

SUMMARY
STRATEGIC PLAN

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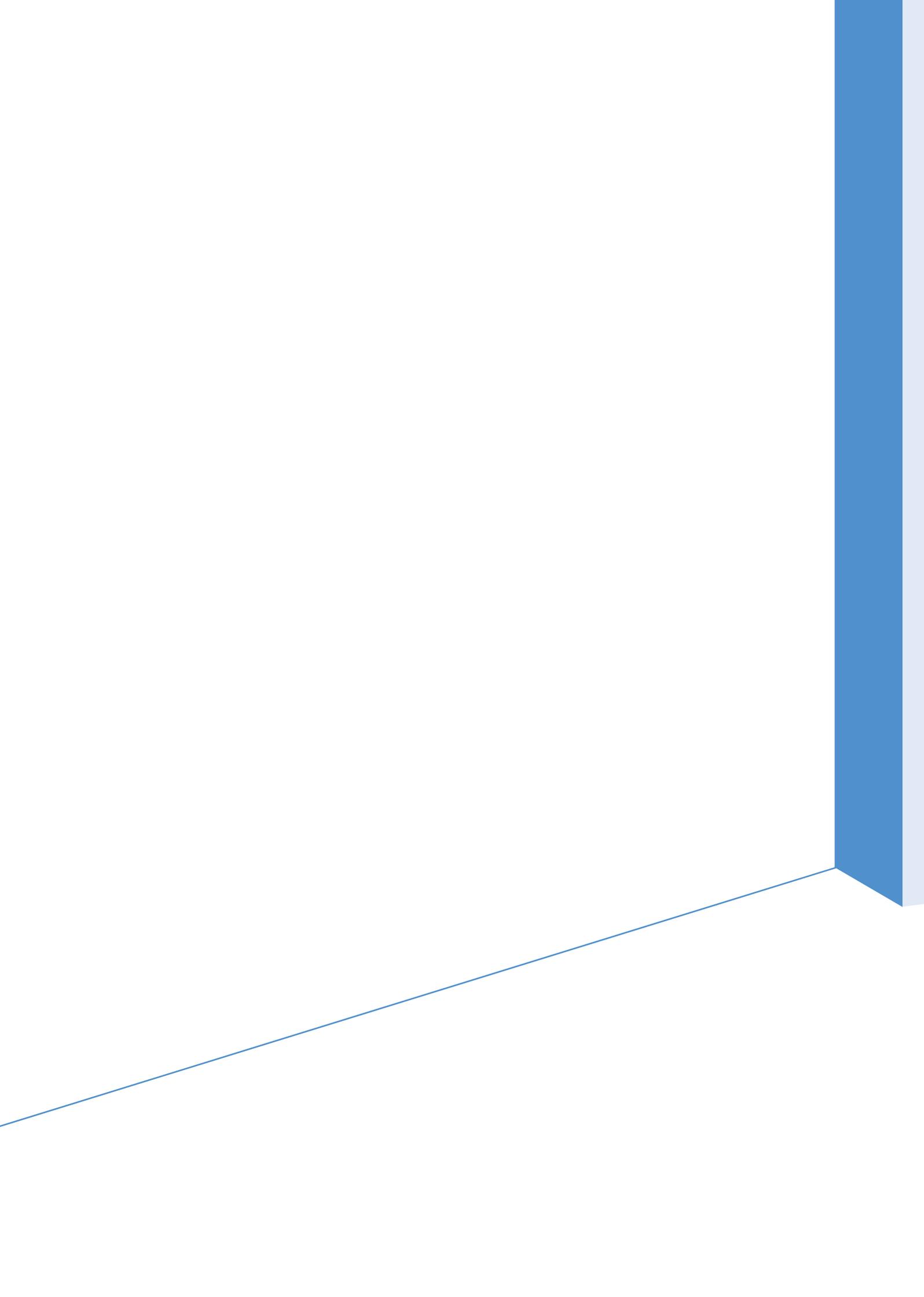
2006 – 2007 UPDATE



The Mackintosh Building, The Glasgow School of Art (Image: Alan McAteer)

OUR VISION

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



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INTRODUCTION

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

The thoughts of Charles Darwin in *The Origin of Species* are relevant here

"It is not the strongest of the species that survive, nor the most intelligent, but the ones most responsive to change"

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

The vision of The Glasgow School of Art remains constant:

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

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

CREATIVE AND CULTURAL

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

THE CREATIVE INDUSTRIES

The sectors most closely associated with the disciplines taught at The Glasgow School of Art 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 skill 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 Industries¹ talks specifically

about the need to increase postgraduate opportunities in creative disciplines. Our ambition is to increase the percentage of postgraduate students from its current 8% to 15% in 2008 and 22% by 2015. There is strong evidence of demand both in terms of applications to our current postgraduate programmes and in terms of global trends².

