

**SUMMARY
STRATEGIC PLAN**

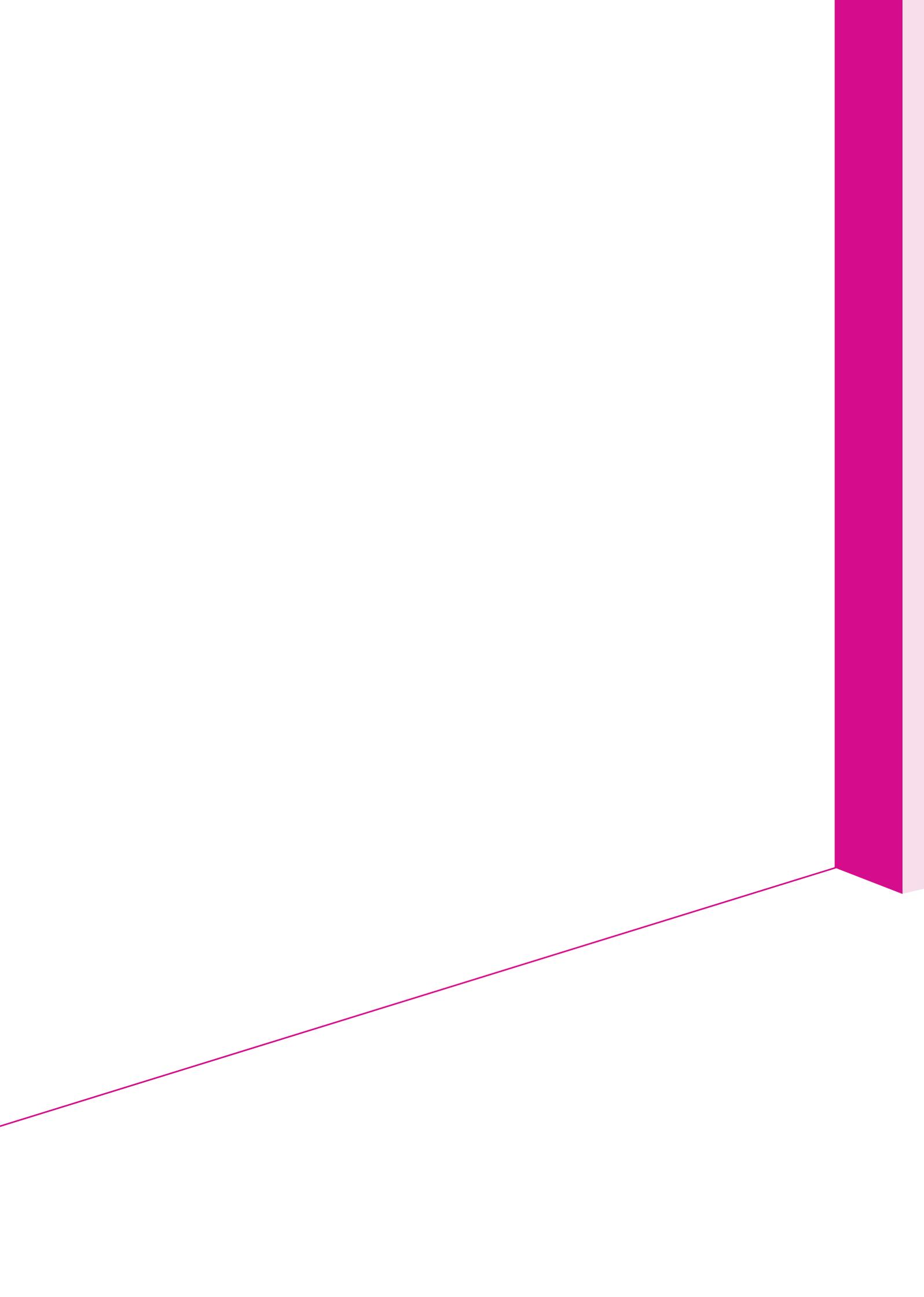
04→08
2005 – 2006 UPDATE



The Mackintosh Building, West Facade © Eric Thorburn, The Glasgow School of Art 2002

