

**STRATEGIC PLAN**  
**04→08**  
**2006 – 2007 UPDATE**

**THE GLASGOW  
SCHOOL OF ART**

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## SECTION 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. During that period we will 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.

## SECTION 2 CREATIVE AND CULTURAL

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

### THE CREATIVE INDUSTRIES

The sectors most closely associated with the disciplines taught at The Glasgow School of Art (GSA) are now considered to be of national importance and set for growth. Creative industries are recognised as a major force in the economy, generating 1.9 million jobs across the UK. A reflection of their importance is the appointment of a Minister for Creative Industries to the UK Government and the launch of a creative economy programme. The Government has stated its intention of making the UK “the world’s creative hub” and projects significant employment and output growth. In Scotland the creative and cultural industries account for 5.7% of total employment, generating 4% of GDP and are set to grow between 10 and 20% per annum. Glasgow also has the highest concentration of creative and cultural industries outside London and the South East. Despite this, Scottish Enterprise’s new strategy is to focus on six national economic sectors which do not include creative industries except those which operate within electronic markets. This must be a concern to creative industries in Scotland.

Education has a key role in developing creative industries through the development of the talent and skills base and by 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 Framework Document for Creative and Cultural Industries<sup>1</sup> 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 22% by 2015. There is strong evidence of demand both in terms of applications to our current postgraduate programmes and in terms of global trends<sup>2</sup>.

Additional funds provided by the Scottish Funding Council (SFC) research postgraduate provision is

welcome but there is still a lack of taught postgraduate funded places to support this ambition. There are only 141 postgraduate funded places in art and design across Scotland<sup>3</sup> (of which the GSA has 57.5). This is disproportionately low when compared, for example, with the 833 postgraduate funded places available to Computing Science with equivalent undergraduate numbers to art and design. As a result, 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 and Scotland loses many talented graduates who will seek postgraduate opportunities elsewhere. We have, therefore, embarked on a study, funded by SFC, into the funding of postgraduate provision in creative disciplines to build the case for enhanced support.

To support creative industries we also need to make the transition from study to work more seamless. Again, Scottish Enterprise Glasgow talks about the importance of ladders of support for creative graduates. We developed a graduate bridging project – Insight Out – in partnership with NESTA and the Lighthouse<sup>4</sup> which is now being rolled out to the rest of the UK and is the basis for the pan-Scotland Starter for Six enterprise scheme for creative graduates to be

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

2 British Council with IDP Global Change Drivers and Sample Forecasting Scenarios 2003: Scottish Funding Council: Higher Education in Scotland: A Baseline Report 2005

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

launched as part of the Six Cities Festival of Design. We also continue to promote employability across the School, embedding core and transferable skills, including enterprise learning, firmly and explicitly into our project-based curriculum, and piloting innovative new approaches like Insight Out Learning which appeal to creative minds. We are supported in this by the Scottish Institute for Enterprise<sup>5</sup>.

Our success in moving people into the creative and cultural industries sector has been confirmed by a recent study of GSA graduates between 1999 and 2003. Over 87% are in employment (including self-employment), 9% are undertaking further education and only 1.7% are unemployed. Eighty-six percent were in jobs which related in whole or in part to their degree subject.

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

in 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. Although we welcome the recognition by the SFC that Scottish higher education makes a significant cultural contribution, and the introduction of the cultural engagement income stream, it cannot substitute for more inclusive metrics which capture the full range of knowledge transfer in creative disciplines.

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 interdisciplinarity 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. Sir George Cox in his Review of Creativity in Business<sup>6</sup> argues that "creative capability lies at the very core of our ability to compete" and is "a key to future business success and national prosperity" and in *Smart Successful Scotland*<sup>7</sup> the Scottish Executive acknowledges that Scotland's "economic success depends on the people of Scotland, their creativity and enterprise." Glasgow City Council and Scottish Enterprise Glasgow are developing a new Economic Strategy for the city. It is heartening that the GSA, a voice for the creative sector, is represented on the Steering Group and that, as part of that development, a higher education forum for the city has been established to focus on promoting two of its major strengths – creativity and health and wellbeing.

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 University<sup>8</sup> 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

<sup>5</sup> Scottish Institute for Enterprise Innovation Grant for the Development of Insight Out Learning

<sup>6</sup> Review of Creativity in Business: Building on the UK's Strengths. Sir George Cox 2005 HMSO

<sup>7</sup> A Smart Successful Scotland: Ambitions for the Enterprise Network. Scottish Executive 2004

<sup>8</sup> The Rise of the Creative Class – and how it is transforming work, leisure, community and everyday life. Richard Florida 2002. Basic Books ISBN 0-465-02476-9

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, 25% in Europe<sup>9</sup>). 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, are socially diverse and tolerant, and 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 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, thereby contributing to the cultural profile of the city, to the creative industries and, directly and indirectly, to the economy. In 2005-06, 11% of the total student community comprised overseas students and our aim is to increase this proportion to 21% by 2014 in order to build a truly international campus. As with growth in postgraduate provision, there is strong evidence of existing and future demand<sup>10</sup>. A joint first-year programme with the Central Academy of Fine Art in Beijing, for example, will bring in 40 highly able Chinese students each year to complete their design and architecture degrees at the GSA. The Master of Fine Art course has 50% overseas students and global trends suggest that growth in other postgraduate areas will follow similar patterns. The Scottish Executive Fresh Talent initiative supports overseas students who wish to remain in Scotland after

graduation. The GSA, with Edinburgh College of Art and funded by the Scottish Executive, has established a work shadowing scheme for international students to build professional networks which will ease transition to work 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 for 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*. 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 response, a new Cultural Policy was published in 2006 asserting that culture would be placed at the heart of Scotland’s policy-making agenda, cutting across all portfolios of government.

<sup>9</sup> Demos 2005

<sup>10</sup> British Council with IPD 2003

In his guidance to SHEFC in January 2005, the Minister for Enterprise and Lifelong Learning emphasised the importance of culture and creativity, stressing that the higher education 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 also recognised the cultural role of higher education. Following consultation<sup>11</sup> a small dedicated stream of knowledge transfer funds has been allocated, unfortunately formulaically, for cultural engagement. In return, higher education institutions will be required to develop cultural strategies.

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. Glasgow City Council is leading the bid to have Mackintosh Masterpieces, comprising the

Art School and his most famous domestic building, Hill House, inscribed as a World Heritage Site by UNESCO. Internationally, too, The Glasgow School of Art enhances Scotland's profile and reputation. Our staff win international accolades. Our students exhibit internationally. In 2005-06, for example, the Master of Fine Art Degree Show exhibition visited Beijing and Tokyo. And our graduates represent Scotland in disproportionate numbers – 100% of the artists representing Scotland at the 2005 Venice Biennale were GSA graduates, as were 70% of the designers representing Scotland at the 2004 International Design Fair in Milan.

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.

<sup>11</sup> Cultural Engagement: An Imperative for Higher Education. Scottish Higher Education Funding Council March 2005

## SECTION 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 1-3<sup>12</sup>; its Lifelong Learning Strategy<sup>13</sup>; the Treasury's Lambert Review of Business-University Collaboration<sup>14</sup>; the merging of the higher and further education funding councils to form a single Scottish Funding Council; and the outcome of the review into the Research Assessment Exercise<sup>15</sup> provide a clear statement of Government priorities for the future. The changing nature of society, and 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 was 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 – and particularly part-time – modes of delivery and by working with partner further education colleges – Langside, Cardonald and Glasgow Metropolitan Colleges – to explore closer working relationships and articulation routes for students.

The Enhancement-led Institutional Review forms a major part of the new quality assurance and enhancement regime introduced in 2004. 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 our provision and the academic standard of

awards. It also highlighted good practice in studio-based learning, widening participation and student services. 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. As a result, we have embarked on a number of academic developments, including the introduction of common academic frameworks for undergraduate and postgraduate programmes to facilitate and support enhanced interdisciplinarity; a common code of assessment across the School; and a review of academic roles and responsibilities.

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 the many exchange programmes, international workshops and joint programmes which we sustain.

Students are increasingly concerned about how their education equips them for the transition into the world

<sup>12</sup> Scottish Executive: A Framework for Higher Education in Scotland Phases 1-3 2003-04

<sup>13</sup> Scottish Executive: Life through Learning for Life: The Lifelong Learning Strategy for Scotland, February 2003

<sup>14</sup> HM Treasury: Lambert Review of Business-University Collaboration December 2003

<sup>15</sup> HM Treasury: Science and Innovation Investment Framework 2004-14: Next Steps. HMSO, 2006. Chapter 4: Supporting Excellence in University Research, p29

of work. The GSA, like other higher education institutions, is exploring the most effective means of addressing this employability agenda through an active Employability Group. Core and transferable skills, including live projects, are now embedded in the curriculum across the School. Pilot work-placement and work-shadowing schemes have been established and are working well. Increasing use is being made of the services of the Scottish Institute for Enterprise (SIE) with sterling work being undertaken by our SIE student intern. In 2006, the GSA design students won the SIE National Business Plan competition, fending off stiff competition from students from every other university and discipline. We were also supported by SIE in developing Insight Out Learning, a web-based resource for academic staff to integrate enterprise learning into the curriculum, which has been rolled out across the UK. And we have been working with the Lighthouse and NESTA to develop a pan-Scotland enterprise academy for creative graduates which can support the development of creative businesses and ideas.

### 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. A successful portfolio preparation scheme contributes to the increasing applications we receive year on year from people from disadvantaged backgrounds: our admissions policy and

procedures have been thoroughly reviewed and improvements introduced and our excellent student support service, integrated into mainstream learning and teaching, helps to ensure that retention rates for wider access students is maintained at or near the level of other students. The relatively low level of students from minority ethnic communities remains a cause for concern and research into the causes is underway.

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.

### POSTGRADUATE GROWTH

The planned growth of postgraduate (taught and research) provision<sup>16</sup> serves the economic and cultural needs of Glasgow and Scotland, as has been noted in earlier sections, but it is also essential academically. In order to attract the best students nationally and internationally, the School must build on existing subject specialist strengths with an expanded range of postgraduate opportunities. A critical mass of students will engender a culture of "postgraduate-ness" which will become self-sustaining. Students will have progression opportunities in all subject areas, from undergraduate to doctoral levels, and the School's research standing will be sustained by an expanding pool of postgraduates to match the quality and intensity of research in key areas.

### 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, whilst maintaining support for emergent disciplines and institutions with growing research profiles.

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. The Centre for Creative Education, too, will look at applications for creativity in other sectors of education and of society, and the proposed Centre for Social Innovation, which will bring creativity, technology and business together in a collaboration with the Universities of Glasgow and Strathclyde and the Lighthouse and is a response to the Cox Review of Creativity in Business, will undertake research which delivers demand-driven radical innovation across the service sector.

<sup>16</sup> See Creative and Cultural: The Creative Industries, page 4

We would, however, also vigorously defend research which achieves excellence within traditional disciplines and research centres – in drawing, in environmental architecture, in digital textiles, in art in social contexts and in the GSA archive and collections.

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 and ensures that we remain internationally competitive and able to attract excellent staff and students.

The increased research funding which followed our improved performance in the 2001 Research Assessment Exercise has provided an excellent foundation to support our aspirations. It has allowed investment in essential infrastructure – a high-performing central research office with a Head of Research and Postgraduate Studies and a PhD co-ordinator; research developers, PhD co-ordinators, senior researchers, researchers and visiting professors in each school; and the introduction of accredited PhD supervisor training. Our ongoing strategy is to develop and sustain our eight research centres to achieve international excellence; to develop strength in research themes like Living Cities and Inclusive

Design; to increase the proportion of research-active staff; to increase the number of PhD students attached to centres and themes, and to enhance the international quality of research outputs throughout the School.

