

**THE GLASGOW
SCHOOL OF ART**

**STRATEGIC PLAN
04→08**

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1 INTRODUCTION

The Glasgow School of Art enjoys an international reputation for the quality of the studio-based education we provide, for the excellence of our staff, for our many successful alumni and for our developing areas of research excellence. This reputation has been built over many years and over those years the School has remained successful because it has been responsive to change in artistic practice and change in its environment.

The thoughts of Charles Darwin in *The Origin of Species* are relevant here:
It is not the strongest of the species that survive, nor the most intelligent, but the ones most responsive to change.

This plan sets a course for 2008 and during that period we continue to face change: significant and continuous change in society, in the higher education sector and in the professional sectors to which we relate. As in previous centuries, The Glasgow School of Art faces the challenge of finding ways, not only to survive but to thrive, in an environment characterised by rapid transformation and to do so without losing the qualities that built the international reputation of which we are so proud.

The vision of The Glasgow School of Art remains constant:

To provide world-class creative education and research in architecture, design and fine art which makes a significant cultural, social and economic contribution.

The way in which we achieve the vision will change as we respond to the demands of students and the society in which we live. The plan is not fixed. It provides a framework within which the professionalism and creative potential of all our staff can shape and contribute to the developments, ideas and partnerships that ensure we rise to the challenges ahead.

2 CREATIVE AND CULTURAL

There is every sign that the day of the creative individual and the creative organisation has come.

THE CREATIVE INDUSTRIES

Creative industries are now recognised as a major force in the UK economy. The Scottish Enterprise Creative Industries Strategy acknowledges the key role of education in delivering two of its main objectives: the expansion and development of the talent and skills base: and stimulating innovation through research and commercialisation

The Glasgow School of Art and the other art, design and architecture colleges and faculties across Scotland, have already played an important role in building the creative and cultural industries in Scotland. But we could do much more.

To help to develop the talent and skill base for creative industries we need to increase our capacity particularly at postgraduate level. Our ambition is to increase the percentage of postgraduate students from its current 7% to 15% in 2008 and 20% by 2011. The additional funds which the Scottish Higher

Education Funding Council (SHEFC) this year targeted to the small creative institutions for research postgraduate provision is very welcome but there is still a lack of taught postgraduate funded places to support expansion. With only 92.5 postgraduate funded places in art and design across Scotland (compare this with 1,150 postgraduate funded places available to computing science with equivalent undergraduate numbers to art and design) the financial viability of courses becomes overly reliant on fee income from overseas students who are, in the main, less likely to move into the local creative industries.

To support creative industries we also need to make more seamless the transition from study to work. We are doing this by continuing to embed core and transferable skills firmly and explicitly into our project-based curriculum and by exploring how we can develop bridging projects and provide incubation support. We have resources and we have highly skilled and knowledgeable academic and technical staff who could continue to support graduates as they establish themselves as new creative businesses and cultural ventures. This, however, needs

a new business model if it is to add real value and not simply be an additional unsupported workload on GSA staff.

The international competitiveness of Scottish creative industries will be driven not simply by the size of the sector but also by its capacity for innovation and invention. The research and knowledge transfer activity which is being developed at The Glasgow School of Art is an important means of driving innovation and invention. It is hampered, however, by a lack of investment in research infrastructure. The support available to science and technology subjects through funds like the Science Research Infrastructure Fund has transformed research in these areas. It is hoped that investment of a similar order can soon be directed toward research infrastructure for the creative disciplines and that the transformation of the Arts and Humanities Research Board into a Research Council will also increase creative research capacity.

Knowledge Transfer is key to ensuring that the fruits of creative research benefit the creative industries and beyond. Here too, funding streams available for

knowledge transfer tend to be modelled on science and technology subjects to the disadvantage of creative disciplines.

It is heartening to note that SHEFC is responding to many of these issues through its newly formed Creative Industries Working Group and its Knowledge Transfer Task Force.

Of course, the creative industries themselves and the nature of practice in fine art, design and architecture change at a relentless pace. Our courses, the research and the knowledge transfer activity we engage in must remain relevant both to the creative and cultural industries and, increasingly, to the wider society. Regularly reviewing course content and the overall relevance of the course portfolio is embedded in our planning. In particular, our education and research must reflect the increasing inter-disciplinarity of creative practice. A good start has been made in encouraging synergies across our Schools and Departments; in developing interdisciplinary courses at undergraduate and postgraduate levels and in our emerging areas of inter-disciplinary research.

CREATIVITY AND THE KNOWLEDGE ECONOMY

The creativity, which The Glasgow School of Art nurtures, is increasingly valued in the wider society. In *Smart Successful Scotland*, the Scottish Executive acknowledges that Scotland's "economic success depends on the people of Scotland, their creativity and enterprise".

In one of the most influential books on the economy to be published recently, *The Rise of the Creative Class*, Professor Richard Florida of Carnegie Mellon University¹ argues that "creativity is now the decisive source of competitive advantage. In virtually every industry, from automobiles to fashion, food products and information technology itself, the winners in the long run are those who can create and keep creating... creativity has come to be the most highly prized commodity in our economy".

Florida's new theoretical construct for economic development is based on three pillars. Firstly, those who are creative in their work now represent a significant class in society (approximately 30% of the workforce in the USA). Secondly, the health of the economy depends on its ability to nurture, attract and retain creative people. Thirdly, creative people are drawn to cities which comprise large numbers of creative people, which are socially diverse and tolerant, and which have a rich cultural life.

In this framework, The Glasgow School of Art's role in the economy is twofold.

Firstly we develop graduates with the qualities needed by today's wider economy – creative lateral thinkers, enterprising, self-motivated, risk takers. We need to strengthen our efforts to ensure that the value of creative education is clearly understood by governments, by employers, by educationalists, by funders and last but not least, by our graduates.

Secondly, we help to build and sustain in Glasgow a cultural environment which acts as a magnet to creative people. The city of Glasgow is fast building an international reputation as a dynamic centre for visual culture and GSA continues to play a defining role in that reputation. We need to promote that role within the city and, in partnership, develop it.

GSA attracts students from all over the world, many of whom wish to stay. A joint initiative with the Central Academy of Fine Arts in Beijing, for example, will bring in 40 to 45 highly able Chinese students each year from 2006 to complete their degree level studies. The Master of Fine Art course has 50% overseas students and growth in other postgraduate areas will follow similar patterns. The Scottish Executive Fresh Talent initiative will make it easier for overseas students to remain and, with support from the City Council and local development agencies, a robust creative infrastructure should sustain them in the City.

Joseph Beuys' prophetic statement – *creativity is national income* – has never been truer than it is today!

¹ The Rise of the Creative Class – and how it is transforming work, leisure, community and everyday life. Richard Florida. 2002. Basic Books INSN 0-465-02476-9

THE CULTURAL ROLE

The importance of our cultural life was affirmed recently when the First Minister of Scotland in his St Andrew's Day address talked about the *centrality of cultural activity to all aspects of our lives*. He wants Scotland to have, in the words of Jude Kelly, *the courage and faith to back human imagination, our innate creativity, as the most potent force for individual change and social vision*. And he proposes that every department within the Scottish Executive – education, tourism, health, planning and the built environment, social inclusion, transport, rural development – examines the role which arts and cultural development can play. In particular, he sees our cultural reputation playing a significant part in creating an image of Scotland abroad which is modern, diverse and dynamic.

In his guidance to SHEFC, the Minister for Enterprise and Lifelong Learning looks to SHEFC to *ensure that cultural provision is integral to the higher education sector's work*". And SHEFC has responded by setting up a Cultural Engagement Sub Committee of its Knowledge Transfer Task Force. This is to be welcomed.

The Glasgow School of Art's cultural engagement, of course, takes many forms. There is the work, knowledge and expertise of our staff, students and graduates; our exhibition programmes; our continuing education classes and summer schools and the access we give the public to our heritage – the magnificent Charles Rennie Mackintosh building which remains at the heart of our campus and the School's rich collections and archives. Internationally, too, The Glasgow School of Art enhances Scotland's profile and reputation. Our staff win international accolades – most recently the Gold Medal from the New York Society of Illustrators. Our students exhibit internationally – in 2004 – 05 the Master of Fine Art Degree Show exhibition will visit Tokyo and Paris. Our graduates represent Scotland in disproportionate numbers. Of the designers representing Scotland at the International Design Fair in Milan in 2004, over 60% were GSA graduates. Of the artists representing Scotland at the 2003 Venice Biennale, 70% were GSA graduates. This aspect of GSA's work – the cultural contribution we make locally, nationally and internationally – may soon be formally recognised and that is to be welcomed.

In a world increasingly caught up in instrumental justifications it is important to assert the importance of art and artists for their own sake. We continue to take pride in nurturing artists who enrich our lives, who help us see things from new perspectives, who engage our emotions and our senses. This is justification enough.