OUR VISION

**TO PROVIDE WORLD-CLASS
CREATIVE EDUCATION AND
RESEARCH IN ARCHITECTURE,
DESIGN AND FINE ART,
WHICH MAKES A SIGNIFICANT
ECONOMIC, SOCIAL AND
CULTURAL CONTRIBUTION.**



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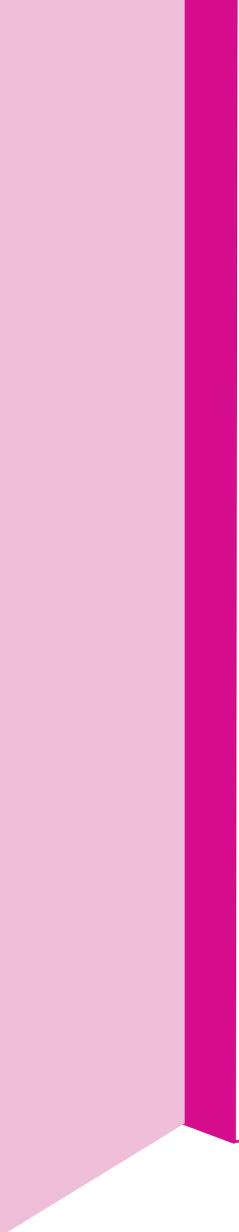
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INTRODUCTION

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 skills base for creative industries we need to increase our capacity particularly at postgraduate level. Indeed, Scottish Enterprise Glasgow in its recent Framework Document for Creative and Cultural Industries¹ talks specifically about the need to increase postgraduate opportunities in creative disciplines. Our ambition is to increase the percentage of postgraduate students from its current 8% to 15% in 2008 and to 20% by 2011.

The additional funds which SHEFC has provided 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. Again Scottish Enterprise Glasgow talks about the

importance of ladders of support to creative graduates. We are continuing to embed core and transferable skills firmly and explicitly into our project-based curriculum, piloting innovative new approaches which appeal to creative minds, supported in this by the Scottish Institute for Enterprise². We are also developing graduate bridging projects in partnership with NESTA and the Lighthouse³ and exploring new models whereby the technical resources we have and our highly skilled and knowledgeable academic and technical staff could continue to support graduates as they establish themselves as new creative businesses and cultural ventures.

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, but the very significant and welcome increase in Government funds for knowledge transfer for higher education generally is not finding its way to the creative disciplines. The metrics being used to allocate funds are quite simply inadequate in responding to creative disciplines and the needs of creative industries and the cultural sector.

The Minister for Enterprise and Lifelong Learning, in his guidance letter⁴ to the Scottish Higher Education Funding Council, asks SHEFC to look at how the contribution of the sector to the creative industries can be enhanced. It is to be hoped that the needs being identified in the Council's recently established Creative Industries Working Group and reflected above can be addressed.

Of course, the creative industries themselves and the nature of practice in fine art, design and architecture

1 Scottish Enterprise Glasgow Framework Document for the Creative and Cultural Industries 2004

2 Insight Out Learning

3 National Endowment for Science, Technology and the Arts and the Lighthouse Centre for Architecture, Design and the City

4 Scottish Executive, letter of guidance to SHEFC from the Minister for Enterprise and Lifelong Learning January 21 2005

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 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 inter-disciplinary 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 Scotland⁵, 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 University⁶ 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 and 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 the GSA continues to play a defining role in that reputation. We need to promote that role within the City and, in partnership, develop it.

The GSA attracts students from all over the world, many of whom wish to stay. A joint programme 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!

THE CULTURAL ROLE

The importance of our cultural life was affirmed when the First Minister of Scotland, in his St Andrew's Day address in late 2003, talked about the centrality of cultural activity to all aspects of our lives. He wanted Scotland to have "the courage and faith to back human imagination, our innate creativity, as the most potent force for individual change and social vision". And he proposed that every department within the Scottish Executive 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.

