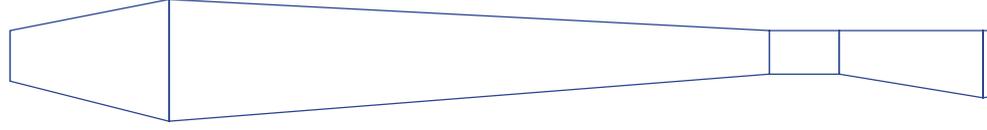
GSA OBJECTIVE	STRATEGY 2000→2006	PLAN 2002→2003	MEASURE OF SUCCESS
		Organise an Architectural competition for estate	Architectural competition organised
	Ensure optimum use of academic and technical space and create room for growth in the short term	Review existing use of academic and technical space to respond to short term needs	Necessary additional space created
	Ensure estate is compliant with requirements of Disability Discrimination Act	Develop a costed estates improvement plan to ensure compliance with Disability Discrimination legislation by 2005 and undertake first phase of implementation	Plan in place and work completed on time and to budget
	Continue to upgrade the GSA estate in the short term as funds permit	Develop and implement a short term plan for urgent improvements to the Estate including; <ul style="list-style-type: none"> <li>○ critical maintenance</li> <li>○ accommodation for learning support and student welfare services</li> <li>○ DDS Studio 2</li> </ul>	Plan in place. Work completed in time and to budget

CSA OBJECTIVE	STRATEGY 2000→2006	PLAN 2002→2003	MEASURE OF SUCCESS
	Further refine and implement the IT strategy	Implement new IT management structure and line management arrangements	IT departmental structure implemented by July 2003.
		Introduce induction process for new staff into IT equipment and procedures	Integrated into overall GSA induction programme by September 2002
		Publish a statement of IT Services and Standards	Statement published by October 2002
		Develop key IT policies and strategies	In place by October 2002
		Develop and implement IT Disaster Recovery Plan and GSA Business Continuity Plan	Disaster Recovery Plan agreed by October 2002, Implemented and tested by September 2003. Business Continuity Plan agreed by July 2003
	Provide reliable and effective IT infrastructure	Connect GSA research centres through local and wide area IT networks	Requirements and funding established and centres connected as required
		Continue to rationalise and standardise IT environment	More effective systems in place



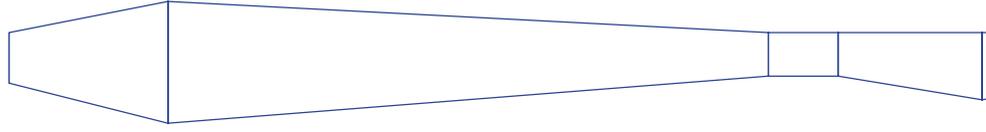
GSA OBJECTIVE	STRATEGY 2000→2006	PLAN 2002→2003	MEASURE OF SUCCESS
	Install a new Student Records System	Undertake the business process analysis and agree procurement route	New Student Record System operational for AY 2004-5
	Continuously improve the service provided by the Library	Implement the recommendations of the Thematic Review into the Library in line with the Library Quality Enhancement Plan	Action plan implemented
		Pilot scheme for reciprocal borrowing rights for students at other HE libraries	Pilot underway
Objective 6: Work in a modern flexible way to ensure GSA is effective, responsive to change and adequately financed	Ensure health and safety policies and procedures represent good practice across GSA	Implement the findings of the Review of Health and Safety Policies and Procedures	Recommendations agreed and implemented
	Ensure organisational structures and processes are working to maximum effectiveness	Review the recruitment, marketing, external relations and development functions at GSA including website management and implement any changes needed to ensure maximum effectiveness	Changes in place and operating effectively by March 2003

GSA OBJECTIVE	STRATEGY 2000→2006	PLAN 2002→2003	MEASURE OF SUCCESS
		Evaluate the effectiveness of the new Administrative Support Structures in supporting academic staff in the three Schools	Evaluation completed by August 2003
		Review the role and grading of technicians	Review completed by June 2003
	Enhance and expand the services available to students at GSA	Implement a new organisational vision for student support services	Phase 1 in place and objectives achieved by June 2003
	Ensure GSA complies with recent and forthcoming legislation	Produce and publish Data Protection Policies and Procedures including information management and monitoring systems	Procedures and monitoring system in place and understood by staff
		Address the requirements of the Freedom of Information Act and agree an action plan	Action plan agreed
		Continue to implement the Disability Action Plan to ensure compliance with Disability Discrimination Act	Year 2 action plan completed