3 THE EDUCATION ENVIRONMENT

There are challenges and opportunities also in the higher education environment. The Scottish Executive's Framework for Higher Education in Scotland Phases 1 – 3²; its Lifelong Learning Strategy³; and the Treasury's Lambert Review of Business-University Collaboration⁴ provide a clear statement of Government priorities for the future. The changing nature of society, the changing profile and needs of students, too, are major factors in planning our education and research of the future.

LEARNING AND TEACHING

The key challenge for the education sector is to recognise a significant shift in society towards lifelong learning because, in Alvin Toffler's words: *The illiterate of the 21st Century will not be those who cannot read and write but those who cannot learn, unlearn and re learn.*

The seamless progression of a learner through different levels of education is the rationale behind the introduction of the Scottish Credit and Qualifications Framework (SCQF) and the emphasis on improved articulation for students between further and higher education. The demographic changes facing the UK, with reductions in the number of 17 – 24 year olds, means that the traditional market for higher education is declining and this, too, demands a different response from education providers. The overall demand, therefore, is for a greater focus on the needs of a wider range of students and on flexible modes of delivery and support services which respond to those differing needs.

GSA is responding to these challenges by embracing the SCQF, by exploring part time and mixed delivery modes (including e learning); by working with partner Further Education Colleges to explore articulation routes and by developing and integrating student

support services into the learning and teaching environment.

Students are increasingly concerned about how their education equips them for the transition into the world of work. GSA is responding to that concern by ensuring that core and transferable skills are deeply embedded in the curriculum; by increasing its provision of Masters level courses; by promoting enterprise learning through the Scottish Institute for Enterprise and by exploring ways in which we can build bridges between study and work at all levels through placements, incubator schemes and the opportunity for graduates to continue to access expertise and resources beyond graduation.

Scotland has a new quality assurance regime which rightly focuses on the enhancement of quality as well as its assurance. The Enhancement Led Institutional Review forms a major part of that new regime and preparation for

GSA's QAA review in January/February 2005 provides a valuable opportunity to shine a light on the way in which the School manages quality and standards and ensure it stands up to external scrutiny. The Glasgow School of Art has an international reputation for the excellence of its education. Continuous reflection and quality enhancement is the way to ensure we keep it. Another way is to nurture deep engagement between staff and students across international networks of like minded institutions of equal educational standing through exchange programmes, international workshops and joint programmes.

² Scottish Executive A Framework for Higher Education in Scotland Phases 1 – 3 2003 – 4

³ Scottish Executive Life through Learning for Life: The Lifelong Learning Strategy for Scotland, February 2003

⁴ H.M .Treasury: Lambert review of Business-University Collaboration December 2003

WIDENING ACCESS

Widening access is a priority for The Glasgow School of Art. Our widening access programme tackles recruitment, admissions and retention. In all three, progress is being made. Applications from people from disadvantaged backgrounds increase very markedly year on year; our admissions policy and procedures are under scrutiny and our relatively new learning support service, integrated into mainstream learning and teaching, helps to ensure retention of wider access students is maintained at or near the level of other students.

We see no contradiction between widening access and continuing to provide the world-class education in art, design and architecture to which we aspire. Quite the opposite.

RESEARCH

The Government's agenda for higher education research and knowledge transfer is also becoming clearer.

Higher education research in Scotland is already successful and internationally competitive. The Scottish Executive wants to enhance this success by increased targeting of research funding towards areas of international excellence. Scottish Higher Education Funding Council believes that this can be achieved by collaboration and the pooling of resources rather than by competition between institutions. In response, GSA is a core partner in the development of a Research Pooling proposal for creative disciplines in Scotland.

The Scottish Executive has also acknowledged that much interesting research is developing in the areas between traditional discipline boundaries. This is where some of The Glasgow School of Art's research interests also lie with advanced research centres like Digital Design Studio (DDS) increasingly

working in areas such as medicine and naval architecture; and with emerging research themes such as Future Homes, Visual Cities and Inclusive Design taking an explicitly inter disciplinary approach. We would, however, also defend vigorously research which achieves excellence within traditional disciplines.

But, of course, the Government agenda is not the only reason why The Glasgow School of Art has high ambition for its research. World-class research, which engages with the professional sectors, industry and the community, makes a significant contribution to society and that is part of our vision. It also connects us to global networks, enriches teaching, ensures that we remain internationally competitive and able to attract excellent staff and students.

The increased quality research funding which followed our improved performance in the 2001 Research Assessment Exercise has provided an excellent foundation to support our aspirations. With a network of Research Developers, PhD Co-ordinators, Senior Researchers, Researchers and Visiting

Professors, our ongoing strategy is to develop a number of research centres of international excellence like the DDS; develop strength in research themes like Future Homes and Inclusive Design; increase the proportion of research active staff to 80% by 2008, increase the number of PhD students to 55 by 2008, and enhance the international quality of research outputs throughout.

KNOWLEDGE TRANSFER

So important has knowledge transfer become for Government, that the funding provided to support it is being seen as the *Third Stream* after Teaching and Research. Post the Lambert Review of Business-University Collaboration it is set to increase significantly. SHEFC defines knowledge transfer widely as *the dissemination and exploitation of the outputs of higher education – research, knowledge, skills, expertise or ideas – to achieve economic, educational, social and cultural benefit for society*. In Government circles, however, the definition tends to concentrate on the economic benefit of research through its commercialisation.

The Glasgow School of Art does engage in activities which fall into the narrower economic definition of knowledge transfer – a Scottish Enterprise Proof of Concept grant, for example, is helping DDS commercialise a human-computer interaction device; the work of the Centre for Advanced Textiles brings digital textiles design and print expertise to

local and international businesses; and student designs are being licensed for production. We are also exploring how we can increase provision of continuing professional development to benefit creative industries.

However, we believe that a great deal of the contribution we make to the cultural life of the nation is also knowledge transfer in the wider definition – the exhibitions, publications, student projects, continuing education classes, conferences, lectures and seminars and, last but not least, our heritage both as the guardian of Charles Rennie Mackintosh's masterwork and collections and as one of the oldest art schools in the United Kingdom.

We welcome the deliberations of the SHEFC Knowledge Transfer sub group established to explore how such cultural engagement might be supported and await its report with some eagerness.

4 PEOPLE AND PLACE

People and place are the two most important factors in sustaining world-class education and research. The Glasgow School of Art must continue to be characterised by excellent staff and must build a strong resource base if it is to fulfil its ambitions.

PEOPLE

The Bett Report⁵ still remains a potent force in shaping the human resource landscape in higher education. The recent agreement between the Universities and Colleges Employers Association (UCEA) and the trades unions on a single pay spine supported by robust job evaluation has far reaching consequences not least in the ability of institutions like GSA to meet the inevitable costs without additional funding. For GSA, this process needs also to be set within a broader framework of a coherent new pay and rewards strategy.

Alongside Bett, lies the Government's commitment to facilitating professional development and improving the professional standing of staff in higher education through the establishment of the Higher Education Academy and the Leadership Foundation. This priority GSA shares with the Government.

GSA can only provide world-class education and research if we can continue to recruit, develop and retain high quality staff. We have made substantial progress in modernising the human resources service at GSA and in establishing a comprehensive human resources strategy: our efforts must be sustained into the future. Career review, and personal development planning has been introduced and will continue to be rolled out across the institution. Activity planning will help determine the balance between teaching, research and other academic responsibilities to meet more effectively the needs of the individual and the needs of the School. Further

investment in staff development and leadership training is essential to improve management effectiveness in academic and support departments and at the same time, a coherent programme of academic staff development will be taken forward to promote quality and innovation in learning and teaching.

The effectiveness of the School's Board of Governors, already reviewed internally on a regular basis, will soon be under an external spotlight as it is measured against a new UK wide Code of Governance.

PLACE

Education is now a global sector. Our competitors are no longer just Edinburgh, Aberdeen or Dundee but institutions throughout the world. The quality of the teaching, the international standing of the GSA staff, the sense of the GSA community and the reputation of Glasgow as a dynamic creative city remain the most important factors in maintaining our competitive edge. The physical environment of GSA is, however, in danger of seriously undermining it.

The Garnethill campus is poor. It does not provide a learning, teaching or research environment which is adequate to meet the ambitions of the School in terms of its quality, its flexibility, its cost effectiveness, its ability to accommodate growth or the image it projects to future students, staff and partners.

⁵ The Independent Review of Higher Education Pay and Conditions: Report of the Committee chaired by Sir Michael Bett June 1999

A recent conditions survey estimated that it would require £18.5 m to bring the estate up to "serviceable" standards. As 7 of the 9 buildings are considered unfit for future purpose, the only conclusion must be to redevelop rather than repair in order to secure a high quality environment which supports and enhances the School's international reputation.