5 A Smart Successful Scotland: Ambitions for the Enterprise Network. Scottish Executive 2004

6 *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

In his guidance to SHEFC in January 2005, the Minister for Enterprise and Lifelong Learning emphasises the importance of culture and creativity, stressing that the HE sector has an important role in developing cultural activity, awareness and expertise through creating wider access to cultural activity and helping to develop creative talent across different sectors of the economy.

The Knowledge Transfer Task Force of the Scottish Higher Education Funding Council has published a discussion document⁷ which acknowledges the important role that higher education institutions have in promoting and supporting cultural activities and engaging culturally with their communities, both geographic and interest. The discussion document proposes a dedicated stream of funding to further develop that engagement which is welcome.

The Glasgow School of Art's cultural engagement of course takes many forms. There is the work 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. Our students exhibit internationally – in 2005–6 for example, the Master of Fine Art Degree Show exhibition will visit Beijing and Tokyo. Our graduates represent Scotland in disproportionate numbers. 60% of the designers representing Scotland at the 2004 International Design Fair were GSA graduates. 100% of the artists representing Scotland at the 2005 Venice Biennale are GSA graduates.

Whilst we welcome the fact that this aspect of the GSA's work – the cultural contribution we make locally, nationally and internationally – is now formally recognised, it is important to recognise that any funding for cultural engagement should be additional to, and not a substitute for, more inclusive metrics which capture the full range of knowledge transfer in the creative disciplines.

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 – 3⁸; its Lifelong Learning Strategy⁹; and the Treasury's Lambert Review of Business-University Collaboration¹⁰ 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.

The GSA is responding to these challenges by embracing the SCQF, by exploring different modes of delivery and by working with partner Further Education Colleges to explore articulation routes.

Students are increasingly concerned about how their education equips them for the transition into the world of work. The 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.

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 the GSA's Institutional Review in early 2005 resulted in the Quality Assurance Agency reporting Broad Confidence, the highest of three bands, in the management of the quality of provision and the academic standards of awards. The review provided an invaluable opportunity to shine a light on the way in which the School manages and continually enhances the quality of its learning and teaching and assures standards. 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.

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 that the 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.

8 Scottish Executive: A Framework for Higher Education in Scotland Phases 1 – 3 2003-4

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

10 H.M.Treasury: Lambert Review of Business-University Collaboration December 2003

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, the GSA is a core partner in the development of a Creative Disciplines Research Network.

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 increasingly working in areas such as medicine and naval architecture; and with emerging research themes such as Living Cities and Inclusive Design taking an explicitly interdisciplinary approach. We would, however, also defend vigorously research which achieves excellence within traditional disciplines and research centres in drawing, in environmental architecture, and in digital textiles are also being pursued.

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; to develop strength in research themes like Living Cities and Inclusive Design; to increase the proportion of research active staff to 80% by 2008; to 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.

The Glasgow School of Art engages enthusiastically in activities which make a contribution to the economy. Two phases of Scottish Enterprise Proof of Concept grant, for example, are supporting the development of 3Motion, 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; consultancy services are provided by the Mackintosh Environmental Architectural Research Unit into energy efficient housing; and student designs are being licensed for product. We are also exploring how we can increase provision of continuing professional development to benefit creative industries.

We also, as has been said, make a major contribution to the cultural life of the nation – 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. This too is knowledge transfer in its broadest sense and that this is now acknowledged by SHEFC is a very positive development.

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 Report¹¹ 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 the GSA to meet the inevitable costs without additional funding. For the 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 the 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 the 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 further enhance quality and innovation in learning and teaching.

The effectiveness of the School's Board of Governors, already reviewed internally on a regular basis, can now be measured against a new UK wide Code of Governance. It has not been found wanting.

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 the GSA is, however, in danger of seriously undermining it.

The Garnethill campus is very poor. It fails to provide a learning, teaching or research environment which is in any way adequate to meet the ambitions of the School in terms of its quality, its flexibility, its cost effectiveness, the image it projects to future students, staff and partners or its ability to accommodate planned growth in international students, postgraduate provision and research activity. Having concluded, on the basis of studies into the condition of the estate, its fitness for purpose and the utilisation of space, that only a major redevelopment could sensibly address the inadequacies, an options appraisal was commissioned with support from SHEFC.