GSA OBJECTIVE	STRATEGY 2000-2006	PLAN 2002-2003	MEASURE OF SUCCESS
		Establish a new Race Relations Working Group to produce Race Policy and Action Plan by November 2002	Policy published and action plan in place
	Explore the pros and cons of seeking degree-awarding powers.	Review the pros and cons of seeking degree awarding powers and report to Academic Council and the GSA Board	Recommendations and report to Academic Council and Board by summer 2003
	Ensure Admissions procedures operate in accordance with UCAS	Monitor the transition from the Scottish Joint Application Scheme to UCAS	First UCAS admissions cycle successfully completed
	Implement the Human Resource Strategy	Implement agreed priority areas within the Human Resources Strategy including the roll out of the HE 2000 contract and activity planning guidance and the exploration of flexible working arrangements	Policies, procedures and actions delivered
	Develop improved management information systems	Improve financial management reporting systems with enhanced cost centre analysis	Improved financial reporting system implemented by end of August 2002
	Improve Value For Money Performance	Undertake value for money studies in finance, administration and resources including procurement	Three Value For Money studies produced and improvements established

GSA OBJECTIVE	STRATEGY 2000→2006	PLAN 2002→2003	MEASURE OF SUCCESS
	Improve Income Generation	Develop a Pricing and Costing Strategy to enable GSA to identify the real costs of programmes and to charge realistically for services	Pricing and costing system applied across GSA by July 2003
		Develop and implement a Knowledge Transfer Strategy covering consultancy, continuing professional development and commercialisation which sets clear targets for income generation	Target of £80,000 achieved
		Explore the potential for CPD/consultancy in creative methodologies	Potential identified and plan agreed
		Increase income from Development Schemes including Corporate artners, Scholarship Fund, Annual Giving, Trusts	Income of £200,000 achieved
Improve standards of Corporate Governance		Enhance the quality of Governance at GSA through: <ul style="list-style-type: none"> <li>○ improved Governor Handbook</li> <li>○ induction process</li> <li>○ review of Corporate Governance Policy and Register of Interests</li> <li>○ annual board effectiveness questionnaire</li> </ul>	by March 2003  by December 2002 by December 2002  by October 2002

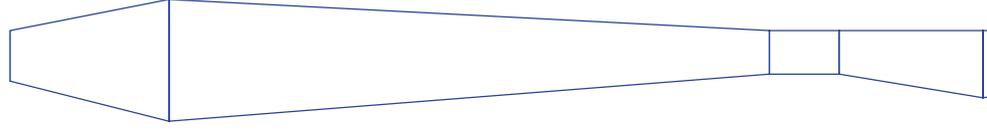


GSA OBJECTIVE	STRATEGY 2000→2006	PLAN 2002→2003	MEASURE OF SUCCESS
		Review GSA Order of Council in relation to voting rights of part time staff	To Privy Council by March 2003
Objective 7: Run effective systems for measuring and evaluating progress against aims and objectives	Introduce new procedures to evaluate performance against aims and objectives	Implement new procedures for collecting and reporting Performance Indicators to the Board	Reporting annually in October and February to start 2003
		Ensure that mechanisms are in place to report to SHEFC under its new condition of grant requirements	Mechanisms in place

**CSA OBJECTIVE**                      **STRATEGY 2000→2006**                      **PLAN 2002→2003**                      **MEASURE OF SUCCESS**

○ **Aim 2:** to ensure that the School and its graduates play a leading role in the cultural, economic, social and educational life of the City, the Nation and beyond

<p>Objective 1: To operate an established, coherent and inclusive School wide research strategy that:</p> <ul style="list-style-type: none"> <li>○ supports learning</li> <li>○ energises the creative life of the school</li> <li>○ has a significant strategic impact on the cultural, social, economic and educational life of the city, the nation and beyond</li> <li>○ is attractive to existing and new sources of funding and investment</li> <li>○ has effective support structures in place</li> </ul>	<p>Implement the new Research Strategy</p>	<p>Oversee the implementation of a five year action plan</p>	<p>Action plan targets met and actions taken</p>
		<p>Establish a transparent, centrally located research budget based on the research strategy</p>	<p>Established and positive feedback</p>
	<p>Maximise research income from public and private sources</p>	<p>Explore new research partners in the public and private sectors and develop research proposals/projects</p>	<p>Profitable research relationships and contracts established</p>