With support from SHEFC we are refining the vision for a redeveloped estate, analysing space needs and in 2004-5 will complete an options appraisal. The aim is to build the case for investment from the Scottish Executive and other partners in a major redevelopment of the entire Garnethill campus. The creation of an iconic campus designed for the 21st Century is a major factor in ensuring the School remains nationally and internationally competitive. A drive to ensure a level of IT infrastructure, which supports the learning, teaching and research ambitions of the School, also features in our plans. Both will require very significant investment from public and private sectors.

At the heart of the estates redevelopment will remain the Mackintosh Building. A submission has been made to the Heritage Lottery Fund for a grant to conserve and refurbish the Mackintosh Building; bring studios back into studio use; conserve the fabric of the building; improve the display and the storage of the Collection and Archive and create greater public access without compromising the building's primary purpose as a working art school.

Located in House for an Art Lover in Bellahouston Park, the growth plans of the ground breaking Digital Design Studio are also constrained by its current accommodation. The DDS ambition is to relocate to the Digital Media Campus on Pacific Quay and, with the support of Scottish Enterprise, we are examining the feasibility of becoming a key anchor tenant of this important creative industries development by Autumn 2006.

FINANCE

Both people and place can be sustained only through an effective financial strategy.

The context is challenging. Increases in SHEFC funding have remained below the costs of implementing national pay awards. The new National Pay Framework will be in place by August 2006 and, given that pay at GSA represents well over 60% of expenditure, will have significant costs –in both designing and implementing the new pay structures. In England, higher education institutions are benefiting not only from additional support for modernising pay structures but also, from 2006 onwards, from the ability to charge variable fees that will bring in a stream of additional income not available in Scotland.

The redevelopment of the estate also has major financial implications. The bulk of the capital investment must, by necessity, be secured from partners in the public and private sectors but the School must be able to maintain its new estate adequately and fund any limited borrowing required.

To achieve these goals the School's strategy is to generate significant additional income over the planning period and beyond and to minimise capital expenditure in the short to medium term in order to increase liquidity further. The School will secure additional income by increasing overseas student numbers, increasing research income and by the commercialisation of products and intellectual property, particularly those in development at the Digital Design Studio. It will also generate funds by the sale of existing buildings freed up as the campus is concentrated.

These are ambitious plans which require determination and the collaboration of a wide range of partners from the public, private and personal sectors of society. The staff and Board of GSA are convinced that the value of GSA and its contribution to society, locally nationally and internationally, merit such faith

5 VISION AND OBJECTIVES

The vision of The Glasgow School of Art is:

To provide world class creative education and research in architecture, design and fine art which makes a significant economic, social and cultural contribution.

We will achieve that vision by fulfilling 5 major objectives:

- OBJECTIVE 1** To provide creative education of the highest quality
- OBJECTIVE 2** To ensure our student community reflects the diversity of society
- OBJECTIVE 3** To develop research of international standing
- OBJECTIVE 4** To use our research, expertise and resources to bring benefit to Glasgow, Scotland and beyond
- OBJECTIVE 5** To be an organisation characterised by excellent staff and a strong resource base

The following pages detail the strategies which have been agreed for the four year period from 2004 – 2008 and the main plans identified for 2004 – 2005.

6 STRATEGIES AND PLANS

**OBJECTIVES
AND STRATEGIES
2004 → 2008**

**PLANS
2004 → 2005**

**MEASURES OF SUCCESS
2004 → 2005**

**KEY PERFORMANCE
INDICATORS 2008**

OBJECTIVE 1

Provide creative education of the highest quality which:

- promotes inter disciplinary and cross School synergies
- remains relevant to its context
- uses flexible modes of delivery
- benefits from links to research

QAA Enhancement Led Institutional Review has "broad confidence" in GSA

Student achievement rates average 90% across GSA

Postgraduate taught and research students increase to 15% of student community (20% by 2011) including 55 PhD students

Portfolio of courses and modes of delivery reflect changing needs of society (including evidence of inter disciplinary)

**OBJECTIVES
AND STRATEGIES
2004 → 2008**

**PLANS
2004 → 2005**

**MEASURES OF SUCCESS
2004 → 2005**

**MEASURES OF SUCCESS
2004 → 2008**

OBJECTIVE 1 STRATEGY 1

**Encourage research, development
and innovation in learning and
teaching**

**High level of staff engagement with
innovation in learning and teaching**

**Research projects in pedagogy
increase in quantity and quality**

Promote innovation and share good
practice in learning and teaching
through the work of the Learning and
Teaching Co-ordinators

Seminar on Innovation in Learning
and Teaching

Encourage and support research
in Pedagogy

New research projects on Pedagogy
developed

Provide grants to staff to support
research, development and innovation
in learning and teaching

Up to 6 grants provided

**OBJECTIVES
AND STRATEGIES
2004 → 2008**

**PLANS
2004 → 2005**

**MEASURES OF SUCCESS
2004 → 2005**

**MEASURES OF SUCCESS
2004 → 2008**

OBJECTIVE 1 STRATEGY 2

**Embed quality enhancement
firmly in all aspects of learning
and teaching**

**Successful outcome to QAA
Enhancement Led Institutional
Review**

	Prepare for, and engage successfully with, Enhancement Led Institutional Review in January and February 2005	Successful outcome to review	
	Complete work to ensure compliance with the Scottish Credit and Qualifications Framework	Work completed on common grading and marking schemes, postgraduate and accreditation of prior learning	
	Complete implementation of recommendations from Thematic Review of Assessment	Recommendations implemented	
	Continue to plan for annual Thematic Reviews of Historical and Critical Studies in 2005 – 6; Student Support Services in 2006 – 7 and Academic Committee Effectiveness in 2007 – 8	Plans in place	
	Provide academic staff development for new and established staff to enhance quality in learning and teaching	Programmes in place	
	Develop procedures for student progress and personal development files	PDP pilot scheme completed	

**OBJECTIVES
AND STRATEGIES
2004 → 2008**

**PLANS
2004 → 2005**

**MEASURES OF SUCCESS
2004 → 2005**

**MEASURES OF SUCCESS
2004 → 2008**

Objective 1 Strategy 2 cont'd.

Continue to improve student feedback mechanisms and student representation on academic committee structures

New feedback mechanism operating from 2004 – 5. Training for student reps operating from 2005 – 6

Explore the pros and cons of acquiring degree awarding powers

Complete investigation by December 2005

Prepare for RIBA Visiting Board to the School of Architecture

Preparation in hand

**OBJECTIVES
AND STRATEGIES
2004 → 2008**

**PLANS
2004 → 2005**

**MEASURES OF SUCCESS
2004 → 2005**

**MEASURES OF SUCCESS
2004 → 2008**

OBJECTIVE 1 STRATEGY 3

Provide students with core and transferable skills which enable them to thrive in the world of work

Core and transferable skills firmly embedded in all programmes with work based learning schemes in some disciplines

	Ensure the provision of core and transferable skills within the curriculum	Core and transferable skills explicit in assessment criteria and learning outcomes	
	Promote enterprise learning by enabling students to access Scottish Institute for Enterprise schemes and through the work of the SIE student interns	GSA students are successful in SIE Business Plan competition	
	Develop an explicit strategy on employability building on engagement with the QAA Enhancement Theme	Mechanism for developing strategy agreed December 2004	
	Pilot the Insight Out programme to develop creative businesses by GSA graduates and develop professional practice curriculum models	Models designed by May 2005	
	Undertake a study of graduate careers over a five year period	Study completed and findings inform employability strategy	

**OBJECTIVES
AND STRATEGIES
2004 → 2008**

**PLANS
2004 → 2005**

**MEASURES OF SUCCESS
2004 → 2005**

**MEASURES OF SUCCESS
2004 → 2008**

OBJECTIVE 1 STRATEGY 4

**Encourage inter disciplinary
approaches to learning and teaching**

**Evidence of inter disciplinary
in learning and teaching in
undergraduate and postgraduate
courses**

Continue the development of an arts
and science undergraduate degree
at DDS

Ready for validation in 2005 – 6 for
2007 – 8 start

Establish a fund to support inter
disciplinary student projects

Up to 10 Interdisciplinary student
projects supported

Share experience of interdisciplinarity
through seminars and other cross GSA
projects and events

Seminar on innovation in learning and
teaching to include inter disciplinarity
organised by L&T Co-ordinators

**OBJECTIVES
AND STRATEGIES
2004 → 2008**

**PLANS
2004 → 2005**

**MEASURES OF SUCCESS
2004 → 2005**

**MEASURES OF SUCCESS
2004 → 2008**

OBJECTIVE 1 STRATEGY 5

Ensure our portfolio of courses and modes of delivery remain relevant to the changing needs of society

New and revised courses, including those using flexible modes of delivery, developed