The aim now is to build the case for significant investment from SHEFC, the Scottish Executive and other partners in the option identified – the disposal of outlying buildings and the focus for redevelopment on two sites around the Mackintosh Building and on Renfrew Street. The creation of a high quality, fit for purpose campus designed for the 21st Century is a major factor in ensuring the

School remains nationally and internationally competitive. A drive to also 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 Stage 1 agreement for funding of £4.466m has been secured from the Heritage Lottery Fund for the Mackintosh Conservation and Access Project. If confirmed at Stage 2, the grant will enable us to conserve and restore the building, collections and institutional archives; bring studios and other apartments back to their original use; create new exhibition areas and an interpretation centre and increase the number of visitors 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. With Scottish Enterprise support a growth plan and feasibility study have been completed and the potential for DDS to become a key anchor tenant of this important creative industries development is now actively under consideration.

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 real costs of implementing national pay awards. The new National Pay Framework will be in place by August 2006 and, given that pay at the 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 teaching income which is not assured 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 the GSA are convinced that the value of the 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 make a significant cultural, social and economic 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 2005 – 2006.

The full strategy, which includes a report on progress in 2004 – 2005, student number projections and a summary of the income and expenditure budget, is available on the GSA website on www.gsa.ac.uk/publications

OBJECTIVE 1**To provide creative education of the highest quality**

Our objective is to provide creative education of the highest quality which promotes inter-disciplinarity 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 to research.

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

Encouraging research, development and innovation in learning and teaching

In 2005 – 2006 our priority will be to

- Promote innovation and share good practice in learning and teaching
- Promote membership of the Higher Education Academy (25% increase in 2005 – 2006) and encourage a high take up of accredited academic practice training (12 staff complete training)
- Establish a Research Centre for Creative Education

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

In 2005 – 2006 our priority will be to

- Implement recommendations of the Report of the Quality Assurance Agency Enhancement Led Institutional Review
- Complete outstanding work on Common Academic Frameworks, accreditation of prior learning and prior experiential learning and progress work on personal development plans
- Monitor and review impact of the changes in student feedback mechanisms and in student representation on academic committee structures introduced in 2004 – 2005
- Plan for a programme of thematic reviews to include Historical and Critical Studies and Student Support

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

In 2005 – 2006 our priority will be to

- Develop the GSA employability strategy, engaging actively with the QAA Enhancement Theme
- Promote enterprise learning through the work of the Scottish Institute for Enterprise and the SIE student interns
- Roll out the Insight Out Learning curriculum guidelines across the GSA and the Scottish HE sector

Encouraging inter-disciplinary approaches to learning and teaching

In 2005 – 2006 our priority will be to

- Complete the arts and science pedagogy programme at the Digital Design Studio and develop an undergraduate degree programme

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

In 2005 – 2006 our priority will be to

- Continue to monitor relevance through periodic review of programmes

Developing and promoting postgraduate opportunities

In 2005 – 2006 our priority will be to

- Develop and implement the postgraduate growth strategy to increase overall taught and research postgraduate numbers to 15% by 2008 and 20% by 2011
- Secure scholarships to support needy postgraduate students
- Develop a targeted marketing strategy for taught and research postgraduate programmes

Sustaining and developing international partnerships

In 2005 – 2006 our priority will be to

- Oversee the delivery of the inaugural First Year Programme in Fine Art, Design and Architecture at the Central Academy of Fine Arts in Beijing
- Prepare for CAFA students articulating into GSA Year 2 degree courses from October 2006
- Scope an international strategy to provide a framework for high quality international partnerships
- 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 the GSA

In 2005 – 2006 our priority will be to

- Continue to develop a virtual learning environment
- Create a wireless network environment across the campus
- Develop an academically led IT strategy which meets the needs of future directions in learning, teaching and research

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 the GSA's student profile where students from less advantaged backgrounds are less represented proportionately in 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 confidence and aspiration 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 10% per year

