

**THE GLASGOW
SCHOOL OF ART**

**STRATEGIC PLAN
SUMMARY**

04→08



The Mackintosh Building

OUR MISSION

TO DELIVER
WORLD CLASS
EDUCATION AND
RESEARCH IN,
AND ACROSS
THE FIELDS OF
ARCHITECTURE
ART AND DESIGN,
IN ORDER TO MAKE
A SIGNIFICANT
ECONOMIC,
CULTURAL
AND SOCIAL
CONTRIBUTION
LOCALLY,
NATIONALLY AND
INTERNATIONALLY



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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.

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, for example, 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 that 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 disciplinary 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 area of interdisciplinary 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% →

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

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!

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. This is to be welcomed.

The Glasgow School of Art's cultural engagement of course takes many forms. There is the work, knowledge, research 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 2004-5 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, 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.

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 its 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 →

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

staff and students across international networks of like minded institutions of equal educational standing through exchange programmes, international workshops, joint programmes.

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. The 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 the 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 interdisciplinary 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.

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.

The 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 responsibilities for academics 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.

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 completing 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 an 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 over 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 developing 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.

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

Full details of the full Strategic Plan 2004 – 2008, including a report on progress in 2003-4 and student number projections, are available on the GSA website on www.gsa.ac.uk/publications

What follows in this summary are the strategies we have agreed for 2004 – 8 and the institutional priorities for 2004 – 5

OBJECTIVE 1

To provide creative education of the highest quality

Our objective is to provide creative education of the highest quality which promotes inter disciplinary and builds synergies across the School; which remains relevant to national and international contexts; which uses flexible modes of delivery in response to the changing needs of students; and which benefits from links with research.

Over the period of the Plan 2004 – 2008 we will do this by:

Encouraging research, development and innovation in learning and teaching

In 2004 – 5 our priority will be to:

- Promote innovation and share good practice through the work of our Learning and Teaching Co-ordinators
- Encourage and support research into pedagogy
- Provide grants to staff through a Learning and Teaching Innovation Fund

Ensuring that quality enhancement is firmly embedded in all aspects of learning and teaching

In 2004 – 5 our priority will be to:

- Prepare for, and engage successfully with, QAA Enhancement Led Institutional Review
- Complete work to ensure compliance with the Scottish Credit and Qualifications Framework
- Implement the recommendations of the Thematic Review of Assessment
- Improve student feedback mechanisms and student representation on academic committee structures
- Provide academic staff development for new and established staff to enhance quality in learning and teaching

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

In 2004 – 5 our priority will be to:

- Ensure core and transferable skills are embedded and explicit in assessment criteria and learning outcomes
- Promote enterprise learning through the work of Scottish Institute for Enterprise and the SIE student interns
- Develop an employability strategy which builds on the QAA Enhancement Theme

Encouraging interdisciplinary approaches to learning and teaching

In 2004 – 5 our priority will be to:

- Develop an arts and science undergraduate degree programme at Digital Design Studio
- Support interdisciplinary student projects and study days

Ensuring our portfolio of courses and modes of delivery remain relevant to a rapidly changing society

In 2004 – 5 our priority will be to:

- Review GSA's overall portfolio of programmes as part of annual planning and explore the potential for part time and flexible modes of delivery
- Revise academic structures in the Schools of Design and Fine Art

Developing and promoting postgraduate opportunities

In 2004 – 5 our priority will be to:

- Refine the postgraduate growth strategy to increase overall taught and research postgraduate numbers to 15% by 2008 and 20% by 2011
- Continue the development of new and expanded taught Masters programmes in the School of Design, Digital Design Studio and Historical and Critical Studies
- Review postgraduate development in the Schools of Architecture and Fine Art
- Increase PhD numbers to 34 with 6 completions towards a target of 55 PhD students by 2008 with 8 completions annually
- Secure scholarships to support needy postgraduate students

Developing international partnerships

In 2004 – 5 our priority will be to:

- Complete preparations for the design and delivery of a First Year Programme in Fine Art, Design and Architecture at the Central Academy of Fine Arts in Beijing to start in September 2005 with students articulating into GSA Year 2 degree courses from 2006
- Refine our international partnerships to ensure quality