Review annually GSA's overall portfolio of courses

Review completed as part of annual planning cycle

Continue programme of periodic reviews of courses to ensure ongoing relevance

Reviews completed

Engage with QAA Enhancement Theme on flexible delivery

GSA staff attend seminars and disseminate outcomes internally

Continue to explore part time and flexible modes of course delivery

Review ongoing

Continue to revise academic structures in the Schools of Design and Fine Art

In place for 2005 – 6

**OBJECTIVES
AND STRATEGIES
2004 → 2008**

**PLANS
2004 → 2005**

**MEASURES OF SUCCESS
2004 → 2005**

**MEASURES OF SUCCESS
2004 → 2008**

OBJECTIVE 1 STRATEGY 6

Develop and promote postgraduate opportunities at GSA

Postgraduate students increase to 15% of total student population by 2008 (20% by 2011) including 55 PhD students

	Review and refine the GSA strategy for postgraduate growth (with particular emphasis on inter disciplinary provision) which can provide progression to PhD and have links to the professional sectors and to industry	Strategy in place	
	Continue development of new taught Masters courses including: Research Methods, Inclusive Design, Textiles for Interiors, Digital Textiles, Digital Design, New art and design pathways for Chartered Teacher status in the Masters in Education	Courses validated for 2005 – 6 and 2006 – 7 start	
	Review postgraduate development in the Schools of Fine Art and Architecture	Review completed and strategy for growth in place	
	Secure additional taught postgraduate funded places	Additional funded places secured for 2005 – 6	
	Increase PhD numbers and completions	Target of 34 PhD students registered with 6 completions	
	Secure scholarship funding for postgraduate students	3 PhD and 4 Masters scholarships secured	

**OBJECTIVES
AND STRATEGIES
2004 → 2008**

**PLANS
2004 → 2005**

**MEASURES OF SUCCESS
2004 → 2005**

**MEASURES OF SUCCESS
2004 → 2008**

OBJECTIVE 1 STRATEGY 7

**Sustain and develop opportunities
for international partnerships**

**GSA participates in international
partnerships and networks with
other acknowledged world class
institutions and organisations**

Complete preparations and negotiations
for Year 1 Programme in Fine Art, Design
and Architecture at the Central Academy
of Fine Art in Beijing to start
September 2005

Agreements signed
Course validated
Staff and students recruited

Review programmes of international
exchanges and partnerships to ensure
international networks of world class
partners

Exchanges and partnerships reviewed

**OBJECTIVES
AND STRATEGIES
2004 → 2008**

**PLANS
2004 → 2005**

**MEASURES OF SUCCESS
2004 → 2005**

**MEASURES OF SUCCESS
2004 → 2008**

OBJECTIVE 1 STRATEGY 8

**Remove obstacles to
European mobility**

**European student and staff mobility
significantly increased**

Maintain a watching brief through active involvement on European League of Institutes of the Arts

Information gathered and disseminated as appropriate

Conferences attended

OBJECTIVE 1 STRATEGY 9

**Provide high quality information,
communication and IT
infrastructure which meets
the academic needs of GSA**

**Managed learning environment
in place**

Develop a managed learning environment

Complete first phase of development

Refine the IT strategy to focus development firmly on academic mission in learning, teaching and research

Development clearly focused on academic development

Further enhance library provision

Positive student feedback

**OBJECTIVES
AND STRATEGIES
2004 → 2008**

**PLANS
2004 → 2005**

**MEASURES OF SUCCESS
2004 → 2005**

**KEY PERFORMANCE
INDICATORS 2008**

OBJECTIVE 2

Ensure our student community
reflects the diversity of society

Applications from underrepresented
groups increase by a minimum of
10% each year

Admissions from under represented
groups increase by a minimum of
10% each year

Retention of students from under
represented groups: 87% year
on year

**OBJECTIVES
AND STRATEGIES
2004 → 2008**

**PLANS
2004 → 2005**

**MEASURES OF SUCCESS
2004 → 2005**

**MEASURES OF SUCCESS
2004 → 2008**

OBJECTIVE 2 STRATEGY 1

Increase applications from those groups currently under represented in the student community

Applications from underrepresented groups increase by a minimum of 10% each year

Continue to develop partnerships and articulation routes with Further Education Colleges

Pilot bridging programme and evaluate for 2005 – 6 implementation

Continue active participation in and contribution to the GOALS project

10% increase in applications from GOALS schools

Secure scholarships and travel bursaries to support students from disadvantaged backgrounds

5 travel bursaries and 9 scholarships secured

OBJECTIVE 2 STRATEGY 2

Ensure fair and transparent recruitment and admissions practices

Admissions from under represented groups increase by a minimum of 10% each year

Review GSA admissions and selection procedures

Review underway for completion in 2005 – 6

**OBJECTIVES
AND STRATEGIES
2004 → 2008**

**PLANS
2004 → 2005**

**MEASURES OF SUCCESS
2004 → 2005**

**MEASURES OF SUCCESS
2004 → 2008**

OBJECTIVE 2 STRATEGY 3

**Enhance the retention of students
from underrepresented groups**

**Retention of students from under
represented groups: 87% year
on year**

Consolidate the newly integrated
student support service to meet the
needs of all students particularly those
from under represented groups

Positive feedback from users of the
services

Develop summer schools to provide
bridge between School and GSA

In place for summer 2004

OBJECTIVE 2 STRATEGY 4

**Demonstrate commitment to
diversity through the form and
content of curriculum**

**Curriculum reflects cultural
diversity and equal opportunities
issues**

Prepare for a curriculum audit on
diversity issues in 2005 – 6

Nature of audit agreed

**OBJECTIVES
AND STRATEGIES
2004 → 2008**

**PLANS
2004 → 2005**

**MEASURES OF SUCCESS
2004 → 2005**

**KEY PERFORMANCE
INDICATORS 2008**

OBJECTIVE 3

Develop research of international standing:

- which supports learning
- involves a high proportion of staff
- engages with industry, community and the professional creative sectors

GSA enhances its position in the 2008 Research Assessment Exercise

Investment in DDS growth plan secured and relocation to Digital Media campus on Pacific Quay agreed

80% of staff are research active

Externally generated research income doubles by 2008 from 2003 – 4 base

**OBJECTIVES
AND STRATEGIES
2004 → 2008**

**PLANS
2004 → 2005**

**MEASURES OF SUCCESS
2004 → 2005**

**MEASURES OF SUCCESS
2004 → 2008**

OBJECTIVE 3 STRATEGY 1

Continue to develop existing and emergent research centres to be centres of international research excellence

Research Centres producing research outputs of national and international quality

	Complete the growth plan of Digital Design Studio and secure investment from Scottish Enterprise and other partners	Growth plan completed and investment secured	
	Complete negotiations with Scottish Enterprise and other development partners on the relocation of the Digital Design Studio to the Digital Media Campus at Pacific Quay to support and enable the growth plan	Development partner secured and investment from Scottish Enterprise and other partners agreed.	
	Increase research capacity at the Centre for Advanced Textiles	Capacity increased	
	Support development plans for Mackintosh Environmental Architecture Research Unit, Research Centre for Art + Public and Visual Cities	Plans supported	

**OBJECTIVES
AND STRATEGIES
2004 → 2008**

**PLANS
2004 → 2005**

**MEASURES OF SUCCESS
2004 → 2005**

**MEASURES OF SUCCESS
2004 → 2008**

OBJECTIVE 3 STRATEGY 2

**Develop research themes which
promote inter disciplinarity**

**Robust research themes in place
which engage staff collaboratively
from across GSA in producing
research outputs of national and
international quality**

Refine and develop research themes and networks across GSA to include:
Pedagogy
Drawing
Inclusive Design
Future Homes

Lead researcher appointed for each theme with plan in place

Refine and develop plans for research themes within Schools

Agreed with lead researchers and plans identified

Develop inter disciplinary research partnerships with educational and other institutions e.g. joint bids for Design in the 21st Century; work with Royal College of Surgeons

Bids submitted

**OBJECTIVES
AND STRATEGIES
2004 → 2008**

**PLANS
2004 → 2005**

**MEASURES OF SUCCESS
2004 → 2005**

**MEASURES OF SUCCESS
2004 → 2008**

OBJECTIVE 3 STRATEGY 3

Pursue research which is collaborative and engages in national and international networks

GSA operates within a range of national and international research networks

Play a major role in the development of the Research in Scottish Creative Disciplines Pool

Funds secured

Lead the development of cross Scotland PhD supervisor training in art and design disciplines

Programme designed and delivered

OBJECTIVE 3 STRATEGY 4

Nurture and support emergent researchers

80% of GSA staff are research active by 2008

Continue to work with staff to develop research ambitions and secure internal and external funding

Number of staff engaged in research increases as does the quality of research outputs

**OBJECTIVES
AND STRATEGIES
2004 → 2008**

**PLANS
2004 → 2005**

**MEASURES OF SUCCESS
2004 → 2005**

**MEASURES OF SUCCESS
2004 → 2008**

OBJECTIVE 3 STRATEGY 5

**Increase externally generated
research income**

**Externally generated research
income doubles from 2003 – 4 base**

Increase the rate and success of
applications to research councils,
industry partners, trusts and foundations