2006-07 is, of course, the run up to the 2008 Research Assessment Exercise and the GSA's priority, like that of every other higher education institution in the UK, will be to invest time and energy in putting forward the best possible case for the quality of our research.

#### **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 and to the GSA's financial health. They include the commercialisation of intellectual property such as 3Motion, a human-computer interaction device; the work of the Centre for Advanced Textiles bringing digital textiles design and print expertise to local and international businesses; the consultancy services provided by the Mackintosh Environmental Architecture Research Unit into energy-efficient housing; and the

creative businesses which develop from student designs being licensed for production.

Research projects now all specify not only the research outputs but also the knowledge transfer outputs which are expected, and the development of each new postgraduate taught programme includes an assessment of the potential for modules being made available separately as continuing professional development training.

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

## SECTION 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 Report<sup>17</sup> still remains a potent force in shaping the human resource landscape in higher education. The 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, the implementation of this National Pay Framework is set within a broader framework of a coherent new pay and rewards strategy and a review of technician roles.

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 (HEA) and the Leadership Foundation for Higher Education. This priority the GSA shares with the Government and much use has already been made of the excellent schemes and services provided by both.

In particular, accredited academic practice training for new and existing academic staff is now in place which will facilitate membership of the HEA by a growing proportion of academic staff.

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 has been introduced to help determine the balance between teaching, research and other responsibilities for academics to meet the needs of the individual and the School more effectively. Further investment in staff development and leadership development for senior staff is essential to improve effectiveness in both academic and support departments.

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 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, or the image it projects to future students, staff and partners. Neither can it accommodate the growth in overseas and postgraduate students which is so essential to our continued financial viability, or support the expansion and enhancement of research and knowledge transfer activity as we strive for international excellence and profile. 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. It will require very significant investment from public and private sectors.

<sup>17</sup> The Independent Review of Higher Education Pay and Conditions: Report of the Committee chaired by Sir Michael Bett June 1999

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 School's academic aims and the estate's inadequacies. An options appraisal was commissioned and a preferred option agreed. The plan is to redevelop and rebuild on two sites – around the Mackintosh Building and 200 metres down Renfrew Street. Two other properties would be sold. On this basis, a Full Business case was developed and submitted to the Scottish Funding Council. Discussions are underway.

The grade A listed Mackintosh Building remains at the heart of the estates redevelopment. 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. Already, funding of £6,791,000 has been secured from public and private sources.

Located in the 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's ambition is to relocate to the Digital Media Campus on Pacific Quay and

discussions are underway with a developer and Scottish Enterprise.

#### **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 in 2006-07 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.

## **SECTION 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 make a significant cultural, social and economic contribution.**

### **WE WILL ACHIEVE THAT VISION BY FULFILLING FIVE 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

## **SECTION 6**

### **VISION AND OBJECTIVES**

#### **PRIORITIES FOR 2006 – 2007**

FOR 2006-07 THE TOP THREE PRIORITIES FOR THE GLASGOW SCHOOL OF ART ARE:

- PREPARING FOR THE 2008 RESEARCH ASSESSMENT EXERCISE
- SECURING FUNDING FOR THE GARNETHILL ESTATES REDEVELOPMENT (INCLUDING THE MACKINTOSH CONSERVATION AND ACCESS PROJECT) AND MOVING FORWARD TO APPOINT THE DESIGN TEAM
- DEVELOPING NEW POSTGRADUATE TAUGHT PROGRAMMES AND APPOINTING PHD STUDENTS

#### **STRATEGIES AND PLANS 2006 – 2007**

THE FOLLOWING PAGES DETAIL THE STRATEGIES WHICH HAVE BEEN AGREED FOR THE FOUR YEAR PERIOD FROM 2004-08 AND THE MAIN PLANS IDENTIFIED FOR 2006-07.

# STRATEGIES AND PLANS FOR 2006 → 2007

**OBJECTIVES  
AND STRATEGIES  
2004 → 2008**

**PLANS  
2006 → 2007**

**MEASURES OF SUCCESS  
2006 → 2007**

**KEY PERFORMANCE  
INDICATORS 2008/  
MEASURES OF SUCCESS  
STRATEGIES 2004 → 2008**

**OBJECTIVE 1**

Provide creative education of the highest quality which:

- promotes interdisciplinarity 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 the GSA

Student achievement rates average 90% across the 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 interdisciplinarity)

**OBJECTIVES  
AND STRATEGIES  
2004 → 2008**

**PLANS  
2006 → 2007**

**MEASURES OF SUCCESS  
2006 → 2007**

**KEY PERFORMANCE  
INDICATORS 2008/  
MEASURES OF SUCCESS  
STRATEGIES 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**

Implement the plan for the Centre for Creative Education: secure research income, produce agreed outputs, appoint PhDs and establish education and industry partnerships

Staff and PhD students appointed; research income secured; outputs produced and partnerships established

Continue to promote membership of the Higher Education Academy

Fifteen staff complete PG Cert in Learning and Teaching as entry requirement for Higher Education Academy

**OBJECTIVES  
AND STRATEGIES  
2004 → 2008**

**PLANS  
2006 → 2007**

**MEASURES OF SUCCESS  
2006 → 2007**

**KEY PERFORMANCE  
INDICATORS 2008/  
MEASURES OF SUCCESS  
STRATEGIES 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**

**Recommendations of ELIR panel  
fully implemented**

Implement the Common Academic Frameworks for undergraduate and postgraduate programmes

CAF Undergraduate extended to all programmes in School of Design  
  
Two new postgraduate programmes developed within Common Academic Framework

Continue to engage with the Quality Enhancement Framework and plan a programme of thematic reviews to align with selected Enhancement Themes

GSA staff involved in First Year Enhancement Theme  
  
Programme of GSA thematic reviews planned

Review Historical and Critical Studies

Review completed with recommendations agreed by Academic Council by April 2007

**OBJECTIVES  
AND STRATEGIES  
2004 → 2008**

**PLANS  
2006 → 2007**

**MEASURES OF SUCCESS  
2006 → 2007**

**KEY PERFORMANCE  
INDICATORS 2008/  
MEASURES OF SUCCESS  
STRATEGIES 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**

Continue to develop an employability strategy across the GSA (to include, as appropriate, work-based learning schemes, work placements, live projects and professional practice units)

Evidence of employability integrated in curriculum across all Schools.

Implement and evaluate a pilot Personal Development Plan project for all level 1 students and agree an institutional framework for implementation for all students in 2007-08

Successful evaluation from pilot  
GSA framework developed and approved in May 2007

Evaluate the success of Insight Out Learning and explore the potential for further development of content and application

Successful evaluation and agreed framework for further development across the GSA and in the HE and FE sectors

**OBJECTIVES  
AND STRATEGIES  
2004 → 2008**

**PLANS  
2006 → 2007**

**MEASURES OF SUCCESS  
2006 → 2007**

**KEY PERFORMANCE  
INDICATORS 2008/  
MEASURES OF SUCCESS  
STRATEGIES 2004 → 2008**

**OBJECTIVE 1 STRATEGY 4**

**Encourage interdisciplinary approaches to learning and teaching**

**Evidence of interdisciplinarity in learning and teaching in undergraduate and postgraduate courses**

Develop interdisciplinary postgraduate programmes as part of the postgraduate growth strategy

Validation of interdisciplinary programmes and/or pathways for 2007-08 start

Develop arts and science undergraduate or postgraduate provision within the Digital Design Studio

Development plan agreed

Explore the potential to design elective units in undergraduate programmes which create opportunities for interdisciplinary projects within the curriculum

Exploration complete and plan in place

**OBJECTIVE 1 STRATEGY 5**

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

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

Embark on a major review of portfolio as part of the development of Strategic Plan 2008-12

New programmes, pathways and curriculum elements identified

**OBJECTIVES  
AND STRATEGIES  
2004 → 2008**

**PLANS  
2006 → 2007**

**MEASURES OF SUCCESS  
2006 → 2007**

**KEY PERFORMANCE  
INDICATORS 2008/  
MEASURES OF SUCCESS  
STRATEGIES 2004 → 2008**

**OBJECTIVE 1 STRATEGY 6**

**Develop and promote postgraduate opportunities at the GSA**

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

Implement the postgraduate growth strategy to increase overall taught and research postgraduate numbers

Validation of postgraduate programmes/pathways for 2007-08 start including PG Cert in Research Supervision; expansion of the MFA to include critical writing; Masters in Transformation Design and Creativity

Develop and implement a targeted marketing and recruitment strategy for postgraduate growth

Strategy agreed, targets set and being met

Secure a mix of funding to support postgraduate growth including Arts & Humanities Research Council, Engineering & Physical Sciences Research Council, EU Framework 6, Scottish Funding Council grants and industry sponsorship

Successful AHRC and ORSAS applications  
  
Scholarships and fee remissions successful in attracting high-quality students  
  
Three PhD scholarships and one bursary secured for each PG course from industry and trusts

Launch the new Masters in Research: Creative Practices

First year launched with optimum recruitment and successfully completed

**OBJECTIVES  
AND STRATEGIES  
2004 → 2008**

**PLANS  
2006 → 2007**

**MEASURES OF SUCCESS  
2006 → 2007**

**KEY PERFORMANCE  
INDICATORS 2008/  
MEASURES OF SUCCESS  
STRATEGIES 2004 → 2008**

**OBJECTIVE 1 STRATEGY 7**

**Sustain and develop opportunities  
for international partnerships**

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

Develop and validate a new Master of  
Fine Art pathway with Central Academy  
of Fine Arts in Beijing

Successfully validated for September  
2007 start

Develop an internationalisation strategy  
for the GSA and identify new  
international partners

Strategy approved by April 2007 and  
a programme of cultivation for new  
international partners in place

**OBJECTIVES  
AND STRATEGIES  
2004 → 2008**

**PLANS  
2006 → 2007**

**MEASURES OF SUCCESS  
2006 → 2007**

**KEY PERFORMANCE  
INDICATORS 2008/  
MEASURES OF SUCCESS  
STRATEGIES 2004 → 2008**

**OBJECTIVE 1 STRATEGY 8**

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

**Managed learning  
environment in place**

Complete and evaluate the pilot phase of the Virtual Learning Environment and agree future development including staff development and integration with student record systems as steps towards a comprehensive Managed Learning Environment

Pilot phase completed in September 2006 and evaluated by November 2006  
  
Staff development programme designed and implemented  
  
Integration with student records by June 2007

Continue the development of a wireless infrastructure across the campus with a focus on security and manageability

Access points installed by December 2006  
  
Security/management systems deployed by April 2007

Develop an academically-led IT strategy which supports future directions in learning, teaching and research

Strategy in place by April 2007

**OBJECTIVES  
AND STRATEGIES  
2004 → 2008**

**PLANS  
2006 → 2007**

**MEASURES OF SUCCESS  
2006 → 2007**

**KEY PERFORMANCE  
INDICATORS 2008/  
MEASURES OF SUCCESS  
STRATEGIES 2004 → 2008**

**OBJECTIVE 2**

Ensure our student community  
reflects the diversity of society

Applications from under-represented  
groups increase by a minimum of 10%  
each year to reach 25% by 2008

Admissions from under-represented  
groups increase by a minimum of  
20% each year