**MEASURE OF SUCCESS**

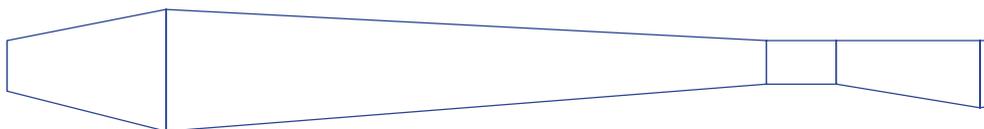
**PLAN 2002-2003**

**STRATEGY 2000-2006**

**GSA OBJECTIVE**

	<p>Sustain ongoing Research Centre development</p>	<p>Develop existing Research Centres:</p> <ul style="list-style-type: none"> <li>○ Centre for Advanced Textiles</li> <li>○ Mackintosh Environmental Architecture Research Unit</li> <li>○ Mackintosh Centre for Collections and Archives</li> <li>○ International Drawing Research Institute</li> </ul>	<p>Strong Research Centres hitting targets in quality and quantity of research outputs and income generation</p>
		<p>Explore the establishment of new research centres in Drawing; in Art, Design and Architecture in Education; in Fine Art; in future homes and the Hydra initiative in architecture, 3D visualisation and interaction</p>	<p>Agreement reached on future development</p>
	<p>Implement the Growth Plan for the Digital Design Studio</p>	<p>Negotiate investment in DDS growth with Scottish Enterprise Glasgow and Scottish Enterprise National and develop implementation plan</p>	<p>Investment agreed and implementation plan in place</p>
	<p>Develop and implement a plan for the growth of postgraduate education at GSA to 25% of the student population</p>	<p>Develop growth plan that identifies balance of postgraduate students in terms of discipline, PG-taught and PG-research, with reference to finance, infrastructures and staffing needed to support planned growth</p>	<p>Growth Plan in place and Year 1 targets met</p>

GSA OBJECTIVE	STRATEGY 2000→2006	PLAN 2002→2003	MEASURE OF SUCCESS
		Validate new M.Phil in Design Practice	First entrants in 2003-4
		School of Fine Art to explore the potential for <ul style="list-style-type: none"> <li>○ Masters in Fine Art specialist disciplines</li> <li>○ an international MFA with partners in Europe, North America and Australia</li> </ul>	Preliminary discussions completed and action agreed by December 2002
	Raise funds from trusts, sponsors and benefactors to support research students in priority areas	Agree research needs and approach target trusts, sponsors and individual benefactors	3 PhD scholarships secured - £90,000 over three years
Objective 2: To be an influential institution in Scotland and beyond, respected for its views and consulted by national and local government, business and the media	Organise and contribute to high profile and influential conferences, exhibitions, festivals and other public events	Organise the second Honorary President's dinner bringing together opinion formers in Scotland and potential donors	Successful event with GSA message communicated
		Seek ways of releasing staff to contribute to high profile conferences, festivals, exhibitions and other events in order to promote GSA excellence in learning, teaching, research and other areas	Increased level of staff activity



GSA OBJECTIVE	STRATEGY 2000→2006	PLAN 2002→2003	MEASURE OF SUCCESS
		Review the exhibitions programme across the campus and link more closely with research and teaching and the needs of the Glasgow community	Exhibitions linked to research, teaching and local needs
		Audit current intentions across GSA for major conferences over the next five years and agree a programme	5 year programme of conferences agreed
		Establish an annual review of GSA staff contributions to conferences as part of annual monitoring	Procedure in place. First report January 2003
		Establish a coherent system for recording, promoting and updating the full range of staff research interests and expertise linking GSA Website/SRIS/RAE	System in place
Promote the skills and expertise of GSA staff and graduates to the outside world		Promote the Directory of Experts widely to encourage the press and media to seek opinion from GSA staff	Increased reference to GSA staff in general and specialist publications
		Publish a report of GSA research activity	Report published in 2003