Increased research income secured

OBJECTIVE 3 STRATEGY 6

**Disseminate research outputs
effectively**

**Dynamic mix of publications,
exhibitions and conferences ensure
high visibility in specialist and
public settings**

Increase the dissemination of research
outputs through publications, annual
research report, exhibitions, conferences,
seminars and the website

Increased dissemination of research
outputs and first GSA research report
published

**OBJECTIVES
AND STRATEGIES
2004 → 2008**

**PLANS
2004 → 2005**

**MEASURES OF SUCCESS
2004 → 2005**

**KEY PERFORMANCE
INDICATORS 2008**

OBJECTIVE 4

Use our research, expertise and resources to bring cultural, social and economic benefit to Glasgow, Scotland and beyond

Commercialisation income comes on stream

Funding secured for refurbishment and conservation of the Mackintosh Building and GSA's collections and archives

Broadly based knowledge transfer strategy operating

**OBJECTIVES
AND STRATEGIES
2004 → 2008**

**PLANS
2004 → 2005**

**MEASURES OF SUCCESS
2004 → 2005**

**MEASURES OF SUCCESS
2004 → 2008**

OBJECTIVE 4 STRATEGY 1

Ensure GSA knowledge transfer policies and activities remain relevant and appropriate to the context in which we work

Broadly based knowledge transfer policy operating which reflects the full range of GSA's research and expertise

Audit existing knowledge transfer activity and refine the knowledge transfer strategy in the light of the work of SHEFC's Knowledge Transfer Task Force

Audit complete and strategy refined

OBJECTIVE 4 STRATEGY 2

Identify opportunities to commercialise GSA research and intellectual property

Commercialisation income comes on stream

Continue commercialisation of Smart Finger at DDS

Stage 2 investment secured and route to market agreed

Develop Knowledge Transfer Partnerships

1 KTP established

Encourage commercialisation of student inventions with a student patent fund

Student patent fund established

**OBJECTIVES
AND STRATEGIES
2004 → 2008**

**PLANS
2004 → 2005**

**MEASURES OF SUCCESS
2004 → 2005**

**MEASURES OF SUCCESS
2004 → 2008**

OBJECTIVE 4 STRATEGY 3

**Develop continuing professional
development and consultancy
services**

**CPD modules available as part of
taught Masters development**

Develop modules in art and design as
part of the Masters course for Chartered
Teacher Status

Modules validated

Plan new Masters courses to include self
standing modules available as CPD

Built into Statements of Intent

**OBJECTIVES
AND STRATEGIES
2004 → 2008**

**PLANS
2004 → 2005**

**MEASURES OF SUCCESS
2004 → 2005**

**MEASURES OF SUCCESS
2004 → 2008**

OBJECTIVE 4 STRATEGY 4

Build bridges into the world of work to encourage graduates to stay in the city and to support creative and cultural industries

Bridging and creative business development programmes in place

	Partner National Endowment for Science Technology and the Arts and The Lighthouse to develop a new approach to creative business development for graduates and a new model for enterprise education	Funding secured and projects underway	
	Pursue the development of the Scottish Design Innovation Network as a partnership with the Lighthouse and the four art and design colleges/faculties	Funding secured and project underway	
	Undertake a feasibility study into GSA acting as a resource hub and providing incubation services as part of major estates development	Feasibility completed. Recommendations integrated into estates development plan	
	Establish an annual Graduate Fair at GSA	Graduate Fair established	

**OBJECTIVES
AND STRATEGIES
2004 → 2008**

**PLANS
2004 → 2005**

**MEASURES OF SUCCESS
2004 → 2005**

**MEASURES OF SUCCESS
2004 → 2008**

OBJECTIVE 4 STRATEGY 5

**Preserve and promote the
Mackintosh heritage and GSA's
collections and archives**

**Enhanced public access to the
GSA heritage**

	Undertake major conservation and refurbishment of the Mackintosh Building and GSA Collections and archives	Application to Heritage Lottery Fund submitted and first stage approval agreed	
	Continue research into Mackintosh and other textile archives	Funding secured and research projects underway	
	Prepare for Museums, Libraries and Archives Council Re-registration in 2005	Preparations in hand	
	Research and curate a touring international Mackintosh exhibition	Research complete and funding secured	

**OBJECTIVES
AND STRATEGIES
2004 → 2008**

**PLANS
2004 → 2005**

**MEASURES OF SUCCESS
2004 → 2005**

**MEASURES OF SUCCESS
2004 → 2008**

OBJECTIVE 4 STRATEGY 6

**Strengthen the GSA Continuing
Education Programme**

**Continued positive evaluation of
programmes and summer schools**

**Entry to art school from those
completing portfolio preparation
courses exceeds 90%**

Credit rate portfolio preparation courses In place for 2005 – 6

Develop an international summer school Plans in place for Summer 2005

**OBJECTIVES
AND STRATEGIES
2004 → 2008**

**PLANS
2004 → 2005**

**MEASURES OF SUCCESS
2004 → 2005**

**MEASURES OF SUCCESS
2004 → 2008**

OBJECTIVE 4 STRATEGY 7

Play a role in the economic and cultural success of Glasgow

GSA engaged in major City developments

Dynamic programme of exhibitions, conferences and publications well received and reviewed

Contribute to the Strategic Review of Higher Education as part of the Joint Economic Strategy for Glasgow

GSA role in economic success of Glasgow acknowledged and supported

Engage in developments which benefit the city like the Mackintosh heritage network, the proposed visual arts biennale, creative industries strategy development, Creative Clyde project

GSA involvement sought on a regular basis

Organise conferences, seminars, exhibitions, publications and networks

Organised and successful

Prepare for major Lighthouse exhibition and publication on the work of Gillespie Kidd and Coia

Phase 1 development completed

**OBJECTIVES
AND STRATEGIES
2004 → 2008**

**PLANS
2004 → 2005**

**MEASURES OF SUCCESS
2004 → 2005**

**MEASURES OF SUCCESS
2004 → 2008**

OBJECTIVE 4 STRATEGY 8

Inform and influence policy makers on issues which affect our sectors and where we can make a strategic contribution

GSA is influential in its fields and its views and involvement sought on important issues

Continue a programme of visits by Ministers, MSPs, senior civil servants and key influencers

At least 6 visits arranged.
Honorary Presidents Dinner, Degree Show Receptions, Exhibition openings and other opportunities arranged.

Raise the profile of creative education and its impact on creative industries and the wider economy

Additional funds for creative disciplines in HE in the 2004 Comprehensive Spending Review

Ensure GSA staff are recognised for their specialist expertise

Views and involvement of GSA staff sought on important issues and events

**OBJECTIVES
AND STRATEGIES
2004 → 2008**

**PLANS
2004 → 2005**

**MEASURES OF SUCCESS
2004 → 2005**

**KEY PERFORMANCE
INDICATORS 2008**

OBJECTIVE 5

To be an organisation characterised by excellent staff and a strong resource base

High staff morale and low staff turnover

Investment in redevelopment of GSA Garnethill estate secured

Student Record System procured and operating effectively

Overseas fee income increases by average of 15% per year on 2003 – 4 levels

Non-SHEFC and SHEFC related income increases to 25% of total

**OBJECTIVES
AND STRATEGIES
2004 → 2008**

**PLANS
2004 → 2005**

**MEASURES OF SUCCESS
2004 → 2005**

**MEASURES OF SUCCESS
2004 → 2008**

OBJECTIVE 5 STRATEGY 1

**Recruit, develop, support and retain
excellent academic and support staff**

**Excellent staff with low staff
turnover and high staff morale**

	Develop a pay and rewards strategy underpinned by a sound job evaluation framework	Strategy and timescale for implementation agreed	
	Ensure that the Career Review and Development is rolled out across the whole of GSA	All staff have the opportunity for career review and development	
	Provide high quality development opportunities to all staff through personal development planning and provision of generic programmes of training including leadership development for senior staff	Personal development plans in place for all staff School staff development programme, including leadership development, delivered successfully	
	Provide an academic staff development programme for new and established staff	Programme delivered by January 2005 and future strategy agreed	
	Use activity planning for academic staff to ensure appropriate balance of teaching, research and other academic duties	Staff perceive a more acceptable balance of duties	
	Improve opportunities for formal and informal cross-School dialogue by creating a consistent space within the curriculum, organising staff seminars and symposiums and providing a staff meeting place	Space in curriculum agreed for 2005 – 6 Staff forums organised Staff lounge in place	

**OBJECTIVES
AND STRATEGIES
2004 → 2008**

**PLANS
2004 → 2005**

**MEASURES OF SUCCESS
2004 → 2005**

**MEASURES OF SUCCESS
2004 → 2008**

OBJECTIVE 5 STRATEGY 2

**Redevelop the GSA campus on
Garnethill to provide a high quality
learning, teaching and research
environment and to accommodate
growth**

The vision and master plan is agreed

**Funding secured for the
redevelopment of the
Garnethill campus**

Develop the vision and the business case
for a redeveloped estate and secure
investment from SHEFC, Scottish
Executive and other funding partners.