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

**OBJECTIVES  
AND STRATEGIES  
2004 → 2008**

**PLANS  
2006 → 2007**

**MEASURES OF SUCCESS  
2006 → 2007**

**KEY PERFORMANCE  
INDICATORS 2008/  
MEASURES OF SUCCESS  
STRATEGIES 2004 → 2008**

**OBJECTIVE 2 STRATEGY 1**

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

**Applications from under-represented groups increase by a minimum of 10% each year to reach 25% by 2008**

	Continue to develop articulation agreements with selected further education colleges in Glasgow for entry into Level 2 from 2007-08	At least one articulation agreement in place for entry in 2007-08	
	Contribute to the development of the business case to the Scottish Funding Council for the continuation of the GOALS project	Business case submitted by June 2007	
	Achieve closer integration between the work of wider access and recruitment through, amongst other things, the review of recruitment	Achieved	
	Undertake research into the factors influencing low application rates from ethnic minority communities	Research completed and action plan in place for 2007-08	
	Secure scholarships and travel bursaries to support students from disadvantaged backgrounds	5 travel bursaries and 12 scholarships secured	

**OBJECTIVES  
AND STRATEGIES  
2004 → 2008**

**PLANS  
2006 → 2007**

**MEASURES OF SUCCESS  
2006 → 2007**

**KEY PERFORMANCE  
INDICATORS 2008/  
MEASURES OF SUCCESS  
STRATEGIES 2004 → 2008**

**OBJECTIVE 2 STRATEGY 2**

**Ensure fair and transparent  
recruitment and admissions  
practices**

**Applications from under-represented  
groups increase by a minimum of 20%  
each year**

Implement recommendations of the  
GSA Review of Admissions

Implemented within agreed timescales

Review home recruitment strategy  
including alignment with admissions and  
widening participation

Review completed and  
recommendations agreed

**OBJECTIVE 2 STRATEGY 3**

**Enhance the retention of students  
from under-represented groups**

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

Develop targeted and appropriate  
support systems for students from  
under-represented groups which link  
to personal development plans

Successful implementation  
of pilot project

Achieve closer integration of summer  
bridging schools for GOALS students  
and for further education students with  
Level 1 and 2 programmes

Proposal for 2007 agreed  
and implemented

**OBJECTIVES  
AND STRATEGIES  
2004 → 2008**

**PLANS  
2006 → 2007**

**MEASURES OF SUCCESS  
2006 → 2007**

**KEY PERFORMANCE  
INDICATORS 2008/  
MEASURES OF SUCCESS  
STRATEGIES 2004 → 2008**

**OBJECTIVE 2 STRATEGY 4**

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

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

Undertake a programme of staff  
development on diversity issues in the  
curriculum

Programme delivered with  
positive evaluation

**OBJECTIVES  
AND STRATEGIES  
2004 → 2008**

**PLANS  
2006 → 2007**

**MEASURES OF SUCCESS  
2006 → 2007**

**KEY PERFORMANCE  
INDICATORS 2008/  
MEASURES OF SUCCESS  
STRATEGIES 2004 → 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

The GSA enhances its position in the 2008 Research Assessment Exercise

Investment in Digital Design Studio 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 2004-05 base

**OBJECTIVES  
AND STRATEGIES  
2004 → 2008**

**PLANS  
2006 → 2007**

**MEASURES OF SUCCESS  
2006 → 2007**

**KEY PERFORMANCE  
INDICATORS 2008/  
MEASURES OF SUCCESS  
STRATEGIES 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**

Secure investment in the Digital Design Studio (DDS) Growth Plan from Scottish Enterprise and other partners

Scottish Enterprise support secured for establishment of DDS commercial company

Complete negotiations with development partners and Scottish Enterprise on the relocation of the DDS to the Digital Media Campus at Pacific Quay

Negotiations completed successfully and plan for relocation in place

Ensure the GSA's eight research centres are fully operational, appropriately staffed and producing high-quality research and knowledge transfer outputs. (Digital Design Studio, Mackintosh Environmental Architecture Research Unit, Centre for Art in Social Contexts, Centre for Advanced Textiles, International Drawing Research Institute, Mackintosh Centre for Collections and Archives, Cell and Centre for Creative Education)

Staffed, operational, securing external funds and producing research and knowledge transfer outputs

cont'd →

**OBJECTIVES  
AND STRATEGIES  
2004 → 2008**

**PLANS  
2006 → 2007**

**MEASURES OF SUCCESS  
2006 → 2007**

**KEY PERFORMANCE  
INDICATORS 2008/  
MEASURES OF SUCCESS  
STRATEGIES 2004 → 2008**

**Objective 3 Strategy 1 cont'd**

Lead the development, with the Universities of Glasgow and Strathclyde and the Lighthouse, of a centre of excellence in creativity, technology and business in response to the Cox Review of Creativity in Business

Business plan agreed; initial staffing in place; early research proposals submitted for funding

**OBJECTIVE 3 STRATEGY 2**

**Develop research themes which promote interdisciplinarity**

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

Support research clusters identified as priority areas through internal review process

Priority clusters identified and supported.

Complete the feasibility study for Living Cities and develop major grant applications

Feasibility study completed and funding applications submitted to SRDG and RCUK

**OBJECTIVES  
AND STRATEGIES  
2004 → 2008**

**PLANS  
2006 → 2007**

**MEASURES OF SUCCESS  
2006 → 2007**

**KEY PERFORMANCE  
INDICATORS 2008/  
MEASURES OF SUCCESS  
STRATEGIES 2004 → 2008**

**OBJECTIVE 3 STRATEGY 3**

**Nurture and support emergent  
researchers**

**80% of GSA staff are research-  
active by 2008**

Focus support on early career and part-time staff and staff new to research through such mechanisms as the GSA research culture funds, AHRC small grants, mentoring, and capacity building such as bid-writing workshops

Internal funding and mentoring mechanisms operating effectively  
  
Individual research plans developed by early career researchers and external funding applications submitted

**OBJECTIVE 3 STRATEGY 4**

**Increase externally-generated  
research income**

**Externally-generated research  
income doubles from 2004-05 base**

Increase the volume and success rate of applications for external research funding to research councils, industry partners, trusts and foundations

Application logging and tracking system in place  
  
Peer review system in place to improve success rate  
  
Minimum of 15% increase in applications  
  
Research income increases by 25% over 2003-04 level

**OBJECTIVES  
AND STRATEGIES  
2004 → 2008**

**PLANS  
2006 → 2007**

**MEASURES OF SUCCESS  
2006 → 2007**

**KEY PERFORMANCE  
INDICATORS 2008/  
MEASURES OF SUCCESS  
STRATEGIES 2004 → 2008**

**OBJECTIVE 3 STRATEGY 5**

**Disseminate research outputs  
effectively**

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

Enhance the GSA research profile and provide public access to experts through appropriate media including developing the website as the first point of contact with GSA research

Website redeveloped and user evaluation in place

Ensure research outputs are disseminated strategically taking account of esteem and impact factors

Dissemination strategy agreed and monitored by Research Developers Group

**OBJECTIVE 3 STRATEGY 6**

**Strengthen the infrastructure for  
research and for research  
postgraduate study**

**Robust cross-GSA infrastructure  
supports research and  
postgraduate growth**

Validate academic programme for PhD supervisor training and establish strategic partnerships

PG Cert validated and running

Partnership with RSAMD and other institutions established

**OBJECTIVES  
AND STRATEGIES  
2004 → 2008**

**PLANS  
2006 → 2007**

**MEASURES OF SUCCESS  
2006 → 2007**

**KEY PERFORMANCE  
INDICATORS 2008/  
MEASURES OF SUCCESS  
STRATEGIES 2004 → 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 the GSA's collections and archives

Broadly-based knowledge transfer strategy operating

**OBJECTIVES  
AND STRATEGIES  
2004 → 2008**

**PLANS  
2006 → 2007**

**MEASURES OF SUCCESS  
2006 → 2007**

**KEY PERFORMANCE  
INDICATORS 2008/  
MEASURES OF SUCCESS  
STRATEGIES 2004 → 2008**

**OBJECTIVE 4 STRATEGY 1**

**Ensure the 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 the GSA's research and expertise**

Ensure that knowledge transfer outputs are explicit in every research project

Outputs explicit in every project

Develop a Cultural Engagement Strategy and prepare for development of wider Knowledge Transfer Strategy in 2007-08

Cultural Engagement Strategy agreed

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

Centre for Creative Education producing research and knowledge transfer outputs

Creativity central in major local and national policies on the economy and education

**OBJECTIVES  
AND STRATEGIES  
2004 → 2008**

**PLANS  
2006 → 2007**

**MEASURES OF SUCCESS  
2006 → 2007**

**KEY PERFORMANCE  
INDICATORS 2008/  
MEASURES OF SUCCESS  
STRATEGIES 2004 → 2008**

**OBJECTIVE 4 STRATEGY 2**

**Identify opportunities to commercialise GSA research and intellectual property**

**Commercialisation income comes on stream**

Review the potential for each research centre to exploit intellectual property and secure increased commercial income

Centre plans include, where appropriate, a strategy to secure commercial income

Maximise income from the commercial activity of the Centre for Advanced Textiles and Classictextiles.com

New plan in place and restructured commercial model operating effectively

Increase commercial income by 10% above 2005-06 levels

**OBJECTIVE 4 STRATEGY 3**

**Develop continuing professional development and consultancy services**

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

Explore the potential for all new Masters programmes to include self-standing modules which can be made available as continuing professional development (CPD)

Included within guidelines for programme development and validation

**OBJECTIVES  
AND STRATEGIES  
2004 → 2008**

**PLANS  
2006 → 2007**

**MEASURES OF SUCCESS  
2006 → 2007**

**KEY PERFORMANCE  
INDICATORS 2008/  
MEASURES OF SUCCESS  
STRATEGIES 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**

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Work with The Lighthouse and the  
National Endowment for Science,  
Technology and Arts to establish Starter  
for Six, a pan-Scotland enterprise  
academy for creative graduates

Academy established and first graduates  
recruited

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**OBJECTIVES  
AND STRATEGIES  
2004 → 2008**

**PLANS  
2006 → 2007**

**MEASURES OF SUCCESS  
2006 → 2007**

**KEY PERFORMANCE  
INDICATORS 2008/  
MEASURES OF SUCCESS  
STRATEGIES 2004 → 2008**

**OBJECTIVE 4 STRATEGY 5**

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

**Enhanced public access  
to the GSA heritage**

	Continue to work with Glasgow City Council on its bid to establish Mackintosh (GSA and Hill House) as a world heritage site	First stage successful and included on UK Government tentative list
	Implement Phase 1 of the Mackintosh Conservation and Access Project	HLF Stage 2 approval November 2006 Phase 1 starts March 2007
	Implement the fundraising strategy for the Mackintosh Conservation and Access Project	Fundraising target of £1m achieved
	Catalogue the Gillespie Kidd and Coia Archive as part of the GKC HLF Project with The Lighthouse	HLF approval June 2006 Project Archivist appointed
	Make a notable contribution to the 2006 Mackintosh Festival with an exhibition of Mackintosh architectural drawings of the Art School	Exhibition positively reviewed by scholars and popular media

**OBJECTIVES  
AND STRATEGIES  
2004 → 2008**

**PLANS  
2006 → 2007**

**MEASURES OF SUCCESS  
2006 → 2007**

**KEY PERFORMANCE  
INDICATORS 2008/  
MEASURES OF SUCCESS  
STRATEGIES 2004 → 2008**

**OBJECTIVE 4 STRATEGY 6**

**Strengthen the GSA Continuing  
Education Programme**

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

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

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Continue to develop high-quality  
programmes with high attendance