GSA OBJECTIVE	STRATEGY 2000→2006	PLAN 2002→2003	MEASURE OF SUCCESS
<p>Objective 3: To widen participation at GSA from under represented groups to better reflect the cultural, social and economic diversity of the city and nation (through carefully targeted educational opportunity underpinned by excellence in teaching, research and student support)</p>	<p>Implement strategies for recruitment of entrants from under represented groups to ensure:</p> <ul style="list-style-type: none"> <li>● 10% increase year on year in entrants from GOALS schools to Fine Art, Design and Architecture</li> <li>● entrants from other low participation neighbourhoods remain above the sector benchmark</li> <li>● entrants from less well represented social classes remain above the sector benchmark</li> <li>● targets for race, disability and entrance from state schools are set and met</li> </ul>	<p>Continue the provision of Artists and Designers in Education and Portfolio classes to GOALS schools</p> <p>Develop a strategy for recruitment from other low participation neighbourhoods identified by postcode data</p> <p>Collect accurate data in order to set targets in 2003-4</p> <p>Collect accurate data in order to set targets in 2003-4</p>	<p>Increase GOALS entrants to Design, Architecture and Fine Art by 10%</p> <p>Strategy in place</p> <p>Data collected</p> <p>Data collected</p>
	<p>Ensure support structures are in place to support the learning, progression and retention of students from under represented groups</p>	<p>Establish a new learning support team and collaborative working with tutors</p>	<p>Learning Support team in place</p>

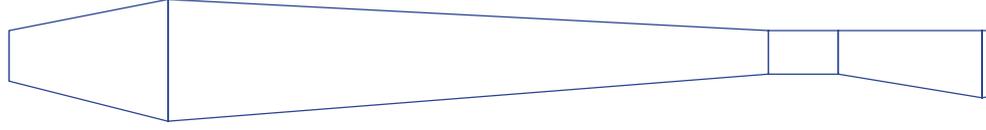
**MEASURE OF SUCCESS**

**PLAN 2002-2003**

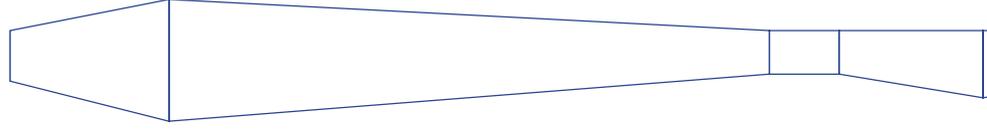
**STRATEGY 2000-2006**

**GSA OBJECTIVE**

	<p>Ensure GSA admissions procedures are fair, clear and consistent</p>	<p>Put in place a new admissions procedure in line with transition to UCAS which embraces good practice in terms of equal opportunities and wider access</p>	<p>New Admissions procedure in place</p>
	<p>Develop constructive and relevant relationships with Further Education in order to widen participation</p>	<p>Explore and agree the basis for developing future relationships with Further Education Colleges</p>	<p>Policy towards further education agreed and action identified</p>
	<p>Further develop and implement a comprehensive Equal Opportunities Policy across all aspects of GSA</p>	<p>Revise and implement the GSA Equal Opportunity Policy for staff and students in the light of new legislation including monitoring procedures</p>	<p>Equal Opportunities policy reviewed and implemented. Monitoring procedures in place.</p>
		<p>Include Equal Opportunities with focus on Race, Disabilities and Sex Discrimination, as priority area in the staff development strategy</p>	<p>Positive evaluation/Equal Opportunities knowledge improved</p>
	<p>Establish a Scholarship fund (target £500,000) to support students from disadvantaged backgrounds and overseas students</p>	<p>Plan for major fundraising auction</p>	<p>200 items secured for auction in 2003</p>
		<p>Launch Annual Fund and Corporate Partners Programme</p>	<p>£85,000 secured</p>



GSA OBJECTIVE	STRATEGY 2000→2006	PLAN 2002→2003	MEASURE OF SUCCESS
Objective 4: Provide a range of learning opportunities which are responsive to the changing needs of students and of society	Explore potential for developing part-time provision	Approach Trusts and Individuals  Develop part-time distance Ceramics programme in Design School for validation in 2002-03	£45,000 secured  Courses validated and students recruited for Easter 2003
		Review part time provision in architecture and explore a non-professional or revised professional scheme	Options analysis complete and route map agreed
		Develop a Five Year plan for M.Phil in Art, Design and Architecture in Education	Plan in place by September 2002
		Explore development potential of part time mode of M Phil in Art and Design in Organisational Contexts	Potential explored and future direction agreed
	Enhance routes to GSA via Continuing Education	Accredit a proportion of GSA access classes	Courses accredited