Options Appraisal completed and
business case submitted to SHEFC,
Scottish Executive and other partners.

Fundraising committee and staff
structure established

Use the process and opportunity of
developing the new estate to review
models of activity

Ongoing in developing estates
masterplan and defining design brief

**OBJECTIVES
AND STRATEGIES
2004 → 2008**

**PLANS
2004 → 2005**

**MEASURES OF SUCCESS
2004 → 2005**

**MEASURES OF SUCCESS
2004 → 2008**

OBJECTIVE 5 STRATEGY 3

In the short term, improve the existing Garnethill campus to maintain an acceptable environment for learning, teaching and research and accommodate limited growth

Existing Garnethill campus enhanced adequately in the short term to sustain the learning environment and accommodate growth

Target resources to maintain quality in learning and teaching environment

Resources targeted and quality improved

Identify areas of the estate which can be better utilised to accommodate growth

Analysis completed and plan being implemented

OBJECTIVE 5 STRATEGY 4

Provide a sophisticated IT infrastructure which meets the School's operational needs

IT and communications infrastructure meets the School's operational needs

Complete the procurement and installation of a student record systems

Operational by August 2005

Complete the redevelopment of IT infrastructure to ensure robustness and effective disaster recovery

Completed

**OBJECTIVES
AND STRATEGIES
2004 → 2008**

**PLANS
2004 → 2005**

**MEASURES OF SUCCESS
2004 → 2005**

**MEASURES OF SUCCESS
2004 → 2008**

OBJECTIVE 5 STRATEGY 5

**Improve organisational structures
and processes to meet changing
needs**

**GSA operates efficiently
and effectively**

	Further improve management reporting and introduce a new resource allocation model	Reporting improved and resource allocation model in place by October 2004	
	Develop a growth model to assess the impact across academic and support departments of growth in student numbers	In place by September 2004	
	Introduce a facilities management service for lecture theatres, seminars and other bookable spaces.	In place by September 2004	
	Introduce a transparent system of service standards in Information Technology, Human Resources, Finance and Estates Departments	In place by September 2004	
	Review records management systems to ensure compliance with Freedom of Information Act	Systems in place	
	Ensure compliance with recent legislation in particular Race Relations and Disability Discrimination legislation	Action Plans in place and monitored	

**OBJECTIVES
AND STRATEGIES
2004 → 2008**

**PLANS
2004 → 2005**

**MEASURES OF SUCCESS
2004 → 2005**

**MEASURES OF SUCCESS
2004 → 2008**

OBJECTIVE 5 STRATEGY 6

Strengthen strategic alliances and collaborations

Strategic alliances and collaborations help to sustain continued autonomy as a small specialist institution

Continue to seek appropriate collaborations and strategic alliances particularly in IT infrastructure support and student records

In place

**OBJECTIVES
AND STRATEGIES
2004 → 2008**

**PLANS
2004 → 2005**

**MEASURES OF SUCCESS
2004 → 2005**

**MEASURES OF SUCCESS
2004 → 2008**

OBJECTIVE 5 STRATEGY 7

Increase and diversify income streams

Non SHEFC and SHEFC related income increases to 25% of total

	Pursue new commercialisation routes including Stage 2 of Smart Finger	Stage 2 investment secured and commercialisation route agreed.	
	Re-launch ClassicTextiles.com	Relaunch at 100% Design in September 2004	
	Review Business Development Policy to provide incentives and rewards to staff to encourage income generation	New policy in place	
	Secure donations to the Creative Futures and Next Generation Funds	Target of £150,000 met	
	Secure legacy pledges	10 pledges secured	

**OBJECTIVES
AND STRATEGIES
2004 → 2008**

**PLANS
2004 → 2005**

**MEASURES OF SUCCESS
2004 → 2005**

**MEASURES OF SUCCESS
2004 → 2008**

OBJECTIVE 5 STRATEGY 8

**Increase applications from home
and overseas students**

**Overseas applications increase by
average of 15% per year on
2003 – 4 base**

**Home applications increase by
average of 1% per year on
2003 – 4 base**

Refine the overseas recruitment strategy with particular emphasis on postgraduate provision

19% increase in full time overseas students. Target for overseas income including Study Abroad - £1.494m

Complete preparations for First Year programme in Fine Art, Design and Architecture at the Central Academy of Fine Art, Beijing (see Objective 1 Strategy 7)

See objective 1 strategy 7

Refine and update the home recruitment strategy

Strategy in place. Applications increase by 1%

**OBJECTIVES
AND STRATEGIES
2004 → 2008**

**PLANS
2004 → 2005**

**MEASURES OF SUCCESS
2004 → 2005**

**MEASURES OF SUCCESS
2004 → 2008**

OBJECTIVE 5 STRATEGY 9

Develop the distinctive national and international profile of The Glasgow School of Art

National and international profile enhanced

Build on the benefits secured through the merger of Recruitment, Marketing and Development Departments with campaigns of publications, press and media and events focussed on distinctiveness of GSA.

Profile is consistently high

Promote the success of GSA students, staff and graduates

Enhanced coverage in press and media

**OBJECTIVES
AND STRATEGIES
2004 → 2008**

**PLANS
2004 → 2005**

**MEASURES OF SUCCESS
2004 → 2005**

**MEASURES OF SUCCESS
2004 → 2008**

OBJECTIVE 5 STRATEGY 10

**Embed an awareness of importance
of Health and Safety into the
GSA culture**

**Health and Safety is completely
embedded in the staff and
student culture**

Incidents reduced

Embed Health and Safety into the
curriculum to enhance awareness

Delivered within the curriculum
in all schools

Deliver a programme of Health and
Safety training to staff and students

Delivered and positive feedback

OBJECTIVE 5 STRATEGY 11

Improve corporate governance

**Best practice in corporate
governance is achieved**

Ensure that GSA complies with the
Cubie Code of Corporate Governance

Compliance

7 APPENDICES

PROGRESS ON 2003 → 2004 PLANS LEARNING AND TEACHING

LEARNING AND TEACHING

Learning and Teaching Co-ordinators have been appointed in the Schools of Architecture, Design and Fine Art and in the Historical and Critical Studies Department. Their role is to encourage innovation and share best practice in learning and teaching. A Learning and Teaching Development Fund was also established with six projects funded in the first year of operation

Inter disciplinary and cross GSA synergies continue to be encouraged with the opportunity for students to access staff and technical resources from any part of GSA now enshrined in student handbooks. The second annual cross GSA study day on the theme of Global Citizenship was a considerable success. A new fortnightly calendar promoting all the events at GSA has been started by the School of Fine Art. Progress on the development of collaborative cross GSA electives has been delayed until space can be created within the existing curriculum.

Work continued on embedding core and transferable skills into the curriculum to ensure graduates can thrive in the world of work. Skills are now explicit in the definitive course documents. The recently appointed Careers Adviser has developed an integrated approach working closely with academic staff in shaping project briefs. GSA became a full member of the Scottish Institute for Enterprise (SIE) and took advantage of its services and educational modules. Two SIE student interns were appointed to promote the work of SIE and enterprise learning to GSA students. SIE also agreed funding to an innovative pilot on creative enterprise education embedded within the GSA curriculum

There have been a significant number of student successes in 2003-4. The following is a small selection: Visual Communications students won Student of the Year at the Scottish Design Awards, two awards at the Scottish Screen Awards and a College of Excellence Award for the School in the Fujifilm Student Photography Awards.

Visual Communications students also won five out of the twenty “best in show” medals at the D&AD New Blood Exhibition. Product Design Engineering students won seven out of nine Royal Society of Art Inclusive Design Awards and the Department given a special award to recognise its achievement in design education. Two PDE students were winners in the Scottish Institute for Enterprise National Business Plan competition. Silversmithing and Jewellery students once again swept the board in the Worshipful Company of Goldsmith’s Young Designer-Silversmith Award. Product Design students were invited to show in the Salon Satellite at the Milan International Design Fair and a PhD student was selected to show her work at the Milan Fair as part of an exhibition curated by Designers Block and the Lighthouse highlighting the best in Scottish design. GSA students won all the Royal Scottish Academy student prizes in architecture.

PROGRESS ON 2003 → 2004 PLANS

QUALITY ENHANCEMENT

A thematic review of assessment using external expertise on the Review Panel was undertaken and identified areas of good practice and aspects of current practice in need of clarification and enhancement.

The Library has completed the implementation of the recommendations of its Thematic Review.

Good progress has been made in establishing a common academic framework across GSA which ensures that the School complies with the Scottish Credit and Qualifications Framework for all undergraduate courses by September 2004.