Additional funds provided by the Scottish Funding Council for 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 Scotland³ (of which 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 to creative graduates. We developed a graduate bridging project – Insight Out – in partnership with NESTA and the Lighthouse⁴ 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 launched as part of the Six Cities Festival of Design. We also continue to promote employability across the School, embedding core and

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 2005-6 Scottish Funding Council Main Grant Letter

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

transferable skills including enterprise learning firmly and explicitly into our project-based curriculum, piloting innovative new approaches like Insight Out Learning which appeal to creative minds, supported in this by the Scottish Institute for Enterprise⁵.

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. 86% 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 inter-disciplinary of creative practice. A good start has been made in encouraging synergies across

our Schools and Departments; in developing inter-disciplinary courses at undergraduate and postgraduate levels and in our emerging area of inter-disciplinary research.

CREATIVITY AND THE KNOWLEDGE ECONOMY

The creativity, which The Glasgow School of Art nurtures, is increasingly valued in the wider society. Sir George Cox in his Review of Creativity in Business⁶ 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*,⁷ 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 and 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 University⁸ argues that "creativity is now the decisive source of competitive advantage. In virtually every industry, from automobiles to fashion, food products and information technology itself, the winners in the long run are those who can create and keep creating...creativity has come to be the most highly prized commodity in our economy".

Florida's new theoretical construct for economic development is based on three pillars. Firstly, those who are creative in their work now represent a significant class in society (approximately 30% of the workforce in the USA, 25% in Europe⁹) Secondly, the health of the economy depends on its ability to nurture, attract and retain creative people. Thirdly, creative people are drawn to cities, which comprise large numbers of creative people, which are socially diverse and tolerant, and which have a rich cultural life.

5 Scottish Institute for Enterprise Innovation Grant for the development of Insight Out Learning

6 Review of Creativity in Business: Building on the UK's strengths. Sir George Cox 2005 HMSO

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

8 The Rise of the Creative Class – and how it is transforming work, leisure, community and everyday life. Richard Florida. 2002. Basic Books ISBN0-465-02476-9

9 Demos 2005

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 both 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.¹⁰

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 of Scotland in his St Andrew's Day address in late 2003 talked about the centrality of cultural activity to all aspects of our lives. He wanted Scotland to have the "*courage and faith to back human imagination, our innate creativity, as the most potent force for individual change and social vision*". 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.

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 HE sector has an important role in developing cultural activity, awareness and expertise through creating wider access to cultural activity and helping to develop creative talent across different sectors of the economy.

The Knowledge Transfer Task Force of the Scottish Higher Education Funding Council also recognised the cultural role of higher education. Following consultation¹¹ a small dedicated stream of knowledge transfer funds has been allocated, unfortunately formulaically, for cultural engagement. In return HEIs 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

¹⁰ British Council with IPD 2003

¹¹ Cultural Engagement: an imperative for Higher Education. Scottish Higher Education Funding Council March 2005

archives. Glasgow City Council is leading the bid to have Mackintosh Masterpieces which comprise 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 60% 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.

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 – 3¹²; its Lifelong Learning Strategy¹³; the Treasury's Lambert Review of Business-University Collaboration¹⁴; 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 Exercise¹⁵ provide a clear statement of Government priorities for the future. The changing nature of society, the changing profile and needs of students, too, are major factors in planning our education and research of the future.

LEARNING AND TEACHING

The key challenge for the education sector is to recognise a significant shift in society towards lifelong learning because, in Alvin Toffler's words

"The illiterate of the 21st Century will not be those who cannot read and write but those who cannot learn, unlearn and re learn"

The seamless progression of a learner through different levels of education 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 inter-disciplinarity; 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 of work. The GSA, like other HEIs 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

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

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

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

15 H.M. Treasury: Science and Innovation Investment framework 2004–2014: next steps. HMSO, 2006. Chapter 4: Supporting Excellence in University Research, p.29

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 with sterling work being undertaken by our SIE student intern. In 2006 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)¹⁶ provision 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 "postgraduateness" 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 inter-disciplinary 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.