Maximum attendance and positive  
feedback

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**OBJECTIVES  
AND STRATEGIES  
2004 → 2008**

**PLANS  
2006 → 2007**

**MEASURES OF SUCCESS  
2006 → 2007**

**KEY PERFORMANCE  
INDICATORS 2008/  
MEASURES OF SUCCESS  
STRATEGIES 2004 → 2008**

**OBJECTIVE 4 STRATEGY 7**

**Play a role in the economic and cultural success of Glasgow**

**The GSA engaged in major city developments**

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

	Contribute to the inaugural Six Cities Festival of Design in May/June 2007	Exhibition mounted and relevant projects/events successfully organised
	Contribute to the development and implementation of the new Economic Strategy for Glasgow	Creativity, cultural and creative industries embedded in strategy
	Organise high-quality conferences, seminars, and exhibitions	Gillespie Kidd and Coia Exhibition and publication successfully organised
	Contribute to the Scottish Enterprise Glasgow Framework for Creative and Cultural Industries	Creativity, cultural and creative industries remain a priority for Glasgow

**OBJECTIVES  
AND STRATEGIES  
2004 → 2008**

**PLANS  
2006 → 2007**

**MEASURES OF SUCCESS  
2006 → 2007**

**KEY PERFORMANCE  
INDICATORS 2008/  
MEASURES OF SUCCESS  
STRATEGIES 2004 → 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  
the GSA Garnethill estate secured

Student Record System procured  
and operating effectively

Overseas fee income increases  
by average of 20% per year on  
2003-04 levels

Non-SHEFC and SHEFC related income  
increases to 27% of total

**OBJECTIVES  
AND STRATEGIES  
2004 → 2008**

**PLANS  
2006 → 2007**

**MEASURES OF SUCCESS  
2006 → 2007**

**KEY PERFORMANCE  
INDICATORS 2008/  
MEASURES OF SUCCESS  
STRATEGIES 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**

	Complete and implement the Pay and Rewards Strategy including the implementation of the National Pay Framework	Pay and Rewards Strategy agreed by August 2006  New Pay Structure agreed by November 2006 and staff transferred  Equality audit completed	
	Embed activity planning for academic staff across the School	Embedded	
	Introduce new contractual arrangements for Visiting Lecturers	In place for 2006-07 academic session	
	Ensure staff development programmes meet the needs of the institution and reflect the needs of individual staff	Positive evaluation	
	Promote further opportunities for leadership development for senior staff	Approach and programme agreed, implemented and positively evaluated	
	Continue to improve opportunities for formal and informal debate and dialogue across the School through staff-led forums, headroom days, staff development and research seminars	Delivered with positive staff feedback	

**OBJECTIVES  
AND STRATEGIES  
2004 → 2008**

**PLANS  
2006 → 2007**

**MEASURES OF SUCCESS  
2006 → 2007**

**KEY PERFORMANCE  
INDICATORS 2008/  
MEASURES OF SUCCESS  
STRATEGIES 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**

	Secure investment to redevelop the Garnethill campus from the Scottish Funding Council and other funding partners	Investment secured to allow redevelopment to commence
	Refine the brief and launch the international design competition; commission the design team and appoint the Project Manager	Competition held, design team appointed, project manager appointed
	Refine the design brief with the design team	Design brief approved
	Agree temporary space needs, start to develop robust mobilisation and decant strategy and source temporary accommodation	Space needs established, decant strategy approved, temporary space secured
	Develop Phase 2 fundraising strategy for the Garnethill campus following SFC decision	Phase 2 fundraising targets achieved

**OBJECTIVES  
AND STRATEGIES  
2004 → 2008**

**PLANS  
2006 → 2007**

**MEASURES OF SUCCESS  
2006 → 2007**

**KEY PERFORMANCE  
INDICATORS 2008/  
MEASURES OF SUCCESS  
STRATEGIES 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 available resources to maintain quality in learning and teaching environment

Resources targeted, quality improved

Accommodate planned growth in student numbers and research activity through improved space utilisation, rented accommodation and the temporary development of new spaces

Sufficient temporary space provided to accommodate planned growth

**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**

Establish an information management system to accommodate significant growth in electronic data

Systems installed by June 2007

**OBJECTIVES  
AND STRATEGIES  
2004 → 2008**

**PLANS  
2006 → 2007**

**MEASURES OF SUCCESS  
2006 → 2007**

**KEY PERFORMANCE  
INDICATORS 2008/  
MEASURES OF SUCCESS  
STRATEGIES 2004 → 2008**

**OBJECTIVE 5 STRATEGY 5**

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

**The GSA operates efficiently  
and effectively**

Implement the internal communications  
strategy

Electronic bulletin launched

Promote equality and diversity actively  
amongst staff, students and in the  
curriculum spearheaded by the work  
of the Diversity and Equality  
Working Group

Equality Scheme produced and  
submitted by December 2006

Working Group Action Plan  
implemented

**OBJECTIVE 5 STRATEGY 6**

**Strengthen strategic alliances  
and collaborations**

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

Collaborate with other relevant higher  
education institutions on international  
recruitment

Working group established

Publication produced

**OBJECTIVES  
AND STRATEGIES  
2004 → 2008**

**PLANS  
2006 → 2007**

**MEASURES OF SUCCESS  
2006 → 2007**

**KEY PERFORMANCE  
INDICATORS 2008/  
MEASURES OF SUCCESS  
STRATEGIES 2004 → 2008**

**OBJECTIVE 5 STRATEGY 7**

**Increase and diversify income streams**

**Non SHEFC and SHEFC related income  
increases to 27% of total**

Maximise income from overseas student fees, postgraduate growth and research

Target of £1.42m for overseas income (£250k for study abroad and £1.170m for full fee overseas)

Establish an effective campaign to raise funds for the Mackintosh Conservation and Access project and the redevelopment of the Garnethill campus

£1m raised in 2006-07

**OBJECTIVES  
AND STRATEGIES  
2004 → 2008**

**PLANS  
2006 → 2007**

**MEASURES OF SUCCESS  
2006 → 2007**

**KEY PERFORMANCE  
INDICATORS 2008/  
MEASURES OF SUCCESS  
STRATEGIES 2004 → 2008**

**OBJECTIVE 5 STRATEGY 8**

**Increase applications from home  
and overseas students**

**Overseas applications increase  
by average of 10% per year on  
2003-04 base**

**Home applications increase  
by average of 2% per year on  
2003-04 base**

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Implement country plans for overseas recruitment and develop relationships with priority countries

Minimum 10% increase in applications from these countries

Minimum 10% increase in full fee overseas students excluding CAFA

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Undertake a major review of the GSA home and EU recruitment activity and develop a new home/EU recruitment strategy

Increase in enquiries and applications

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**OBJECTIVES  
AND STRATEGIES  
2004 → 2008**

**PLANS  
2006 → 2007**

**MEASURES OF SUCCESS  
2006 → 2007**

**KEY PERFORMANCE  
INDICATORS 2008/  
MEASURES OF SUCCESS  
STRATEGIES 2004 → 2008**

**OBJECTIVE 5 STRATEGY 9**

**Develop the distinctive national and international profile of the GSA**

**National and international profile enhanced**

	<p>Implement the communications strategy for estates redevelopment and the capital fundraising campaign, including brand guidelines for the relationship between Mackintosh heritage and the GSA core business</p>	<p>Communications strategy produces positive and clear messages</p> <p>Brand guidelines in place</p>	
	<p>Explore ways of promoting the GSA internationally, particularly in priority markets for postgraduate growth</p>	<p>Communications strategy for key overseas recruitment markets in place</p>	
	<p>Promote the GSA's research activity more effectively and widely</p>	<p>Effective marketing strategy for research in place</p>	
	<p>Undertake a review of alumni relations activity to maximise potential for national and international promotion</p>	<p>Review completed and recommendations agreed</p>	

**OBJECTIVES  
AND STRATEGIES  
2004 → 2008**

**PLANS  
2006 → 2007**

**MEASURES OF SUCCESS  
2006 → 2007**

**KEY PERFORMANCE  
INDICATORS 2008/  
MEASURES OF SUCCESS  
STRATEGIES 2004 → 2008**

**OBJECTIVE 5 STRATEGY 10**

**Improve corporate governance**

**Best practice in corporate  
governance is achieved**

Further enhance corporate governance in line with the Committee of University Chairmen's Guide for Members of Higher Education Governing Bodies in the UK

Performance in line with best practice

# APPENDICES

**PROGRESS ON 2005 → 2006 PLANS**  
**OBJECTIVE 1: PROVIDE CREATIVE**  
**EDUCATION OF THE HIGHEST QUALITY**

**QUALITY ENHANCEMENT**

In 2004-05, the Quality Assurance Agency Enhancement-led Institutional Review returned a judgement of **broad confidence** in respect of the School's management of the quality of provision and of the academic standards of the awards that we offer. The review highlighted several areas of good practice, including the strength of the student support services; the effectiveness of studio-based learning experience in producing independent and reflective learners; the student representative structure which enables students to become active participants in the process of learning; the School's processes of critical review and evaluation; and the detailed scrutiny involved in annual course monitoring.

2005-06 was spent addressing areas which the Report had identified as needing some attention, the majority of which were already part of the School's academic plan. We approved new common academic frameworks for undergraduate and postgraduate programmes which would support the development of interdisciplinary

opportunities for students. We developed an approach to Personal Development Plans for students which will be piloted on level 1 students in 2006-07. We introduced a common code of assessment across the GSA and a new handbook for External Examiners and we have developed policies on accreditation of prior learning and prior experiential learning which will be in place for the 2007-08 academic year.

The Royal Incorporation of British Architects has revalidated academic programmes in the Mackintosh School of Architecture. Unusually, the revalidation was unconditional with no recommendations for improvement. The programmes have now received the necessary prescription by the Architects Registration Board for the next five years.

We reviewed the improved student feedback mechanisms and training for student representatives delivered in partnership with the Student Representative Council which had been introduced in 2004-05 and minor amendments were introduced.

A new post of Learning Enhancement Co-ordinator has been established which replaces the Schools-based Learning and Teaching Co-ordinators and will support the academic staff and programme leaders in quality enhancement development.

**EMPLOYABILITY**

Work continued on embedding core and transferable skills into the curriculum to ensure graduates can thrive in the world of work. We established an Employability Working Group convened by Ken McCrae, lecturer in Architecture. An audit of employability practice was completed and indicated a wide range of good practice embedded in the curriculum at the GSA, including live projects, work-based learning, employability-focused project briefs, professional practice seminars and a wide range of professional and industrial visiting tutors and lecturers. The Group is working towards a School-wide employability strategy in 2006-07.

To inform this work, the GSA undertook a major survey of GSA graduates from 1999 to 2003. The results were very

positive and put paid to the mythology about high levels of unemployment amongst art and design graduates with many jobs unrelated to the degree. 87.3% of graduates were in employment or self-employment; 9% were in further education and only 1.7% were unemployed. 86% found that at least some of their work related to their degrees and 67% felt their degree was essential in obtaining their current job.

The School continued to make excellent use of the services of the Scottish Institute for Enterprise (SIE). An SIE-funded student intern was extremely effective in promoting the work of SIE and of enterprise learning to GSA students. Six seminars and enterprise events were organised and entries to the GSA's Big Idea business plan competition increased. GSA students continued to have considerable success in national SIE competitions, taking first prize in the SIE National Business Plan Competition against entries from all disciplines across 20 Scottish universities and higher education Institutions.