In 2005 – 2006 our priority will be to

- Complete the FE-HE development project and establish articulation agreements with selected Further Education Colleges in Glasgow
- Increase applications from students in state schools by expanding the Portfolio Preparation Programme
- Undertake research into the factors influencing low application rates from ethnic minority communities
- Secure scholarships and bursaries for students from disadvantaged backgrounds

Ensuring fair and transparent recruitment and admissions practices

In 2005 – 2006 our priority will be to

- Review the GSA's admissions policies and procedures

Enhancing the retention of students from under-represented groups

In 2005 – 2006 our priority will be to

- Develop bridging summer schools for GOALS students and FE students articulating into Year 2
- Research into issues which undermine retention and explore the potential for a personal tutor system for GOALS students

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

In 2005 – 2006 our priority will be to

- Prepare for a curriculum audit on diversity issues in 2006 – 2007

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 the GSA and, in the short term, 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 2005 – 2006 our priority will be to

- Secure investment in the Digital Design Studio growth plan
- Complete negotiations with Scottish Enterprise and other development partners on the relocation of the DDS to the Digital Media Campus at Pacific Quay
- Implement clear strategies for existing Research Centres (Mackintosh Environmental Architecture Research Centre, Centre for Research into Art in Social Contexts, Centre for Advanced Textiles, International Drawing Research Institute, Visual Cities, Centre for Collections and Archives) to include raising research funds, providing a hub for PhD study, critical mass for PhD supervision, a framework for individual researchers and the potential for developing of taught Masters
- Complete the feasibility study for Living Cities and develop a major grant application
- Develop clear strategies for emergent research centres (The Cell and Centre for Creative Education)

Developing research clusters, particularly those which promote inter-disciplinarity

In 2005 – 2006 our priority will be to

- Refine plans for research clusters across the GSA including pedagogy, history and theory, drawing and inclusive design and their relationship to Research Centres

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

In 2005 – 2006 our priority will be to

- Be a partner in the development of the pan-Scotland research network in creative disciplines if the current proposal for a Strategic Research Development Grant is agreed by SHEFC
- Further develop international research partnerships including the International Drawing Research Institute with Central Academy of Fine Arts in Beijing and College of Fine Arts, Sydney
- Develop inter-disciplinary research partnerships with other institutions e.g. Design in the 21st Century with the medical faculty of the University of Glasgow and medical training with the Royal College of Surgeons

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

In 2005 – 2006 our priority will be to

- Work with staff to develop and support individual research plans and provide mentoring to less experienced researchers including research workshops and seminars

Increasing externally generated research income at least two-fold by 2008

In 2005 – 2006 our priority will be to

- Increase the number and success rate of applications to research councils, industry partners, trusts and foundations, reducing research centre and individual dependency on main quality research grant

Disseminating research outputs more effectively

In 2005 – 2006 our priority will be to

- Increase research publications including an annual research report and disseminate outputs to a national and international audience

Strengthen the infrastructure for research and research postgraduate study

In 2005 – 2006 our priority will be to

- Establish regular staff and student research and postgraduate forums
- Make available accredited PhD supervision training
- Undertake a trial run Research Assessment Exercise in 2005

OBJECTIVE 4

To use our research, expertise and resources to bring cultural, social and economic 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 benefit – economic, social and cultural – to the City, nationally 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 2005 – 2006 our priority will be to

- Ensure that knowledge transfer outputs are explicit in every research plan
- Review the Knowledge Transfer Strategy in the light of the work of SHEFC's knowledge transfer task force and cultural engagement sub group
- Contribute to the national debate about appropriate knowledge transfer metrics for the creative disciplines

Identifying opportunities to commercialise the GSA's research and intellectual property

In 2005 – 2006 our priority will be to

- Finalise commercialisation arrangements for DDS 3Motion (formerly Smartfinger) development
- Develop Centre for Advanced Textiles and ClassicTextiles.com linked to Mackintosh and other GSA textile archives

Developing continuing professional development and consultancy services

In 2005 – 2006 our priority will be to

- Explore the potential for all new Masters courses to include self standing modules available as CPD