Removing obstacles to European Mobility

In 2004 – 5 our priority will be to:

- Engage actively with the work of the European League of Institutes of the Arts

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

In 2004 – 5 our priority will be to:

- Develop a managed learning environment
- Refine the IT strategy to focus its development firmly on academic mission
- Further enhance library provision

OBJECTIVE 2:

To ensure our student community reflects the diversity of society

The overall student profile in higher education in the UK does not match that of society at large. The same is true of GSA's student profile where students from less advantaged backgrounds are less represented proportionately within the student population. The difference lies not in creative ability or intelligence but often in the lack of opportunities that have been available and in the limited aspiration and confidence that result. This objective is about tackling inequalities where it lies within our power to do so.

Over the period of the Plan 2004 – 2008 we will do this by:

Increasing applications from those groups currently under represented in the student community by a minimum of 10% per year

In 2004 – 5 our priority will be to:

- Develop partnerships and explore articulation routes with Further Education colleges in Glasgow
- Participate actively in the GOALS project (Greater Opportunities and Access to Learning Scheme)
- Secure scholarships and bursaries for students from disadvantaged backgrounds

Ensuring fair and transparent recruitment and admissions practices

In 2004 – 5 our priority will be to:

- Review GSA's admissions and selection procedures

Enhancing the retention of students from under represented groups

In 2004 – 5 our priority will be to:

- Ensure the newly integrated student support services meet the needs of all students
- Develop summer schools to bridge between school and GSA

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

In 2004 – 5 our priority will be to:

- Prepare for a curriculum audit on diversity in 2005-6

OBJECTIVE 3: **To develop research of international standing**

Our objective is to develop research of international standing which supports learning; involves a high proportion of GSA staff; and engages with industry, community and the professional creative sectors. The aim is to mature the research culture at GSA and enhance our position in the 2008 Research Assessment Exercise.

Over the period of the Plan 2004 – 2008 we will do this by:

Continuing to develop existing and emerging research centres to be centres of international research excellence

In 2004 – 5 our priority will be to:

- Complete the growth plan for Digital Design Studio and secure investment from Scottish Enterprise and other partners
- Complete negotiations with Scottish Enterprise and other development partners on the relocation of DDS to the Digital Media Campus at Pacific Quay
- Increase research capacity at the Centre for Advanced Textiles
- Implement development plans for the Research Centre for Art + Public; the Mackintosh Environmental Architecture Research Unit and Visual Cities

Developing research themes, particularly those which promote inter disciplinary

In 2004 – 5 our priority will be to:

- Refine and develop plans for research themes across GSA in pedagogy, drawing, Inclusive Design and Future Homes
- Refine and develop plans for research themes within each School
- Develop inter disciplinary research partnerships with other institutions e.g. Design in the 21st Century, research partnership with the Royal College of Surgeons

Pursuing Research which is collaborative and engages in national and international networks

In 2004 – 5 our priority will be to:

- Be a core partner in the development of a Creative Disciplines Research Pool

Nurturing and supporting emergent researchers with a view to achieving 80% of GSA staff research active by 2008

In 2004 – 5 our priority will be to:

- Work with staff to develop research ambitions and secure research funding

Increasing externally generated research income at least 2 fold by 2008

In 2004 – 5 our priority will be to:

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

Disseminating research outputs more effectively

In 2004 – 5 our priority will be to:

- Increase research publications, organise conferences and use the website

OBJECTIVE 4:

To use our research, expertise and resources to bring benefit to Glasgow, Scotland and beyond

Our objective is to ensure that we remain externally referenced and use our research, expertise, ideas and resources to bring economic, social and cultural benefit to the City, the nation and internationally.