**MEASURE OF SUCCESS**

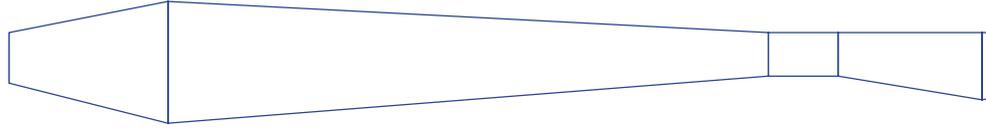
**PLAN 2002-2003**

**STRATEGY 2000-2006**

**GSA OBJECTIVE**

<p>Objective 5: Encourage staff and students to play an active role in communities, institutions and businesses (through project work, involvement on Boards and other groups, continuing education programmes, commissions, residencies and other means)</p>	<p>Refocus the GSA Continuing Education programme to ensure it serves clearly the aims, objectives and priorities of the School</p>	<p>Appoint new Head of Department</p>	<p>New Head Appointed by Autumn 2002</p>
		<p>Establish the key role and function for Continuing Education within GSA including:</p> <ul style="list-style-type: none"> <li>o CPE provision</li> <li>o Summer School</li> <li>o Portfolio programmes</li> <li>o Commission work for GOALS project</li> </ul>	<p>Clear role and function agreed and communicated</p>
<p>Objective 6: Seek a wider range of alliances and collaborations</p>	<p>Establish a wide range of alliances and collaborations with other institutions and organizations in order to improve efficiency and value for money</p>	<p>Seek alliances and collaborations in the following areas:</p> <ul style="list-style-type: none"> <li>o Student Residential Accommodation</li> <li>o Childcare</li> <li>o Finance and Administration</li> <li>o Wider Access initiatives</li> <li>o English as a second language</li> <li>o Student Services</li> <li>o Promotion of Mackintosh heritage</li> <li>o Academic programmes (RSAMD)</li> </ul>	<p>Discussions concluded and actions agreed</p>