We would, however, also defend vigorously 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 are also being pursued.

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

The increased quality research funding which followed our improved performance in the 2001 Research Assessment Exercise has provided an excellent foundation to support our aspirations. 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 and Senior Researchers in each school, Researchers and Visiting Professors; 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.

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 – the exhibitions, publications, student projects, continuing education classes, conferences, lectures and seminars and, last but not least, our heritage both as the guardian of Charles Rennie Mackintosh's masterwork and collections and as one of the oldest art schools in the United Kingdom. This too is knowledge transfer in its broadest sense and that this is now acknowledged by SFC is a very positive development.

PEOPLE AND PLACE

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

PEOPLE

The Bett Report¹⁷ 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 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 more effectively the needs of the individual and the needs of the School. 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 the GSA staff, the sense of the GSA community and the reputation of Glasgow as a dynamic creative city remain the most important factors in maintaining our competitive edge. The physical environment of the GSA is, however, in danger of seriously undermining it.

The Garnethill campus is very poor. It fails to provide a learning, teaching or research environment which is in any way adequate to meet the ambitions of the School in terms of its quality, its flexibility, its cost effectiveness, 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.

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 House for an Art Lover in Bellahouston Park, the growth plans of the ground breaking Digital Design Studio are also constrained by its current accommodation. The DDS ambition is to relocate to the Digital Media Campus on Pacific Quay and 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 GSA represents well over 60% of expenditure, will have significant costs – in both designing and implementing the new pay structures.

In England, higher education institutions are benefiting not only from additional support for modernising pay structures but also, from 2006 onwards, from the ability to charge variable fees that will bring in a stream of additional teaching income which is not assured in Scotland.

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

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

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

VISION AND OBJECTIVES

The vision of The Glasgow School of Art is:

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

We will achieve that vision by fulfilling 5 major objectives:

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

The following pages detail the strategies which have been agreed for the four year period from 2004 – 2008 and the main plans identified for 2006 – 2007. The full strategy, which includes a report on progress in 2005 – 2006, student number projections and a summary of the income and expenditure budget, is available on the GSA website at www.gsa.ac.uk/publications

PRIORITIES FOR 2006-2007

For 2006–2007 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

OBJECTIVE 1

To provide creative education of the highest quality which

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

Objective 1 Strategy 1:

Encourage research, development and innovation in learning and teaching

Plans 2006 – 2007

- Implement the plan for the Centre for Creative Education: secure research income, produce agreed outputs, appoint PhDs and establish education and industry partnerships
- Continue to promote membership of the Higher Education Academy

Objective 1 Strategy 2:

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

Plans 2006 – 2007

- Implement the common academic frameworks for undergraduate and postgraduate programmes
- Continue to engage with the Quality Enhancement Framework and plan a programme of Thematic Reviews to align with selected Enhancement Themes
- Review Historical and Critical Studies

Objective 1 Strategy 3:

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

Plans 2006 – 2007

- Continue to develop the employability strategy across GSA (to include, as appropriate, work placements, live projects and professional practice units)
- Implement and evaluate a pilot PDP project for all Level 1 students and agree an institutional framework for implementation for all students in 2007-2008
- Evaluate the success of Insight Out Learning and explore the potential for further development of content and markets

Objective 1 Strategy 4:

Encourage inter-disciplinary approaches to learning and teaching

Plans 2006 – 2007

- Develop inter-disciplinary postgraduate programmes as part of the postgraduate growth strategy
- Develop arts and science undergraduate or postgraduate provision at the Digital Design Studio
- Explore the potential to design elective units in undergraduate programmes which create opportunity for interdisciplinary projects within the curriculum

Objective 1 Strategy 5:

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

Plans 2006 – 2007

- Embark on a major review of portfolio as part of the development of Strategic Plan 2008-2012

Objective 1 Strategy 6:

Develop and promote postgraduate opportunities at the GSA

Plans 2006 – 2007

- Implement the postgraduate growth strategy
- Develop and implement a targeted marketing and recruitment strategy for postgraduate growth
- Launch the new Masters in Research: Creative Practice
- Secure a mix of funding to support postgraduate growth including AHRC, EPSRC EU Framework 6, Scottish Funding Council and industry sponsorship