A review of mechanisms for obtaining student feedback and on student representation on academic committees was completed. A new feedback system will be operational from 2004 – 5 with training for student reps on committees in place from 2005 – 6.

Preparations are underway for the Quality Assurance Agency Enhancement Led Institutional Review of GSA in January and February 2005. This has included an audit of policies against the QAA Code of Practice, an internal ELIR event, a staff seminar and the establishment of an ELIR Review Team responsible for overseeing preparations and comprising membership from across GSA.

PROGRAMME DEVELOPMENT

An innovative mixed delivery part time BA (Hons) Design in Ceramics was launched and recruited well. It is based on distance learning with studio-based residencies at GSA during the Summer and Easter.

Digital Design Studio secured funding from the National Endowment for Science, Technology and the Arts and from Scottish Enterprise to develop an innovative arts and science undergraduate programme.

Preparations continued on the joint initiative with the Central Academy of Fine Art in Beijing to deliver a First Year Programme in Fine Art, Design and Architecture for Chinese students in Beijing with students then articulating into Year 2 at The Glasgow School of Art (and at Edinburgh College of Art) in order to complete their degrees.

To support the planned growth in postgraduate provision, our existing two-year Masters courses in Fine Art and the Digital Design Studio increased numbers by 25%; a new one-year Masters in Textiles as Fashion launched in January 2004 and a cross GSA Masters in Research Methods was in preparation. PhD students increased to 28 with 4 completions. PhD Co-ordinators were appointed in each of the three Schools and at DDS and GSA led in the provision of PhD Supervision Training for staff in the four Scottish art and design colleges/ faculties.

PROGRESS ON 2003 → 2004 PLANS

ACADEMIC STRUCTURES, PROCESSES AND RESOURCES

The Learning and Teaching Committee has been renamed the Quality in Learning and Teaching Committee and its membership has been revised to improve effectiveness.

The Schools of Fine Art and Design are reviewing academic structures.

A pilot virtual learning environment was put in place as a trial for the development of a managed learning environment.

There have been significant technical upgrades to all lecture theatres and seminar rooms. The procurement of the new student record system has been delayed to explore the potential for a strategic alliance with Glasgow Caledonian University.

WIDER ACCESS

There has been a 27% increase in applications from pupils in schools with a low participation rate in higher education against a 10% target as a result of the GSA wider access programme and participation in the GOALS project. Portfolio preparation surgeries and workshops continued to be offered in GOALS schools with content now extending to architecture.

The Continuing Education programme has increased places on its portfolio day courses and achieved a 95% success rate for students on the course gaining entry to degree level courses at art schools.

The Art for All project sponsored by the Clydesdale Bank enabled art and design workshops to be held in schools in Social Inclusion Partnership areas across the West of Scotland. The project won an Arts and Business Award for Corporate Civic Responsibility.

An international summer school for Year 1 GOALS students was organised in association with the Monash University Centre in Prato, Northern Italy.

The GSA admissions policy underwent initial revision following a staff seminar. More work is required and a final policy will go to Academic Council in December 2004.

Student support services have become more integrated to ensure streamlined services are available to those with learning needs. Tuition in English as a second language is now available at GSA for home and overseas students.

A pilot project is underway with Cardonald College and the Glasgow College of Building and Printing to explore articulation routes between Further and Higher Education.

PROGRESS ON 2003 → 2004 PLANS RESEARCH AND KNOWLEDGE TRANSFER

INFRASTRUCTURE

Research Developers have been appointed in the three Schools, Digital Design Studio and the Department of Historical and Critical Studies. Research funds have been established in each school to support emergent researchers and a major research projects fund supported 12 staff research projects during the year.

The post of Head of Research and Postgraduate Studies was established and a postholder appointed.

Two honorary professors – Dean Hawkes and Brian Sherwood Jones – were appointed to support research development in Architecture and the Digital Design Studio respectively.

Professor Colin Porteous was appointed GSA's second Senior Researcher (alongside Professor Thomas Joshua Cooper) with a research assistant to support the development of the Mackintosh Environmental Architecture Research Unit.

Externally generated research income of £678,000 was secured, exceeding the original target of £250,000 by a significant margin.

PhD by Publication regulations were agreed with the University of Glasgow.

RESEARCH CENTRES

Digital Design Studio continued to develop its growth plan and, with funding from Scottish Enterprise, commissioned a feasibility study into its future relocation to the Digital Media Campus at Pacific Quay.

DDS was successful in securing GSA's first European Commission research grant under Framework 6. Coherent involves 5 European partners. Research contracts have also been secured with Voice Technologies and with QinetiQ Maritime Systems and research partners are being developed in the areas of medical imaging.

Digital Design Studio and the School of Architecture have established a joint post of Visual Cities Co-ordinator to develop research using 3D imaging, interactive devices and virtual environments to enhance user participation in urban and architectural design. Work is already underway on a tenant participation project with Glasgow Housing Association in the Gallowgate.

Centre for Advanced Textiles has been successful in attracting a wide range of commercial contracts for its advanced

digital print facilities. ClassicTextiles.com, established by the Centre for Advanced Textiles, provides access to classic textile designs of major designers – currently Lucienne Day and Robert Stewart – which are now otherwise out of print. Research projects are underway into textile designs of Charles Rennie Mackintosh and digital print on cashmere.

The Research Centre for Art + Public has secured Scottish Arts Council funding to enable GSA to form the research engine of a new national Public Art Development Agency. It has appointed a Lead Researcher and a Development Co-ordinator.

GSA participated in a tri partite exhibition of drawing under the auspices of the International Drawing Research Institute. The exhibition was held in Xi'an in China and involved Scottish, Australian and Chinese artists.

The Mackintosh Centre for Collections and Archives curated an exhibition about Charles Rennie Mackintosh's connections with Port Vendre for an exhibition in the town as part of the Entente Cordiale celebrations between the UK and France.

PROGRESS ON 2003 → 2004 PLANS

RESEARCH PROJECTS

A large proportion of GSA staff was actively engaged in research during 2003 – 4. Amongst the many projects undertaken the following are a small sample.

In Design, the AHRB funded research project into Robert Stewart, former Head of Design at The Glasgow School of Art resulted in a book published by A&C Black and exhibitions in Glasgow and London. Jack Cunningham in Silversmithing and Jewellery is curating an exhibition on narrative jewellery showing the work of 50 key European designer makers.

The Historical and Critical Studies Department organised a highly successful international conference on "The State of the Real" with keynote speeches from Professors Slavoj Zizek and Linda Nochlin. A follow up conference is planned. Bruce Peters published a book on " Passenger Liners Scandinavian Style" and Sarah Lowndes published "Social Sculpture".

Architecture staff, Colin Porteous, Sandy Page, Sally Stewart and Paul Simpson presented papers in conferences as far a field in Chihuahua Mexico, New Delhi India, Tokyo Japan and East London. GSA and The Lighthouse have agreed to collaborate on research leading to a Gillespie Kidd and Coia exhibition and publication.

In Fine Art, researchers like Christine Borland, Calum Innes, Ross Sinclair, Carol Rhodes, Roger Palmer, Thomas Joshua Cooper, Lesley Punton, David Bellingham, Moyna Flanigan exhibited and produced published work nationally and internationally.

KNOWLEDGE TRANSFER

Work continued on the Smart Finger project at DDS with Proof of Concept funding from Scottish Enterprise. Second stage investment is being sought.

Three design ideas from students in Product Design Engineering are being commercialised and a further eleven designs have been registered.

The Scottish Executive is considering a proposal for a collaborative Scottish Design Innovation Network commercialising student design from art and design departments across Scotland.

Discussions are underway with Scottish Enterprise to support a feasibility study into establishing GSA as a resource hub providing access to technical facilities and expertise to creative businesses in Glasgow as part of the GSA estates redevelopment.

PROGRESS ON 2003 → 2004 PLANS THE SOCIAL, CULTURAL AND ECONOMIC CONTRIBUTION

The GSA exhibitions programme included major exhibitions on designers Robert Stewart and Lucienne Day; a response to Whistler by contemporary artists curated by Lapland as part of the Whistler Festival; an exhibition of work at the turn of the 20th Century by Women Artists of Godolla and an exhibition exploring design process using drawing and painting by architect C J Lim.

GSA has participated in the Mackintosh Heritage Liaison Committee and funding has been secured to support two initiatives – a Mackintosh travel ticket with Strathclyde Passenger Transport and an innovation award towards the development of an IT Palm (PDA) project.

The programme of awareness visits to GSA include the Deputy First Minister, Jim Wallace; the Minister for Culture Tourism and Sports, Frank McAveety; the Convenor of the Scottish Parliament Enterprise and Culture Committee; the new Head of the Lifelong Learning Department in the Scottish Executive and four MSPs.