## **PROGRESS ON 2005 → 2006 PLANS**

A placement scheme for fine art students at the GSA which was funded by the SIE Innovation Fund is in its pilot stage and the Fresh Talent initiative of the Scottish Executive funded a collaborative work-placement scheme for students at the GSA and Edinburgh College of Art, the aim being to encourage them to develop professional networks and stay in Scotland after graduation.

Insight Out Learning, which was also funded by SIE, was developed by the GSA in partnership with Gray's School of Art during 2005-06. It is a unique web-based resource, providing guidelines for academic staff in embedding enterprise and creative business development into the undergraduate curriculum in the creative disciplines. It was launched to the Scottish higher education sector in March with a very high level of success and will be rolled out to the rest of the UK in Summer 2006. The GSA offers staff development to accompany the web resource.

### **LEARNING AND TEACHING DEVELOPMENT**

A postgraduate certificate in Learning and Teaching was introduced and 14 academic staff participated. Completing a PG Cert is now a requirement for new academic staff and existing staff are being encouraged to undertake the course which is being delivered for the GSA by the Centre for Learning and Teaching in Art and Design.

Seminars to promote learning and teaching innovation continued to take place – they included virtual learning environments, personal development planning and employability.

The Centre for Creative Education, intended to be a hub of research and good practice in creativity and creative education, was scoped, a management structure established and the process put in motion to appoint two research staff. The KnowHow Project, a research project into studio-based learning involving five European partners is also underway.

The software Blackboard has been purchased and a pilot Virtual Learning Environment (VLE) run from January to September 2006. The new post of Learning Technologist has been established to drive the VLE initiative forward. The new Student Record System which was operational in time for 2005-06 enrolment is being integrated with the VLE as Phase 2.

A wireless network environment was installed in the Foulis, Mackintosh and Bourdon buildings including the Library with the remainder of the campus scheduled for early 2006-07.

We continued to promote ways of encouraging interdisciplinary approaches to learning and teaching. Reading Weeks were introduced for the first time in 2004-05 and in 2005-06 Wednesday afternoons were also designated as non-teaching times. The aim of both was to establish non-teaching time which could create space in the academic year for cross-School and Department collaboration, debates and developments.

The third annual cross-GSA study day on the theme of *Costing the Earth; alternative strategies for sharing the world* was a great success with a mixture of international, UK and Scottish speakers.

The Digital Design Studio completed a development programme looking at pedagogy which combines arts and science and the use of advanced visualisation in education, funded by the National Endowment for Science Technology and the Arts and Scottish Enterprise.

Two interdisciplinary Masters were developed. The Masters in Architecture: Creative Urban Practice was launched in 2005-06 and the new Masters in Research: Creative Practices was validated for a 2006-07 launch.

## **PROGRESS ON 2005 → 2006 PLANS**

### **PROGRAMME DEVELOPMENT**

The GSA's Joint First Year Programme in Design and Architecture with the Central Academy for Fine Art (CAFA) in Beijing was launched in September 2005 with 67 students enrolled on its first year. The students who pass the year's programme will articulate into Level 2 at The Glasgow School of Art (and at Edinburgh College of Art) to complete their degrees. Preparations for induction, accommodation, language and student support, staff and student development are well underway to ensure the students integrate effectively and happily into both institutions.

Plans are also underway to develop a joint Masters in Fine Art (MFA) with CAFA. The new post of China Development Manager has been established to monitor progress on the existing programme and work on the development of new programmes and partnerships in China.

The postgraduate growth strategy continued to move forward. A common academic framework for postgraduate programmes has been approved and

a new Masters in Research: Creative Practices has been validated and will be launched in 2006-07.

### **INTERNATIONAL**

The GSA continues to enjoy a host of other international partnerships which help to further internationalise the campus. A few examples include the involvement of the GSA MFA students in the development of a Creation Centre in the Hiddukawa region of Sri Lanka; the partnership between the Head of Product Design Engineering and Ritsumeikan University on design process for non-designers; and the study visit by architecture students to Pakistan to participate in the post-earthquake rebuilding process.

Product Design was one of the nine prestigious design schools from Europe exhibiting at The Future Made in Solingen Exhibition in Germany. A two-day International Drawing Research Institute Symposium was hosted at the GSA with postgraduate students and staff from CAFA and the College of Fine Art at the University of New South Wales. For the third successive year,

a group of first-year students travelled to Prato in Italy as part of an exchange agreement with Monash University in Australia. MFA students represented the School at a major exhibition with the Bezalel Art School in Tel Aviv, and Sculpture and Environmental Art students took part in an International Public Art workshop hosted by Kunstverien Hildesheim in Germany.

## **PROGRESS ON 2005 → 2006 PLANS**

### **OBJECTIVE 2: ENSURE OUR STUDENTS REFLECT THE DIVERSITY OF SOCIETY**

The GSA's widening participation programme and participation in GOALS (Greater Opportunity and Access to Learning) had led to a 21% increase in applications from students from under-represented groups in 2004-05 with an increase of 15% in admissions. In 2005-06 however, applications dropped disappointingly by 11% and admissions figures for 2005-06 are awaited to see whether the drop in applications is reflected in admissions. The percentage of students from state schools increased by 7.6% and from social classes 4-7 by 6.5%. Initial work was undertaken in scoping research into the factors which influence low application rates to the GSA from minority ethnic communities.

Retention of students from disadvantaged backgrounds remains high, with 87% of students progressing into 2003-04. For the third year, first-year GOALS students attended an international summer school in association with the Monash University Centre in Prato, Northern Italy, to immerse themselves in Italian renaissance art, and a summer school

was established for GOALS students entering the GSA in 2005-06.

Integrated student support services continue to meet the needs of students with learning needs, particularly students with disabilities, who represented 15% (78% dyslexic) of the student community in 2005-06.

Progress has been made in developing articulation routes for students between the GSA and further education (FE) colleges in Glasgow (Cardonald, Langside and Glasgow Metropolitan Colleges). A Working Group has undertaken a number of initiatives, including FE student focus groups and joint portfolio selection sessions. A bridging summer school for FE students was introduced in summer 2004 for entry into the GSA in 2005-06 and will become an annual event. The Continuing Education programme has increased places on its portfolio day course and achieved an 88% success rate for students on the course gaining entry to degree level courses at art schools.

A major Review of Admissions at the GSA was completed and a range of recommendations made to enhance the effectiveness, fairness and transparency of the admissions process. The recommendations will be operational for 2006-07 admission, although some improvements have been put in place for 2006-07 entry.

**PROGRESS ON 2005 → 2006 PLANS**  
**OBJECTIVE 3: DEVELOP RESEARCH**  
**OF INTERNATIONAL STANDING**

**INFRASTRUCTURE**

The infrastructure for research and research postgraduate studies continues to be developed. There are now research developers and PhD co-ordinators covering each of the three schools, DDS and Historical and Critical Studies and the central Research Office has been strengthened with the appointment of an administrator. Postgraduate research forums are held twice a term and include students from the Royal Scottish Academy of Music and Drama. An audit of research outputs has been undertaken in preparation for the 2008 Research Assessment Exercise.

Thirty-four staff participated in accredited PhD supervisor training delivered by the Centre for Learning and Teaching in Art and Design.

Research funding databases have been installed and staff development workshops on bid-writing undertaken to improve the application and success rate in securing external research funding. Externally-generated research income of £744k was secured – a 16%

increase on 2003-04. Amongst the successful applications were a UK Research Council Fellowship worth £125,000 over five years; an Arts and Humanities Research Council (AHRC) Fellowship worth £142,000 over three years; an AHRC grant of £147,000 for research and advanced visualisation of Glasgow's Empire Exhibition; and funding of £50,000 from the Engineering and Physical Sciences Research Council for Ideal States Design and Health Research.

**RESEARCH CENTRES**

The GSA has eight research centres in varying degrees of development and maturity.

The Digital Design Studio (DDS) is the most developed of the Centres. Digital Design Studio completed its growth plan and a feasibility study into its future relocation to the Digital Media Campus at Pacific Quay, both plan and study funded by Scottish Enterprise. Scottish Enterprise then commissioned a further study into DDS to determine whether Scottish Enterprise should consider

investment. This confirmed that the DDS research is world-class and that there is significant commercial potential if an appropriate commercial structure is put in place. This has been agreed by the GSA but implementation has stalled because of Scottish Enterprise's own financial difficulties. In the meantime, the GSA has entered into negotiations with developers interested in developing and leasing part of a new building on Pacific Quay for DDS. DDS has restructured and appointed a Commercial Manager who will be responsible for securing commercial research contracts and business.

Research staffing is being enhanced in all research centres including the Mackintosh Environmental Architecture Research Unit; the Cell (renamed Studio 55) a fine art research network; the Centre for Research into Art in Social Contexts which continues to work in partnership with the Scottish Arts Council to develop a National Resource for Public Art in Scotland; Mackintosh Centre for Collections and Archives; and the Centre for Creative Education.

As part of the International Drawing Research Institute, the GSA organised a successful symposium in Glasgow for postgraduate students from its Chinese and Australian partners.

Initial work has been undertaken on establishing a research centre for creativity, technology and business in response to the recommendations of the Cox Review into Creativity in Business. The GSA is working with the Universities of Glasgow and Strathclyde and with the Lighthouse to develop the centre which will focus on demand-driven radical innovation in the service sector, focusing across the public and private sectors on high-value solutions in health, wellbeing and environment.

**RESEARCH CLUSTERS**

Research clusters also continue to develop.

The Design School has appointed a senior researcher who will, amongst other things, lead Ideal States – a collaboration focused on inclusive design between the GSA and the Medical

## **PROGRESS ON 2005 → 2006 PLANS**

Faculty of the University of Glasgow, funded by the Arts & Humanities Research Council and the Engineering & Physical Sciences Research Council under their joint Designing for the 21st Century programme.

A feasibility study, funded by the Scottish Funding Council, is underway into Living Cities, a research cluster exploring place-making from a multi-disciplinary perspective.

### **RESEARCH PROJECTS**

A large proportion of GSA staff was actively engaged in research during 2005-06. The following is a small sample of the many projects:

Mark Baines and Robert Proctor, Architecture, continued work on the major publication and exhibition on the archive of the post-war architecture firm Gillespie Kidd and Coia in association with the Lighthouse. Minty Donald took up a major AHRC Research Fellowship for research into site-specific digital art as a strategy for shaping the built environment. Robert Proctor was

awarded a grant from the British Academy for research on 'Architecture from the Cell-Soul: Binet, Haecklel and the Aesthetics of Evolution'.

Archie McCall, Ceramics, is the lead research partner in a European Union Leonardo project investigating the synergy between learning, teaching and studio practice in art institutions across Europe.

Ian Grout, Product Design, is lead researcher for The Glasgow School of Art in the European Union Framework 6 project on Creative Communities which looks at emerging user demand for sustainable solutions.

Alastair Macdonald, Design School, is involved in Inclusive Design research with the Ritsumeikan University, Kyoto, Japan, funded by Sasakawa Foundation and leads Ideal States, the design for healthcare project with the University of Glasgow's Faculty of Medicine funded by the Arts and Humanities Research Council.

Ian Johnson and Doug Pritchard at the Digital Design Studio were awarded an AHRC grant to research the 1938 British Empire Exhibition, exploring the physical context and architectural legacy of the Exhibition. A detailed 3D interactive model and narrative of the Exhibition will be available as a website and permanent display in the House for an Art Lover in Bellahouston Park, the very grounds where the Empire Exhibition was located.