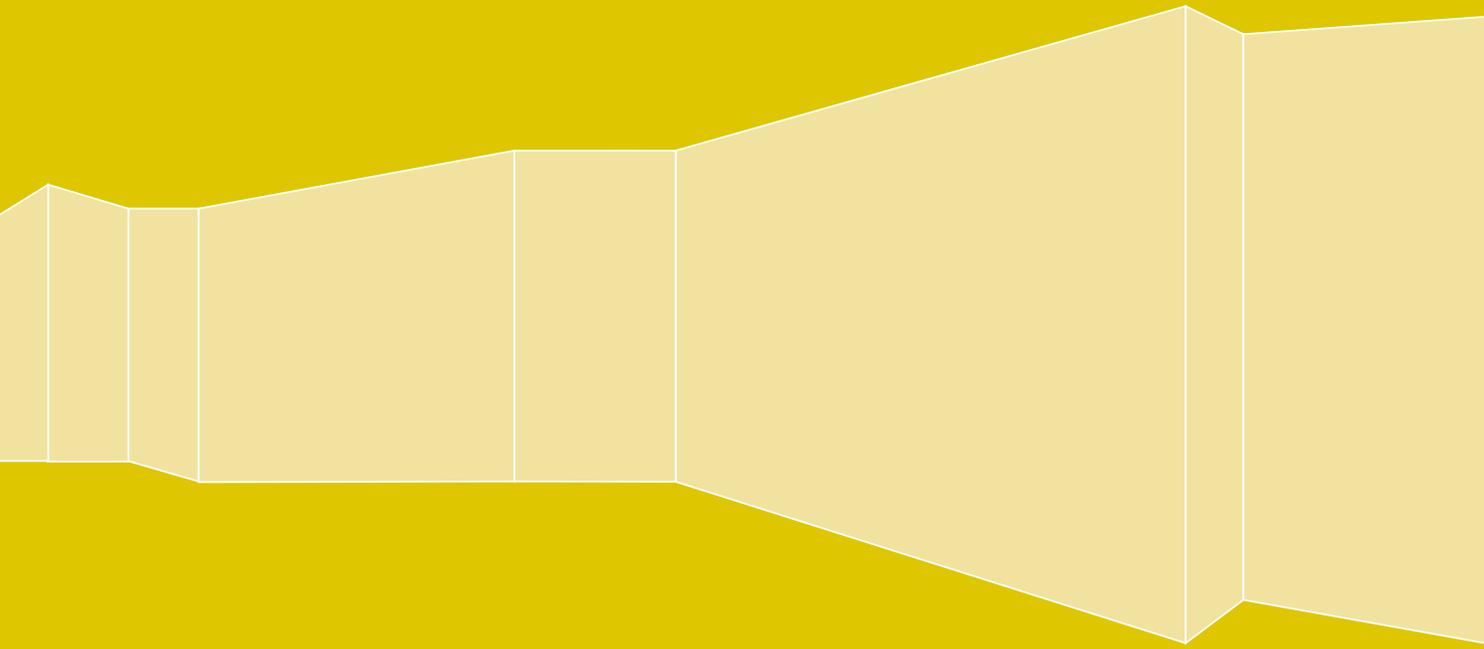
GSA OBJECTIVE	STRATEGY 2000→2006	PLAN 2002→2003	MEASURE OF SUCCESS
Objective 7: Take significant steps to protect and promote the School's heritage in ways which support the School's educational and research purposes	Seek a wider range of investment partners for research and commercialisation	Establish realistic working relationship with a wider range of partners	Range of partners in place
	Secure funding from the Heritage Lottery Fund and other sources to restore the Mackintosh Building and develop an environmentally controlled Research Centre facility for the Collection and Archives	Produce a viable and costed Plan for submission to Heritage Lottery Fund, Historic Scotland and any other relevant bodies	Plan in place
	Promote Mackintosh and the heritage of Glasgow School of Art through high quality exhibitions and publications	Secure Mackintosh and archive based exhibitions in association with foreign partners (Reseau Art Nouveau Network; City of Alesund; Vitra Design Museum) and in the GSA museum	At least one exhibition planned
	Increase the use of the Collection and Archives by staff and students	Mackintosh Curator and GSA Archivist work with academic staff to improve student and staff use of collection and archive	Increased student use
	Establish the Mackintosh Centre for Collections and Archives on an enhanced and more secure financial basis	Apply for funds to secure a firm basis for the Research Centre for Collection and Archives	Funding applications submitted/ some funding secured



GSA OBJECTIVE	STRATEGY 2000→2006	PLAN 2002→2003	MEASURE OF SUCCESS
	<p>Work with Centre for Advanced Textiles, GSA Enterprises and commercial partners to produce commercial heritage based products</p>	<p>Explore the production of fabrics based on designs by Robert Stewart, Mackintosh and Lucienne Day and a new product range with Vitra Design Museum</p>	<p>Business plan approved</p>
<p><b>Objective 8:</b> Manage a highly focused communications strategy designed to promote and enhance GSA's reputation</p>	<p>Ensure GSA remains competitive in attracting applications from undergraduate and postgraduate students increasing the number of graduating overseas students by 10% per annum</p>	<p>Implement the recommendations of the Riley consultancy into home and overseas recruitment marketing at GSA</p>	<p>Overseas and Home/EU recruitment targets met</p>
	<p>Implement the communications strategy to enhance GSA's profile in key constituencies at home and abroad</p>	<p>Launch an alumni magazine and GSA annual report</p>	<p>Publications produced</p>
		<p>Focus press and media strategy on key priority areas</p>	<p>Strategy and monitoring mechanism in place</p>
	<p>Develop the GSA website as a major strand in GSA marketing and communication strategy</p>	<p>Redevelop and redesign the GSA website</p>	<p>Website operational by November 2002</p>
	<p>Establish a dynamic new visual identity for GSA</p>	<p>Complete the roll out of the new visual identity and install signage throughout the campus</p>	<p>Signage in place by June 2003</p>
<p>Develop a strategy for improved internal communication and knowledge management</p>		<p>Explore models in other HEIs and make recommendations</p>	<p>Recommendations agreed by March 2003</p>



**STRATEGIC PLAN 2002 → 2006**



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