Over the period of the Plan 2004 – 2008 we will do this by:

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

In 2004 – 5 our priority will be to:

- Audit existing knowledge transfer activity and refine our strategy in the light of the work of SHEFC's Knowledge Transfer Task Force and Cultural Engagement Sub Group

Identifying opportunities to commercialise GSA's research and intellectual property

In 2004 – 5 our priority will be to:

- Secure stage 2 investment in the DDS Smartfingers development and finding a route to market
- Establish a student patent fund

Developing continuing professional development and consultancy services

In 2004 – 5 our priority will be to:

- Explore the potential for new Masters courses to include self standing modules available as CPD
- Develop an art and design pathway for chartered teacher status in the Master of Education

Building bridges into the world of work to encourage graduates to remain in Glasgow and Scotland and support creative and cultural industries

In 2004 – 5 our priority will be to:

- Partner the 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 for undergraduates
- Undertake a feasibility study into GSA acting as a resource hub for the creative industries and providing incubation services as part of estates development

Preserving and promoting the Mackintosh heritage and GSA's Collections and Archives

In 2004 – 5 our priority will be to:

- Secure funds from Heritage Lottery Fund and other funders to support a major conservation and refurbishment of the Mackintosh Building and GSA Collections and Archives

Strengthening the GSA Continuing Education Programme

In 2004 – 5 our priority will be to:

- Credit rate portfolio preparation courses and ensure a 90% success rate for students applying for entry to art school

Playing a role in the economic and cultural success of Glasgow

In 2004 – 5 our priority will be to:

- Organise high quality exhibitions and conferences
- Contribute to the Strategic Review of Glasgow's higher education as part of the Joint Economic Strategy for the City

Influencing policy makers on issues which affect our sector and where we can make a strategic contribution

In 2004 – 5 our priority will be to:

- Continue to organise visits to GSA by Ministers, MSPs, senior civil servants and other influential people
- Raise the profile of creative education and its impact on creative industries and the wider economy
- Ensure GSA staff are recognised for their specialist expertise

OBJECTIVE 5:

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

The fulfilment of our ambitions depends on having an outstanding staff, a high quality campus, excellent information technology resources and financial stability.

Over the period of the Plan 2004 – 2008 we will do this by:

Recruiting, developing, supporting and retaining excellent academic and support staff

In 2004 – 5 our priority will be to:

- Develop a pay and rewards strategy underpinned by a sound job evaluation framework
- Ensure career review, activity planning and personal development planning is rolled out across the institution
- Provide academic staff development for existing and new academic staff
- Introduce leadership development for senior staff
- Improve opportunities for formal and informal debate and dialogue across the Schools

Redeveloping The Glasgow School of Art campus on Garnethill to provide a high quality learning, teaching and research environment and to accommodate growth

In 2004 – 5 our priority will be to:

- Develop the vision and the business case for a redeveloped estate; secure investment from Scottish Executive, SHEFC and other funding partners and use the process to review models of activity

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

In 2004 – 5 our priority will be to:

- Improve utilisation to accommodate growth in student numbers
- Target available resources to maintain quality in the learning and teaching environment

Providing a sophisticated IT infrastructure that meets the School's operational needs

In 2004 – 5 our priority will be to:

- Complete the procurement and introduction of a new Student Record System

Improving organisational structures and processes to meet changing needs

In 2004 – 5 our priority will be to:

- Introduce a new resource allocation model and improvements to management reporting
- Introduce a facilities management service to improve the operation of lecture theatres and seminar rooms
- Ensure compliance with recent legislation particularly the Freedom of Information Act, Race Relations and Disability Discrimination Acts

Strengthen strategic alliances and collaborations

In 2004 – 5 our priority will be to:

- Pursue collaborations in IT infrastructure support and student records

Increase and diversity income streams

In 2004 – 5 our priority will be to:

- Pursue new commercialisation routes
- Review the business development policy to provide increased incentives to staff for income generation
- Concentrate fundraising on securing donations to the Creative Futures and Next Generation Scholarship Funds and on legacy pledges

Increase applications from home and overseas students

In 2004 – 5 our priority will be to:

- Put strategies in place which secure an average 15% annual increase in income from full time overseas students over the planning period

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

In 2004 – 5 our priority will be to:

- Consolidate the synergies created by the merger of Recruitment, Marketing and Development Departments
- Promote the significant successes of GSA students, graduates and staff

Embed an awareness of the importance of health and safety into the GSA culture for staff and students