Objective 1 Strategy 7:

Sustain and develop opportunities for international partnerships

Plans 2006 – 2007

- Develop and validate a new Master of Fine Art pathway with Central Academy of Fine Art, Beijing
- Develop an international strategy for the GSA and identify new international partners

Objective 1 Strategy 8:

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

Plans 2006 – 2007

- Develop an academically led IT Strategy which supports future directions in learning, teaching and research.
- Complete and evaluate the pilot phase of the Virtual Learning Environment and agree future development including staff development and integration with the student record and Library management systems as steps towards a comprehensive Managed Learning Environment
- Continue the development of a wireless infrastructure across the campus with a focus on manageability and security

OBJECTIVE 2

Ensure our student community reflects the diversity of society

Objective 2 Strategy 1:

Increase applications from those groups currently underrepresented in the student community by 10% per year

Plans 2006 – 2007

- Continue to develop articulation agreements with selected Further Education Colleges for entry of students into Level 2 from 2007–8
- Achieve closer integration between the work of wider access and recruitment
- Undertake research into factors influencing low application rates for ethnic minority communities
- Contribute to the development of the business case to the Scottish Funding Council for the continuation of the GOALS project
- Secure scholarships and travel bursaries to support students from disadvantaged backgrounds

Objective 2 Strategy 2:**Ensure fair and transparent recruitment and admissions procedures***Plans 2006 – 2007*

- Implement the recommendations of the GSA Review of Admissions
- Review the home recruitment strategy including alignment with admissions and widening participation

Objective 2 Strategy 3:**Enhance the retention of students from under represented groups***Plans 2006 – 2007*

- Develop targeted and appropriate support systems for students from under represented groups which link to personal development plans
- Achieve closer integration of summer bridging schools for GOALS students and for FE students with Level 1 and 2 programmes

Objective 2 Strategy 4:**Demonstrate commitment to diversity through the form and content of the curriculum***Plans 2006 – 2007*

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

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

Objective 3 Strategy 1:**Continue to develop research centres of international research excellence***Plans 2006 – 2007*

- Secure investment in Digital Design Studio growth plan from Scottish Enterprise and other partners
- Complete negotiations with development partners and Scottish Enterprise on the relocation of Digital Design Studio to the Digital Media Campus on Pacific Quay
- Ensure the GSA's eight research centres are fully operational, appropriately staffed, and producing high quality research and knowledge transfer outputs. (Centres are Digital Design Studio, Mackintosh Environmental Architecture Research Unit, Centre for Advanced Textiles, Centre for Art and Social Contexts, International Drawing Research Institute, Mackintosh Centre for Collections and Archives, Studio 55 and the Centre for Creative Education)
- 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

Objective 3 Strategy 2:

Develop research clusters, including those which promote inter-disciplinarity

Plans 2006 – 2007

- Complete the feasibility study for Living Cities and develop major grant applications
- Support research clusters identified as priority areas through internal review process

Objective 3 Strategy 3:

Nurture and support emergent researchers

Plans 2006 – 2007

- Focus support on early career and part-time staff and staff new to research, through mechanisms such as research culture fund, AHRC Small Grants, mentoring, and capacity building such as bid writing workshops

Objective 3 Strategy 4:

Increase externally generated research income

Plans 2006 – 2007

- Increase the volume and the success rate of applications for research funding to Research Councils, industry partners, trusts and foundations

Objective 3 Strategy 5:

Disseminate research outputs to maximise impact

Plans 2006 – 2007

- 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 the GSA's research
- Ensure research outputs are disseminated strategically taking account of esteem and impact factors

Objective 3 Strategy 6:

Strengthen the infrastructure for research and for research postgraduate study

Plans 2006 – 2007

- Validate academic programme for PhD supervisor training and establish strategic partners.