PROGRESS ON 2003 → 2004 PLANS ORGANISATION AND RESOURCE BASE

ORGANISATION

A new Deputy Director and Director of Academic Development, Allan Walker, was appointed and joined the School in early June. A secondment by Ian Pirie from Robert Gordon University had very productively bridged the gap.

The Development and Recruitment Departments were successfully merged to form a new integrated Department of Marketing and Development.

STAFF

Career review and personal development planning was rolled out across the School. Staff development programmes, including equal opportunities training, continued to be provided with take up increasing by 15%. A new staff handbook was published.

A staff symposium and two staff seminars were organised to stimulate cross GSA debate on key issues.

Reorganisation of staff duties continued after the programme of voluntary redundancies and savings which had taken place in the previous year. In particular a major reorganisation of the Janitorial services was undertaken alongside the move to automated entry to all buildings.

PHYSICAL AND IT INFRASTRUCTURE

SHEFC funded studies of the condition of the estate, its fitness for purpose and its space utilisation were completed. The conclusion reached by the consultants, RMJM, was that only wholesale rationalisation and redevelopment of the estate would provide the quality of learning, teaching and research environment the School needed and could improve utilisation. Architects Bond Bryan were appointed to undertake the next step of refining the Vision and Objectives for estates redevelopment, identifying and appraising the options which could deliver that vision.

An application to the Heritage Lottery Fund was prepared to support the conservation and refurbishment of the Mackintosh Building, Collections and Archives.

Aedas Architects were commissioned by Scottish Enterprise to undertake a feasibility study into the relocation of the Digital Design Studio to the Digital Media Campus at Pacific Quay. The work is due to be completed in September 2004.

Significant developments in IT have included an increase from 35% to 60% of students using the GSA e-mail system; a review of processes for managing IT infrastructure; collaboration with the University of Strathclyde on back up, disaster recovery and other on line services.

PROGRESS ON 2003 → 2004 PLANS

LEGISLATION

Major improvements have been made in the accessibility of the estate to ensure compliance with the Disability Discrimination Act and the Library has acted as a model of good practice including a lift to all levels, the introduction of special software and the production of accessible information guidelines.

A revised Race Relations Policy and action plan has been produced.

Work was well underway to comply with the Freedom of Information Act by September 2004 including a review of records management systems.

Admissions and progress of students with disabilities and those from minority ethnic backgrounds are monitored. Data on ethnic background of staff is available but progression data is yet to be collated. The results for 2002 – 3 and 2003 – 4 are in Appendix 2.

FINANCIAL SUSTAINABILITY

An operating surplus was achieved for 2003 – 4

An additional £159,000 recurrent Small Specialist Institution grant was agreed bringing the total additional annual grant to £425,000

Value for money studies into electricity and gas costs resulted in savings of 3% and 9%.

COMMUNICATION AND RECRUITMENT

There was a 9% increase in overseas postgraduate students and a 14.5% increase in overseas undergraduate students. The increase was offset by a downturn in Study Abroad visits to produce a 3.6% overall increase in overseas students.

Home/EU applications remained stable.

The GSA website won the UK Gold Award from HEIST, the UK Higher Education Marketing Agency, and was commended at the Scottish Design Awards.

CORPORATE GOVERNANCE

The Glasgow School of Art Board was joined by: Professor Sir Graeme Davies, Chancellor of London University and former Vice Chancellor of Glasgow University; Roberta Doyle, Head of Marketing at the National Galleries of Scotland; Afzal Khushi, Director of Trespass, the international sportswear designer and manufacturer; David Shearer, recent Senior Partner of Deloitte and Touche in Scotland and Northern Ireland; Katrina Brown, Deputy Director and Curator, Dundee Contemporary Arts.

Work was done to ensure compliance with best practice in corporate governance.

EQUAL OPPORTUNITIES MONITORING

STUDENTS	2002 – 3	2003 – 4	STAFF	2002 – 3
DISABLED			Total staff (<i>headcount</i>)	355
Total disabled	5%	10%	Of whom disabled	5%
Of which Dyslexia represents	71%	69%	Of whom Black, Asian, Chinese	2%
Total Failures (<i>% of student population</i>)	6%			
Of which those with disabilities	23%			
Of which those with dyslexia	19%			
Total Withdrawals (<i>% of student population</i>)	4%			
Of which those with disabilities	2%			
Of which those with dyslexia	1%			
ETHNICITY				
White British, Scottish, Irish, other	88%	90%		
Not known	5%	4%		
Black, Asian, Chinese, Mixed race	7%	6%		
Total Failures (<i>% of student population</i>)	6%			
Of which Black, Asian, Chinese or Mixed Race	6%			
Total Withdrawals (<i>% of student population</i>)	4%			
Of which Black, Asian, Chinese or Mixed Race	1%			

BID FOR ADDITIONAL FUNDED PLACES

The following additional funded places are requested. With the exception of the innovative cross disciplinary undergraduate programme being developed at the Digital Design Studio, for which we are seeking incremental increases in funded places from 32 in 2007 – 8 to 128 by 2010 – 11, the funded places sought are for planned growth in taught postgraduate provision.

The availability of taught postgraduate funded places across the art, design and architecture disciplines in Scotland is extremely low in comparison with other disciplines and yet postgraduate education could make the most positive impact on the creative industries and cultural sectors in Scotland.

GSA currently has only 41.6 funded postgraduate places across Creative Arts and Built Environment. We seek a significant incremental increase of 34 in 2005 – 6 rising to 84 in 2007 – 8 and 110 in 2010 – 11.

ADDITIONAL FUNDED PLACES REQUESTED:

FUNDING GROUP	2004 – 5	2005 – 6	2006 – 7	2007 – 8	2008 – 9	2009 – 10	2010 – 11
SCIENCE							
Undergraduate	-	-	-	32	64	96	128
BUILT ENVIRONMENT							
Taught Postgraduate Existing Masters course	-	7	16	16	18	18	18
CREATIVE ARTS & HOSPITALITY							
Taught Postgraduate Growth of Existing Masters course	-	21	26	30	30	30	30
New Masters courses	-	6	28	38	52	62	62
Total Additional Undergraduate Places	-	-	-	32	64	96	128
Total Additional Postgraduate Places	-	34	70	84	100	110	110

STUDENT FTE PROJECTIONS 2004/05 → 2008/09

BY FUNDING SUBJECT GROUP <i>(Increase/decrease over previous year shown in shaded area)</i>	2003/04	2004/05		2005/06		2006/07		2007/08		2008/09	
	ACTUAL (Dec 2003) FTE	PROJECTED FTE									
BUILT ENVIRONMENT											
Undergraduate Students	292	271	(21)	276	5	290	14	302	12	314	12
Postgraduate Students at UG Fee Level	84	101	17	96	(5)	101	5	102	1	112	10
Postgraduate Students	11	19	8	20	1	21	1	21	-	23	2
ENGINEERING AND TECHNOLOGY											
Undergraduate Students	143	162	19	164	2	170	6	174	4	173	(1)
SCIENCE											
Undergraduate Students	0	0		0		0		35	35	70	35
CREATIVE ARTS & HOSPITALITY											
Undergraduate Students	930	950	20	972	22	976	4	979	3	988	9
Postgraduate Students	96	121	25	130	9	164	34	181	17	185	3
ALL SUBJECT GROUPS											
Undergraduate Students	1,365	1,383	18	1,412	29	1,436	24	1,489	54	1,544	55
Postgraduate Students at UG Fee Level	84	101	17	96	(5)	101	5	102	1	112	10
Postgraduate Students	106	140	34	150	10	186	35	203	17	208	5
Total Students	1,555	1,624	69	1,658	34	1,722	64	1,794	72	1,864	71

INCOME & EXPENDITURE

	FORECAST 2003 – 04 £000	PLAN 2004 – 05 £000	PLAN 2005 – 06 £000	PLAN 2006 – 07 £000	PLAN 2007 – 08 £000
INCOME					
Funding council grants	8,982	9,374	9,652	9,883	10,179
Home/EU tuition fees	2,091	2,150	2,235	2,302	2,371
Overseas tuition fees	1,206	1,494	1,708	2,199	2,605
Research grants & contracts	678	600	800	930	1,050
Endowment & investment income	100	90	110	115	120
Other income	895	919	946	975	1,000
Total income	<u>13,952</u>	<u>14,627</u>	<u>15,451</u>	<u>16,404</u>	<u>17,325</u>
EXPENDITURE					
Staff costs	8,718	9,210	9,790	10,584	11,141
Other operating expenses	4,304	4,456	4,608	4,767	5,070
Depreciation	930	955	1,052	1,048	1,060
Total expenditure	<u>13,952</u>	<u>14,621</u>	<u>15,450</u>	<u>16,399</u>	<u>17,271</u>
Surplus on operations	–	6	1	5	54
Transfer from revaluation reserve	377	377	377	377	377
Surplus on historic cost basis	<u>377</u>	<u>383</u>	<u>378</u>	<u>382</u>	<u>431</u>

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