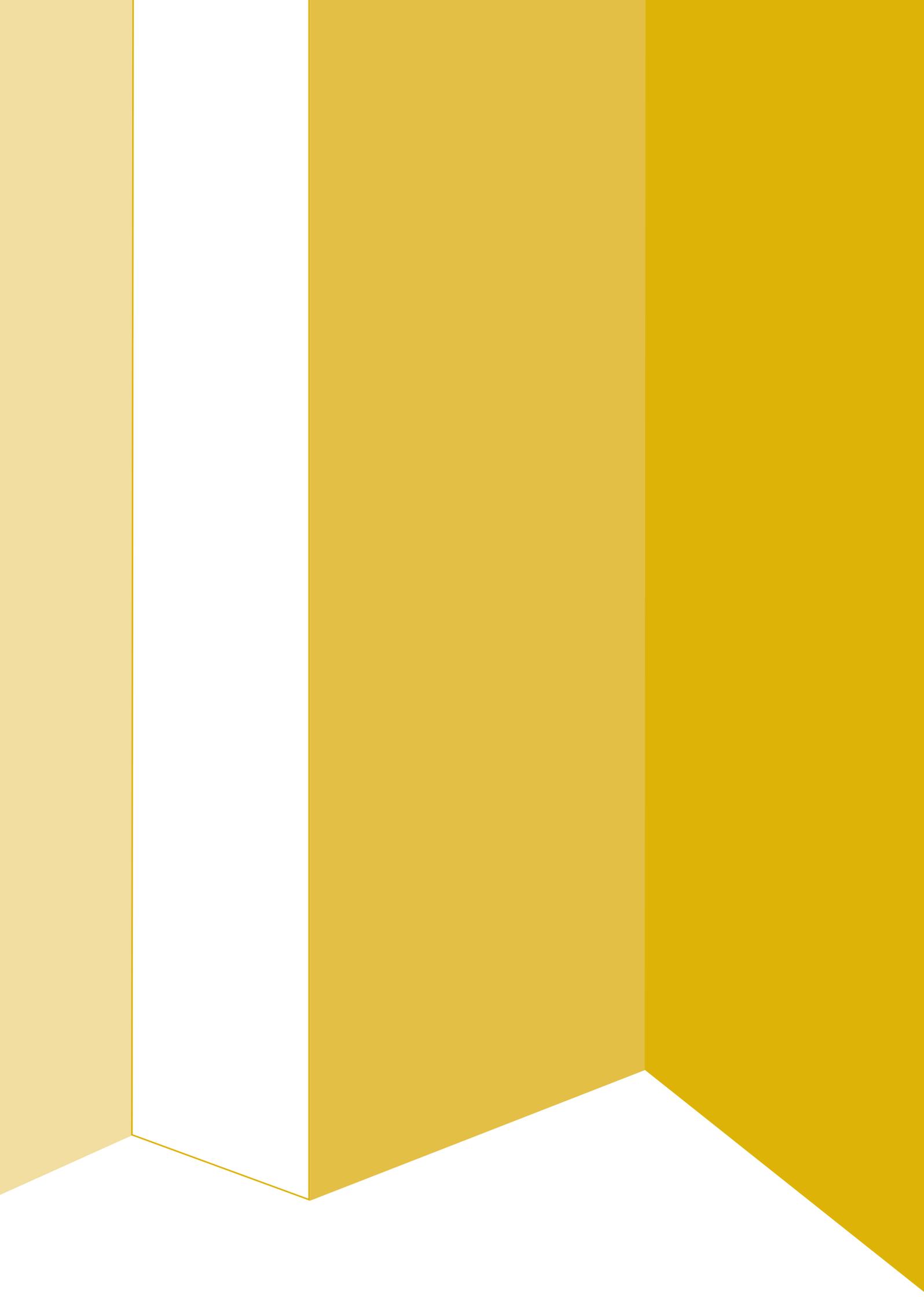
In 2004 – 5 our priority will be to:

- Embed health and safety into the student curriculum

Improve corporate governance

In 2004 – 5 our priority will be to:

- Ensure GSA complies with the Code of Practice on Corporate Governance





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