OBJECTIVE 4

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

Objective 4 Strategy 1:

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

Plans 2006 – 2007

- Ensure that knowledge transfer outcomes are explicit in every research project
- Develop a Cultural Engagement Strategy and prepare for development of a wider Knowledge Transfer strategy in 2007–08
- Raise the profile of creativity and creative education and its impact on creative industries and the wider economy including through the work of the Centre for Creative Education

Objective 4 Strategy 2:**Identify opportunities to commercialise the GSA's research and intellectual property***Plans 2006 – 2007*

- Maximise income from the commercial activity of Centre for Advanced Textiles and classictextiles.com
- Review the opportunities for each research centre to exploit intellectual property and secure increased commercial income

Objective 4 Strategy 3:**Develop continuing professional development and consultancy services***Plans 2006 – 2007*

- Explore the potential for all new Masters programmes to include self standing modules which can be made available as Continuing Professional Development

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***Plans 2006 – 2007*

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

Objective 4 Strategy 5:**Preserve and promote the Mackintosh heritage and the GSA's collections and archives***Plans 2006 – 2007*

- Continue to work with Glasgow City Council on its submission to establish Mackintosh (GSA and Hill House) as a World Heritage Site
- Implement phase 1 of the Mackintosh Conservation and Access Project
- Implement the fundraising strategy for the Mackintosh Conservation and Access Project
- Catalogue the Gillespie, Kidd and Coia Archive
- Make a notable contribution to the 2006 Mackintosh Festival with an exhibition of Mackintosh's architectural drawings of the Art School

Objective 4 Strategy 6:**Strengthen the GSA Continuing Education Programme***Plans 2006 – 2007*

- Continue to develop high quality programmes with high attendance

Objective 4 Strategy 7:**Play a role in the economic and cultural success of Glasgow***Plans 2006 – 2007*

- Contribute to the inaugural Six Cities Festival of Design in May/June 2007
- Contribute to the development and implementation of the new Economic Strategy for Glasgow
- Contribute to the Scottish Enterprise Glasgow Framework for Creative and Cultural Industries
- Organise high quality conferences, exhibitions and events including a major exhibition and publication with the Lighthouse on the Gillespie, Kidd and Coia architectural practice

OBJECTIVE 5

Be an organisation characterised by excellent staff and a strong resource base

Objective 5 Strategy 1:

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

Plans 2006 – 2007

- Complete and implement the pay and rewards strategy including implementation of the National Pay Framework
- Embed activity planning for academic staff across the School
- Ensure staff development programmes meet the needs of the institution and reflect the needs of individual staff
- Introduce new contractual arrangements for visiting lecturer staff
- Promote further opportunities for leadership development for senior staff
- Continue to improve opportunities for formal and informal debate and dialogue through staff led forums, Headroom Days, staff development and research seminars

Objective 5 Strategy 2:

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

Plans 2006 – 2007

- Secure investment from the Scottish Funding Council and other funding partners
- Refine the brief and launch the international design competition; commission the design team and appoint the project manager
- Refine the design brief with the design team
- Investigate and agree temporary space needs and start developing robust mobilisation and decant plan; source temporary accommodation
- Develop Phase 2 fundraising strategy for the Garnethill Campus

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

Plans 2006 – 2007

- Target available resources to maintain quality in the learning and teaching environment
- Accommodate planned growth in student numbers and research activity through improved space utilisation, rented accommodation and the development of temporary new spaces

Objective 5 Strategy 4:

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

Plans 2006 – 2007

- Review the School's IT storage and security arrangements

Objective 5 Strategy 5:

Improve organisational structures and process to meet changing needs

Plans 2006 – 2007

- Implement the internal communications strategy
- Promote diversity actively throughout the GSA amongst staff, students and in the curriculum spearheaded by the work of the Diversity and Equality Working Group

Objective 5 Strategy 6:

Strengthen strategic alliances and collaborations

Plans 2006 – 2007

- Collaborate with other relevant Higher Education Institutions on international recruitment

Objective 5 Strategy 7:

Increase and diversify income streams

Plans 2006 – 2007

- Establish an effective campaign to raise funds for the Mackintosh Conservation and Access project and for the redevelopment of the Garnethill estate
- Maximise income from overseas student fees, postgraduate growth and research

Objective 5 Strategy 8:

Increase applications from home and overseas students

Plans 2006 – 2007

- Implement country plans from overseas recruitment and develop relationships with priority countries
- Undertake a major review of Home/EU recruitment activity and develop a new strategy

Objective 5 Strategy 9:

Develop the distinctive national and international profile of the GSA

Plans 2006 – 2007

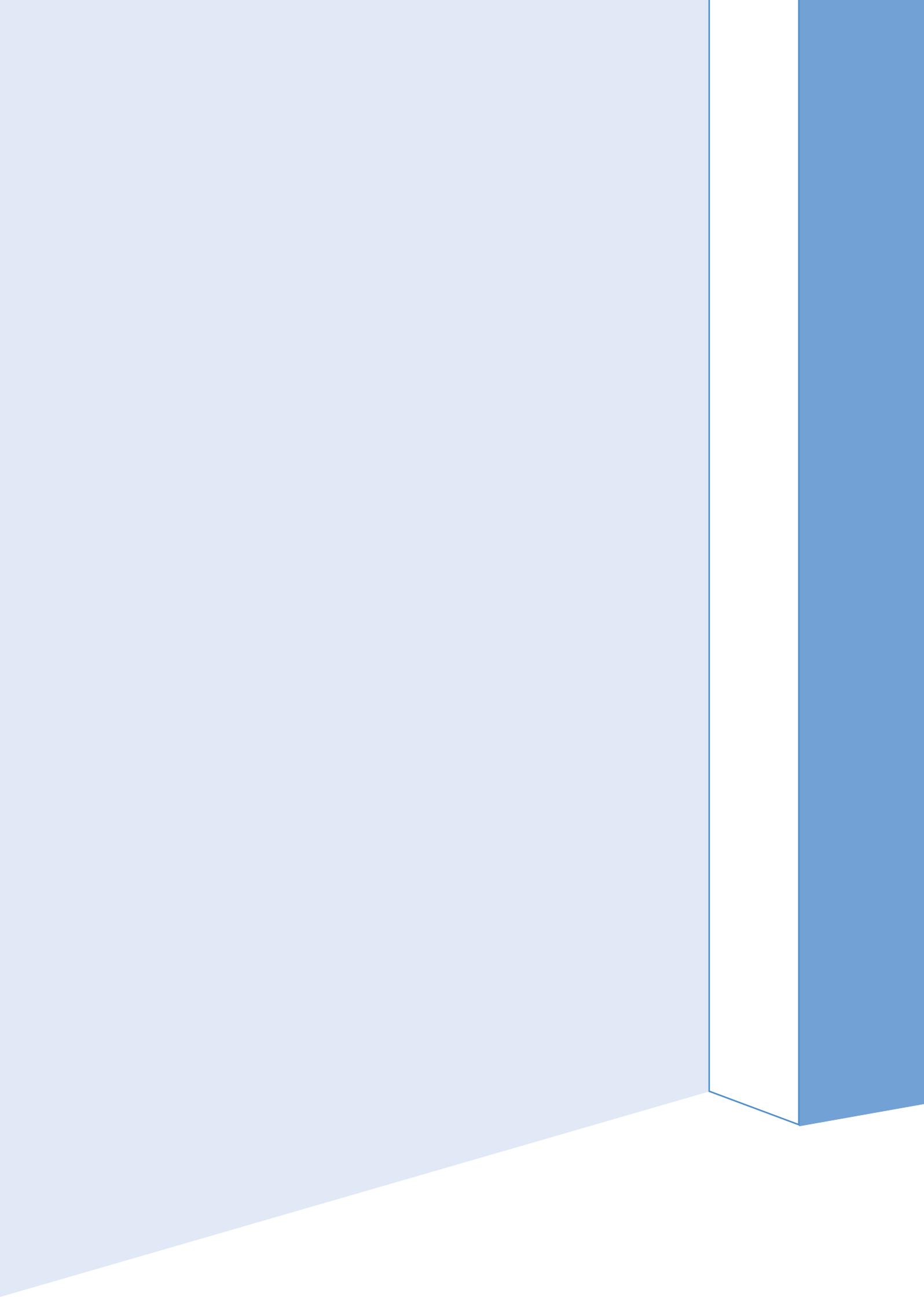
- Implement the communications strategy for estates redevelopment and the capital fundraising campaign including brand guidelines for the relationship between Mackintosh heritage and GSA core business
- Explore way of promoting GSA internationally, particularly in priority markets
- Promote GSA's research activity more effectively and more widely
- Undertake a review of Alumni Relations activity to maximise potential for national and international promotion

Objective 5 Strategy 10:

Improve Corporate Governance

Plans 2006 – 2007

- Further enhance corporate governance in line with best practice



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