Bruce Peter of Historical and Critical Studies had the British edition of his book 'Cruise: Identify, Design and Culture' published by Laurence King. The Historical and Critical Studies Department organised a highly successful conference with the University of Glasgow Crichton Campus in Dumfries on Art in Land.

Peter McCaughey of Sculpture and Environmental Art was awarded a grant of £97,000 from the Scottish Arts Council to work on a second phase of a series of large-scale permanent landworks in Stirling.

Clara Ursitti, Sculpture and Environmental Art, was awarded the Arts Council England Helen Chadwick Fellowship 2006-07 to undertake a six-month period of research as a Senior Research Fellow at both the British School in Rome and the Laboratory at the Ruskin School of Drawing and Fine Art, University of Oxford.

## **PROGRESS ON 2005 → 2006 PLANS**

### **OBJECTIVE 4: BRING CULTURAL, SOCIAL AND ECONOMIC BENEFIT TO GLASGOW, SCOTLAND AND BEYOND**

#### **COMMERCIALISATION**

The Digital Design Studio is in the final stages of negotiation with a Glasgow-based software company to commercialise 3Motion, a hands-free gesture recognition interface with computers. DDS has also entered into a commercial agreement with Voice Technologies Ltd, a Paisley firm on voice recognition software which DDS developed.

The Centre for Advanced Textiles continued to provide a highly successful commercial bureau service in advanced digital textile print, serving clients across the world as well as the needs of the Centre's research and education agenda.

#### **BRIDGES INTO WORK**

Five students were successful in securing grants from the Scottish Institute for Enterprise Student Patent Fund and a further five were supported by the GSA's own patent fund to protect their design ideas prior to seeking routes to market.

Thirteen recent graduates were selected for the second year of the Insight Out Graduate programme run by the GSA,

the Lighthouse Centre for Architecture, Design and the City and the National Endowment for Science Technology and the Arts (NESTA). The programme involves intensive workshops and mentoring to help the graduates develop creative business ideas with the prospect of financial support and a fast track to Scottish Enterprise Creative Industries seed funds. The Insight Out programme is now being rolled out across the UK by NESTA and NESTA has also committed over £1m to underwrite a pan-Scotland enterprise academy based on the Insight Out model.

#### **HERITAGE AND EXHIBITIONS**

The GSA continued to promote access to the Mackintosh heritage. A major application for £4.6m towards the Mackintosh Conservation and Access Project was given Stage 1 approval by the Heritage Lottery Fund (HLF). The Project involves conservation work on the interior of the Mackintosh Building and on the School's collections and archives; improved storage in environmentally-controlled conditions; extended exhibition facilities and a new interpretation centre to accommodate

increased numbers of visitors on a longer tour with access to previously closed areas of the building. The Stage 2 application will be submitted to HLF with a decision due in November and work starting in early 2007. A Capital Campaigns Director has been appointed to raise the balance of £2m required for the project.

Glasgow City Council is leading a bid to secure world heritage site status for Mackintosh Masterpieces (Art School and Hill House) and the GSA is actively engaged in developing the bid.

The GSA exhibitions programme included major exhibitions such as the first Scottish showing of the work of William Kentridge, Sensacional – Mexican street graphics; the work of graphic designer Abram Games and the Jerwood Drawing Prize.

#### **POLICY DEVELOPMENT**

The GSA also contributed to a wide range of local and national policy initiatives, including serving on the Steering Group for Glasgow's new Economic Strategy and the Learning

and Skills Group convened by Scottish Enterprise Glasgow; the steering group for the World Heritage Site bid for Mackintosh in Glasgow; the Six Cities Festival of Design Steering Group; Scottish Enterprise Glasgow Creative and Cultural Industries Framework Group; and various Universities Scotland initiatives. Internationally, GSA staff are involved in the European League of Institute of the Arts, Cumulus Design Network and SOLAS, the international solar energy network.

## **PROGRESS ON 2005 → 2006 PLANS**

### **OBJECTIVE 5: BE AN ORGANISATION CHARACTERISED BY EXCELLENT STAFF AND A STRONG RESOURCE BASE**

#### **STAFF**

Career review and personal development planning continued to be rolled out across the School with 80% of eligible staff having taken part in a career review session. The programme will be reviewed during 2006-07. Activity planning has now been introduced for academic staff and this too will be reviewed.

Negotiations for the implementation of the National Pay Framework are well advanced. Job evaluations will be completed, pay structures agreed and staff placed on the single spine by November 2006. As part of this, a more comprehensive pay and rewards strategy is in development. A review of the contractual arrangements of Visiting Lecturers is also underway.

Discussions to clarify roles and responsibilities continued throughout the year and the role of Programme Leader was successfully established for each undergraduate and postgraduate programme. A group of senior staff was charged with advising on the leadership development needs of GSA senior staff. They consulted with their colleagues and

produced a useful report which is now forming the basis of leadership events.

A working group was established to plan a series of GSA staff-led discussion forums. One forum has been held at which Stuart Cosgrove from Channel 4 spoke. Staff development sessions, research seminars and forums and a headroom day on learning, teaching and quality enhancement strategy also offered opportunities for formal and informal dialogue across the GSA.

#### **ESTATES REDEVELOPMENT**

Major work was completed on planning for a redeveloped Garnethill estate. After a series of studies – conditions survey, space utilisation and fitness for purpose – RMJM architects concluded that only wholesale redevelopment and rationalisation could provide the quality of learning, teaching and research environment the School needed and also improve space utilisation. Architects Bond Bryan completed a detailed options appraisal and the Board agreed the preferred option which then formed the basis of the Full Business Case submitted to the Scottish Funding Council in March 2006.

A new post of Estates Development Director was established to drive forward the three estates development projects – Garnethill, Mackintosh Conservation and Access Project and Digital Design Studio – and a Capital Campaign Director was appointed to raise the £10m target for Mackintosh and Garnethill. A Board Estates Committee has been formed, a fundraising steering group has been established, an outline fundraising strategy and policies on ethics, naming and stewardship have been agreed and fundraising staff are being appointed to join the capital campaign team.

In the short term, learning and teaching spaces are prioritised for maintenance to ensure that a level of quality is maintained while plans for the new estate are in development, and temporary accommodation is being sought to sustain the necessary growth in postgraduate and overseas students in advance of the additional space to be provided by the new campus.

#### **IT INFRASTRUCTURE**

A new student record database system was installed and operational for the 2005-06 enrolment and phase 1 of an upgrade to information management systems in order to accommodate significant increases in electronic data has been completed.

#### **ORGANISATIONAL PROCESSES**

The School is compliant with the new requirements for Full Economic Costing for research contracts.

A new Diversity Working Group has been established to integrate and mainstream the various strands contained within equality legislation. It replaces the Disability and Race Relations Working Groups.

## **PROGRESS ON 2005 → 2006 PLANS**

### **RECRUITMENT, FUNDRAISING AND COMMUNICATION**

There was an 8.1% increase in full time overseas applications, with a 13% increase in full time overseas students enrolled in 2005-06. There was a 5% decrease in study abroad enrolments resulting in an overall increase in overseas income of 9.4%. There was a 1% decrease in home/EU applications in 2005-06.

Country plans were developed for each of the GSA's priority markets for overseas recruitment.

For 2006-07 there is at the time of writing a 9% increase in both home/EU and in overseas student applications.

*Flow*, the GSA's alumni magazine, won The Scottish Business and Professional Magazine of the Year Award.

In fundraising, £140,000 was secured for the Creative Futures, Next Generations Funds and through sponsorship. Two legacies were received for approximately £0.5m.

### **CORPORATE GOVERNANCE**

The Glasgow School of Art Board was joined by John McCormick, former Controller of BBC Scotland, Ros Micklem, Principal of Cardonald College, and Paul Mugnaioni, Chairman of Quality Street Property. A useful Board development workshop was held and improvements made to the operation of the Board and its meetings.

## **EQUAL OPPORTUNITIES MONITORING COMMENTARY**

### **STUDENTS**

This year as part of our developing Diversity and Equality agenda we include statistical data on age and gender as well as ethnicity and disability.

The figures show a student population, where the percentage of entrants from each of these groups closely reflects the percentage of applicants from that group. This would suggest quite clearly that our admissions and selection processes are not discriminating against these particular groups. In broad terms, the profile of applicants and entrants has remained relatively static over the last three years with a small increase in entrants from black and minority ethnic (BME) groups.

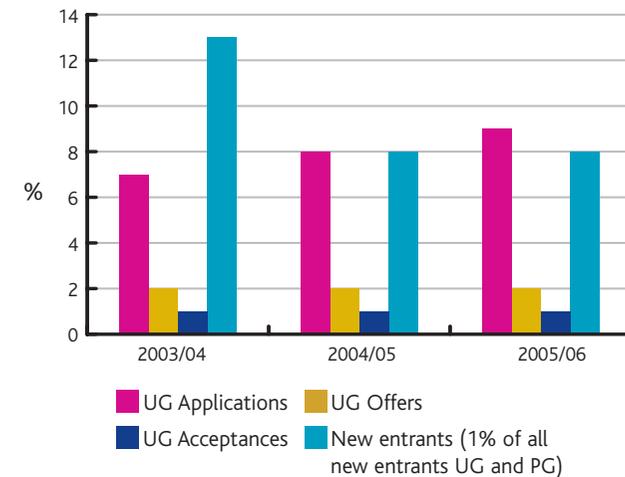
The number of students declaring a disability at application stage has risen slightly over the time frame and may reflect a reduction in the perceived stigma attached to declaring some disabilities or learning needs. On-course declaration of disability by students at all stages of their studies has also

continued to increase and is an indication of student confidence in the support available to them.

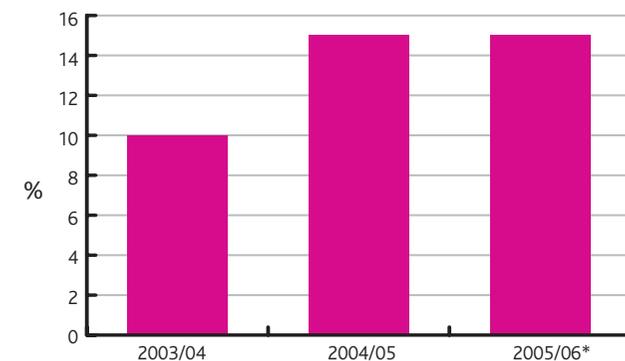
The incidence of failure (5%) and withdrawal (3%) in the student population as a whole is low. In relation to gender, the percentage split in both failure and withdrawal is consistent with the gender profile of the population. The statistics as they relate to BME and disabled students show a higher rate of failure than for the general population but also, given that the figures for withdrawal are lower, a significant rate of retrieval. The numbers are however small and correlations unclear. Indeed academic failure and withdrawal do not necessarily in themselves equate. This may point to the need for further qualitative data in this area in order to draw meaningful and informative conclusions.