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

In 2005 – 2006 our priority will be to

- Partner the National Endowment for Science, Technology and the Arts and the Lighthouse to develop Year 2 of Insight Out, a new approach to creative business development for recent graduates
- Explore with other Scottish HEIs the potential to collaborate on the design and operation of bridging schemes for graduates into creative industries
- Implement findings of the feasibility study into the GSA acting as a resource hub for creative industries



Preserving and promoting the Mackintosh heritage and the GSA's Collections and Archives*In 2005 – 2006 our priority will be to*

- Move to Stage 2 of Heritage Lottery Fund submission for the Mackintosh Conservation and Access Project
- Establish fundraising strategy and structures to raise the balance of funding needed to complete the Mackintosh Conservation and Access Project
- Promote the importance of Mackintosh by working closely with the Mackintosh Society and other interested parties

Strengthening the GSA Continuing Education Programme*In 2005 – 2006 our priority will be to*

- Continue to develop high quality continuing education programmes and summer schools

Playing a role in the economic and cultural success of Glasgow*In 2005 – 2006 our priority will be to*

- Contribute to the development and implementation of economic, social and cultural strategies for the future of Glasgow
- Organise high quality exhibitions and conferences

Influencing policy makers on issues which affect our sector and where we can make a strategic contribution*In 2005 – 2006 our priority will be to*

- Raise the profile of creative education and its impact on creative industries and the wider economy through the work of the Centre for Creative Education
- Continue to organise visits to the GSA by Ministers, MSPs, senior civil servants and other influential people nationally and internationally
- Encourage the engagement of GSA staff and students in external bodies and policy development and identify a means of recording and recognising such

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 2005 – 2006 our priority will be to*

- Devise and implement a response to the National Pay Framework underpinned by a pay and rewards strategy
- Ensure career review, activity planning and personal development planning is embedded across the institution
- Review employment patterns and outstanding contractual issues
- Develop a programme of accredited academic practice training to start in 2007 – 2008 and, in the interim, source appropriate training from an external provider for all new staff as a requirement of induction and for existing staff
- Initiate a programme of staff and leadership development for senior staff
- Improve opportunities for formal and informal debate and dialogue across the Schools through research forums, learning and teaching seminars, a staff led forum and a Headroom Day

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

In 2005 – 2006 our priority will be to

- Refine the master plan for the redevelopment of the Garnethill campus and develop the full business case for presentation to SHEFC and other funding partners
- Secure investment from Scottish Executive, SHEFC and other funding partners to implement the redevelopment plan for the Garnethill Campus
- Agree the redevelopment process and refine the design brief in preparation for an international architecture competition
- Put in place the staffing and committee structures to support the Capital Fundraising Campaign
- Establish an Estates Development office

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

In 2005 – 2006 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 2005 – 2006 our priority will be to

- Complete Phase 1 of implementation of a new student record system to be operational by September 2005
- Establish an information management system to accommodate significant growth in electronic data

Improving organisational structures and processes to meet changing needs

In 2005 – 2006 our priority will be to

- Ensure compliance with recent legislation particularly the Freedom of Information, Race Relations and Disability Discrimination Acts, and Copyright legislation
- Improve internal budgeting procedures to achieve strategic goals
- Refine the financial strategy for the GSA in the light of the estates redevelopment

Strengthening strategic alliances and collaborations

In 2005 – 2006 our priority will be to

- Pursue inter-institutional collaborations in IT infrastructure support

Increasing and diversifying income streams

In 2005 – 2006 our priority will be to

- Continue to pursue commercialisation of GSA Intellectual Property including 3Motion
- Explore other routes to increase commercial income
- Concentrate fundraising on securing donations to the Creative Futures and Next Generation Scholarship Funds and on legacy pledges

Increasing applications from home and overseas students

In 2005 – 2006 our priority will be to

- Implement targeted recruitment strategies for priority countries, subject groups and postgraduate study
- Use market intelligence to inform the development of new postgraduate courses
- Refine and implement the home recruitment strategy

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

In 2005 – 2006 our priority will be to

- Promote the significant successes of GSA students, graduates and staff and find ways to differentiate GSA from other HEIs