## **STUDENT DISABILITY**

### **% DECLARING A DISABILITY**



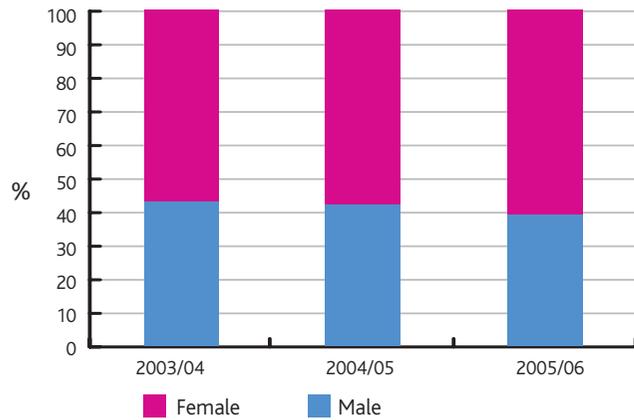
### **% OF TOTAL STUDENT POPULATION DECLARING DISABILITY**



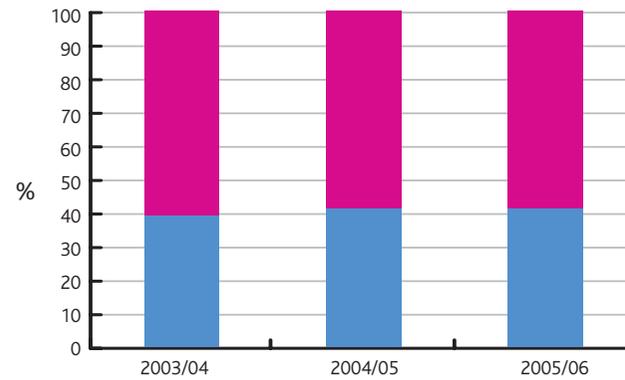
\* mid-year figure only

**STUDENT GENDER**

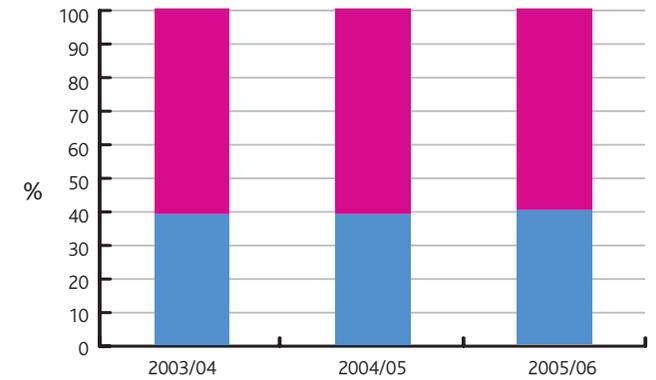
**UG APPLICANTS**



**ALL APPLICANTS (UG AND PG)**

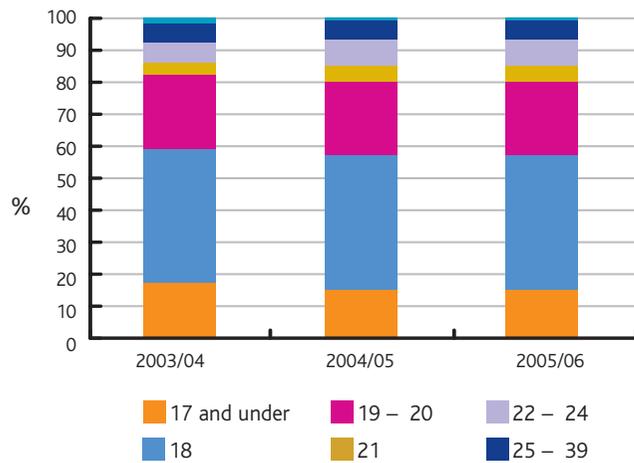


**ALL STUDENTS**

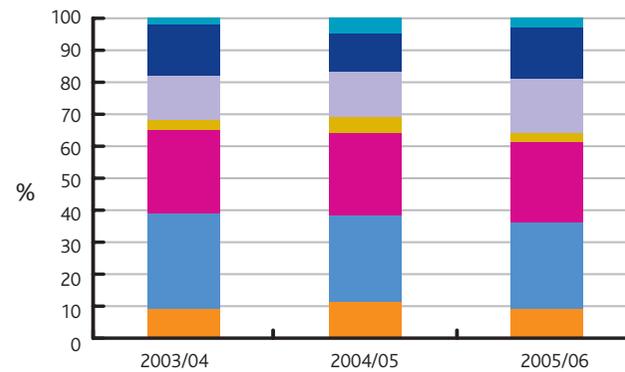


**STUDENT AGE PROFILE**

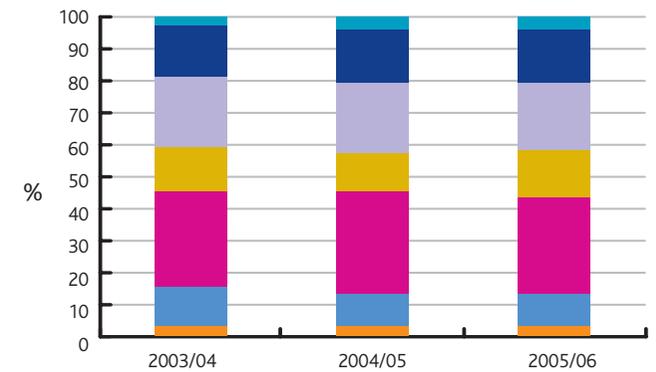
**UG APPLICANTS**



**ALL APPLICANTS (UG AND PG)**

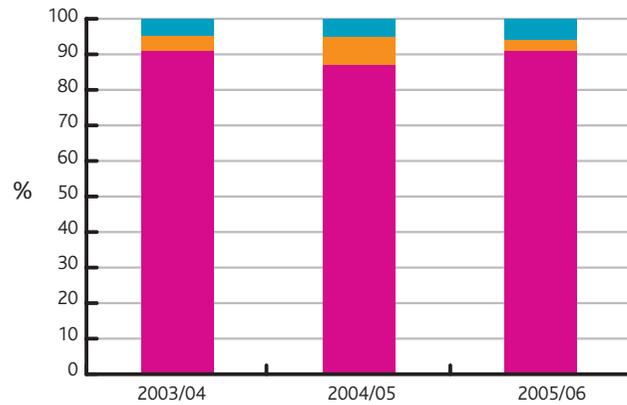


**ALL STUDENTS**

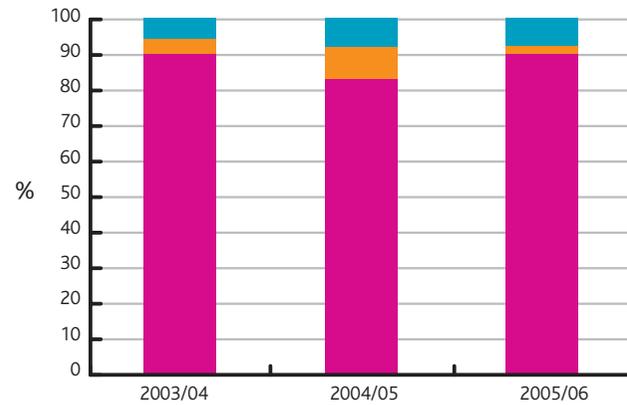


**STUDENT ETHNICITY**

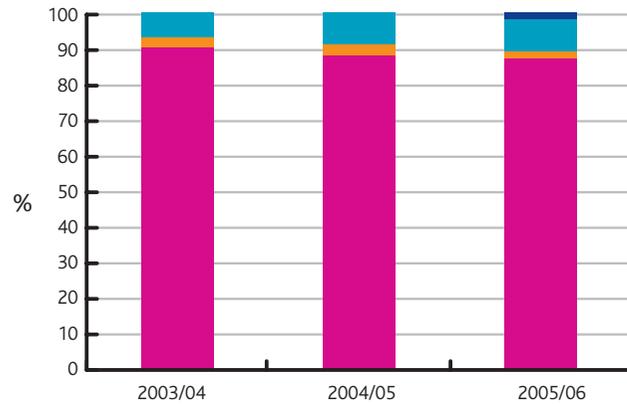
**UG APPLICATIONS**



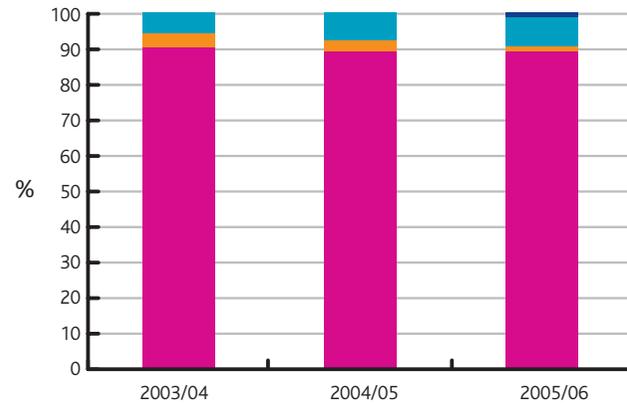
**UG OFFERS**



**ALL ENTRANTS (UG AND PG)**



**TOTAL STUDENT POPULATION**



■ White British, Scottish, Irish, Other    ■ Not known  
■ Black, Asian, Chinese, Mixed Race    ■ Information refused

## **STUDENT DISABILITY**

### **APPLICANTS DECLARING A DISABILITY**

	Entry Year 2003/04		Entry Year 2004/05		Entry Year 2005/06	
	Number	% of total	Number	% of total	Number	% of total
<i>Total applications</i>	2668		2681		2320	
Applications	183	7%	205	8%	199	9%
Offers	55	2%	45	2%	45	2%
Acceptances	39	1%	29	1%	33	1%
New Entrants (% of all new entrants)	69	13%	40	8%	38	8%

### **STUDENTS DECLARING A DISABILITY**

	Entry Year 2003/04		Entry Year 2004/05		Entry Year 2005/06*	
	Number	% of total	Number	% of total	Number	% of total
<i>Total Students</i>	1634		1700		1700	
Total with disability		10%		15%	263	15%
Of which % in receipt of DSA		71%		82%	131	50%
Of which dyslexia represents		69%		89%	204	78%
<i>Total Failures (% of student population)</i>		5%	86	5%		
Of which those with disabilities		21%	20	23%		
Of which those with dyslexia		17%	13	65%		
<i>Total Withdrawals (% of student population)</i>		2%	53	3%		
Of which those with disabilities		8%	10	19%		
Of which those with dyslexia		3%	5	50%		

\* These figures are subject to change as students may be assessed for disability throughout the academic year

**STUDENT ETHNICITY**

	Entry Year 2003/04		Entry Year 2004/05		Entry Year 2005/06	
	Number	% of total	Number	% of total	Number	% of total
<i>UG Applicants</i>	2680		2777		2719	
Male	1158	43%	1166	42%	1072	39%
Female	1522	57%	1611	58%	1647	61%
<i>All Entrants (UG and PG)</i>	517		466		489	
Male	199	39%	189	41%	202	41%
Female	318	61%	277	59%	287	59%
<i>Students</i>	1634		1700		1700	
Male	633	39%	659	39%	672	40%
Female	1001	61%	1041	61%	1028	60%
<i>Total Failures (% of student population)</i>		5%	86	5%		
Of which male			37	43%		
Of which female			49	57%		
<i>Total Withdrawals (% of student population)</i>		2%	53	3%		
Of which male			23	43%		
Of which female			30	57%		

**STUDENT AGE PROFILE**

	Entry Year 2003/04		Entry Year 2004/05		Entry Year 2005/06	
	Number	% of total	Number	% of total	Number	% of total
<i>UG Applicants</i>	2680		2777		2719	
17 and under	460	17%	430	15%	414	15%
18	1130	42%	1162	42%	1152	42%
19 – 20	610	23%	649	23%	619	23%
21	122	4%	124	5%	134	5%
22 – 24	158	6%	211	8%	203	8%
25 – 39	152	6%	161	6%	161	6%
40 and over	48	2%	40	1%	36	1%
<i>All Entrants (UG and PG)</i>	517		466		489	
17 and under	48	9%	51	11%	43	9%
18	154	30%	125	27%	130	27%
19 – 20	136	26%	121	26%	122	25%
21	16	3%	22	5%	16	3%
22 – 24	73	14%	67	14%	82	17%
25 – 39	82	16%	58	12%	80	16%
40 and over	8	2%	22	5%	16	3%
<i>Students</i>	1634		1700		1700	
17 and under	49	3%	48	3%	42	3%
18	198	12%	166	10%	172	10%
19 – 20	483	30%	543	32%	507	30%
21	235	14%	211	12%	262	15%
22 – 24	354	22%	374	22%	357	21%
25 – 39	258	16%	283	17%	287	17%
40 and over	57	3%	75	4%	73	4%

**STUDENT AGE PROFILE**

	Entry Year 2003/04		Entry Year 2004/05		Entry Year 2005/06	
	Number	% of total	Number	% of total	Number	% of total
<i>Total Failures (% of student population)</i>		5%	86	5%		
Of which: 17 and under			0	0%		
18			2	2%		
19 – 20			28	33%		
21			15	17%		
22 – 24			25	30%		
25 – 39			15	17%		
40 and over			1	1%		
 <i>Total Withdrawals (% of student population)</i>		2%	53	3%		
Of which: 17 and under			0	0%		
18			3	6%		
19 – 20			17	32%		
21			5	9%		
22 – 24			10	19%		
25 – 39			17	32%		
40 and over			1	2%		

**STUDENT ETHNICITY**

	Entry Year 2003/04		Entry Year 2004/05		Entry Year 2005/06	
	Number	% of total	Number	% of total	Number	% of total
<i>UG Applications</i>	2668		2681		2320	
White British, Scottish, Irish, Other	2409	91%	2338	87%	2102	91%
Not Known	119	4%	200	8%	74	3%
Black, Asian, Chinese, Mixed Race	140	5%	143	5%	144	6%
<i>UG Offers</i>	776		761		528	
White British, Scottish, Irish, Other	695	90%	631	83%	477	90%
Not Known	34	4%	70	9%	11	2%
Black, Asian, Chinese, Mixed Race	47	6%	60	8%	40	8%
<i>All Entrants (UG and PG)</i>	526		474		489	
White British, Scottish, Irish, Other	474	90%	415	88%	427	87%
Not Known	14	3%	14	3%	10	2%
Black, Asian, Chinese, Mixed Race	38	7%	45	9%	41	9%
Information Refused					11	2%
<i>Total Students</i>	1634		1700		1700	
White British, Scottish, Irish, Other		90%		89%	1513	89%
Not Known		4%		3%	25	1.5%
Black, Asian, Chinese, Mixed Race		6%		8%	139	8%
Information Refused					23	1.5%
<i>Total Failures (% of student population)</i>		5%	86	5%		
Of which Black, Asian, Chinese, Mixed Race		11%	13	15%		
<i>Total Withdrawals (% of student population)</i>		2%	53	3%		
Of which Black, Asian, Chinese, Mixed Race		5%	2	4%		

**STAFF**

We have included the following statistical information for staff: gender, ethnicity, disability and age as well as headcount and the number of leavers.

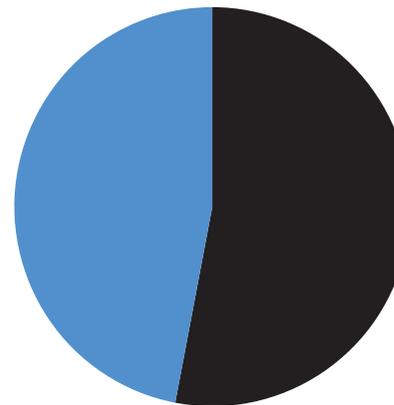
The number of staff declaring a disability is consistent with the figures declared last year. However, when compared to the number of students who declare a disability, the percentage for staff remains low. This may indicate reluctance on the part of staff to declare a disability. The provisions and services on offer to staff with a disability and staff awareness of these is being considered as part of the emerging Diversity and Equality strategy.

The staff headcount has decreased. Exit interviews are conducted with all leavers and feedback from these interviews incorporated into the recruitment process, where appropriate. The reasons for leaving given by staff do not highlight any emerging trends for the increase.

The BME statistics show a slight decrease when compared to last year. However, the number of staff refusing to indicate ethnic origin has increased. It is difficult to draw any meaningful conclusions from the BME statistics, as the numbers involved are small.

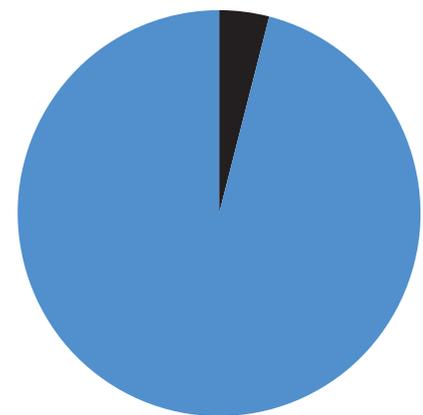
There has been a significant increase in the range of information now captured in relation to staff, from the start of the recruitment process onwards. In addition, personal staff information such as sexual orientation and religion and belief, is now captured and updated on a regular basis.

**STAFF GENDER**



■ Female 53%  
■ Male 47%

**% STAFF WITH DISABILITY**

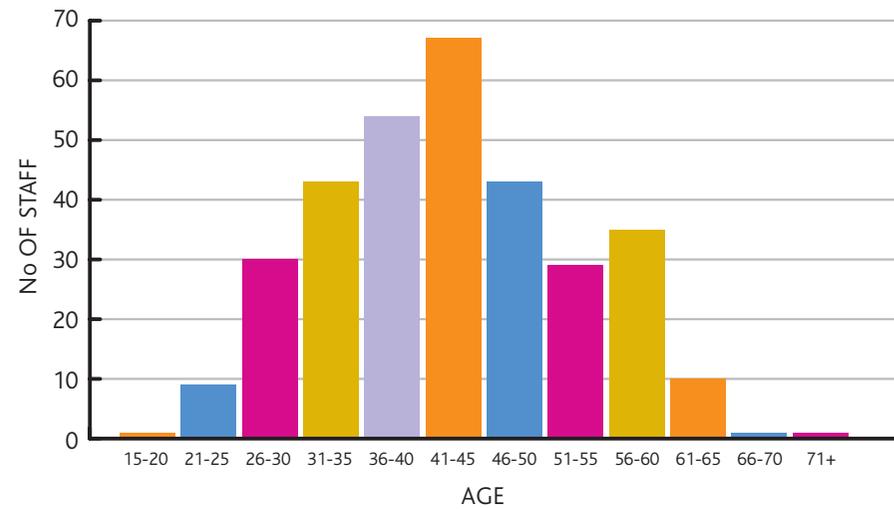


■ Declared disabled 4%  
■ Not known to be disabled 96%

**ETHNICITY GSA STAFF**

		%
Asian/Indian	1	0.3
Mixed White/Asian	1	0.3
Other White	19	5.9
Black African	1	0.3
Other Asian	1	0.3
White	14	4.3
Chinese	2	0.6
Other	2	0.6
White British	77	23.8
Other Mixed	1	0.3
White Irish	16	5.0
White Scottish	176	54.5
Info Refused	12	3.7
<b>TOTAL</b>	<b>323</b>	

**AGE PROFILE GSA STAFF**



**STAFF**

	2003/04		2004/05		2005/06	
Total Staff Headcount	343		334		323	

**ETHNICITY**

	Number	% of total	Number	% of total	Number	% of total
Non-White Ethnic Origin	3.4 (FTE)	1.0%	14	4.2%	9	2.8%

**DISABILITY**

	Number	% of total	Number	% of total	Number	% of total
Disability Declared	4.7 (FTE)	1.4%	14	4.2%	13	4.0%

**AGE PROFILE**

	Number	% of total	Number	% of total	Number	% of total
Age:						
15 – 20	1	0.3	2	0.6	1	0.3
21 – 25	15	4.4	9	2.7	9	2.8
26 – 30	22	6.4	30	8.9	30	9.3
31 – 35	62	18.0	50	15.0	43	13.3
36 – 40	57	16.6	57	17.0	54	16.7
41 – 45	73	21.3	70	21.0	67	20.7
46 – 50	36	10.5	43	13.0	43	13.3
51 – 55	34	9.9	28	8.4	29	9.0
56 – 60	29	8.5	35	10.4	35	10.9
61 – 65	11	3.2	9	2.7	10	3.1
66 – 70	2	0.6	0	0	1	0.3
71+	1	0.3	1	0.3	1	0.3

**GENDER PROFILE**

	Number	% of total	Number	% of total	Number	% of total
Gender: Male	168	49	173	52	152	47
Female	175	51	161	48	171	53

**STUDENT NUMBER FORECASTS (FTE)**

	<b>2005/6</b>		<b>2006/7</b>		<b>2007/8</b>		<b>2008/9</b>		<b>2009/10</b>		<b>2010/11</b>
		Increase		Increase		Increase		Increase		Increase	
<b>UNDERGRADUATE</b>	1459	45	1504	49	1553	55	1608	0	1608	0	1,608
<b>POSTGRADUATE</b>	129	15	144	14	158	16	174	18	192	18	210
<b>HOME/EU</b>	1441	10	1451	9	1460	11	1471	10	1481	10	1,491
<b>OVERSEAS</b>	147	50	197	54	251	60	311	8	319	8	327
<b>TOTAL</b>	1588	60	1648	63	1711	71	1782	18	1800	18	1,818

**INCOME & EXPENDITURE**

	<b>FORECAST 2005 – 06 £000</b>	<b>PLAN 2006 – 07 £000</b>	<b>PLAN 2007 – 08 £000</b>	<b>PLAN 2008 – 09 £000</b>	<b>PLAN 2009 – 10 £000</b>
<b>INCOME</b>					
Funding Council grants	9,508	9,901	10,061	10,138	10,219
Home/EU Tuition Fees	2,264	2,510	2,799	3,097	3,405
Overseas Tuition Fees	1,459	1,954	2,403	2,959	3,110
Research Grants and Contracts	890	900	1,030	1,168	1,315
Endowment and Investment Income	131	136	139	141	144
Other Income	953	1,123	1,146	1,169	1,192
Total Income	<u>15,205</u>	<u>16,524</u>	<u>17,578</u>	<u>18,672</u>	<u>19,386</u>
<b>EXPENDITURE</b>					
Staff Costs	9,607	10,525	11,367	12,273	12,766
Other Operating Expenses	4,547	4,850	5,031	5,187	5,375
Depreciation	937	1,035	1,066	1,098	1,131
Interest Payable	114	114	114	114	114
Total Expenditure	<u>15,205</u>	<u>16,524</u>	<u>17,578</u>	<u>18,672</u>	<u>19,386</u>
<b>Surplus on Operations</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
Transfer (to)/from Revaluation Reserve	378	378	378	378	378
<b>SURPLUS ON HISTORIC COST BASIS</b>	<u><b>378</b></u>	<u><b>378</b></u>	<u><b>378</b></u>	<u><b>378</b></u>	<u><b>378</b></u>

**THE GLASGOW  
SCHOOL OF ART**

**167 RENFREW STREET  
GLASGOW  
UNITED KINGDOM  
G3 6RQ**

**+44 (0)141 353 4500  
info@gsa.ac.uk**

**www.gsa.ac.uk**

If you require this Strategic Plan in an alternative format please contact Marketing and Development Office on +44 (0) 141 353 4710 or email [marketing@gsa.ac.uk](mailto:marketing@gsa.ac.uk)  
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