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

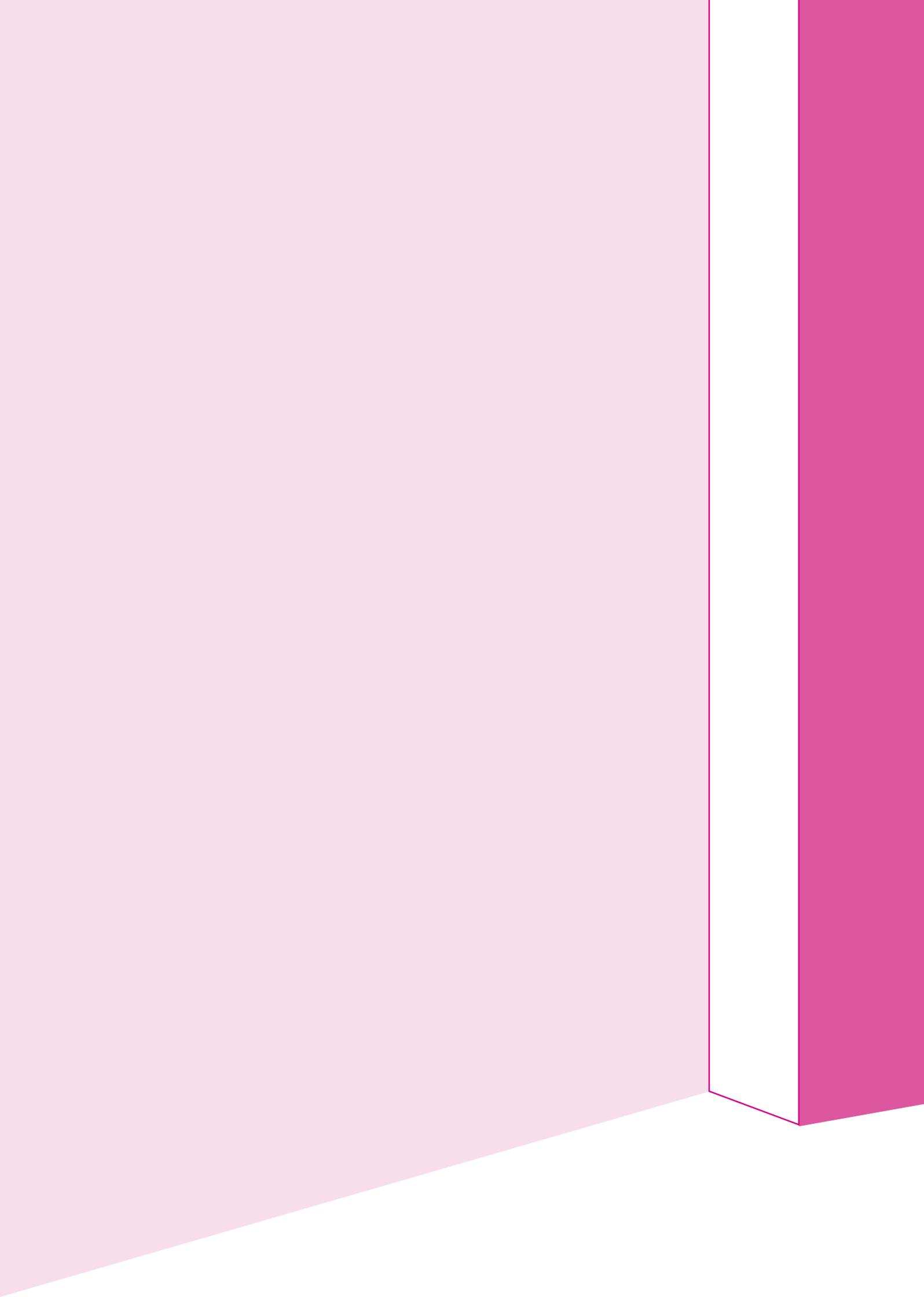
In 2005 – 2006 our priority will be to

- Monitor health and safety in the student curriculum

Improving corporate governance

In 2005 – 2006 our priority will be to

- Further enhance corporate governance in line with the Committee of University Chairmen's Guide for Members of Higher Education Governing Bodies in the UK including annual appraisal of Board members by the Chairman



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