

STRATEGIC PLAN
04→08
2007 – 2008 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 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.

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.

This is the final year of the current Strategic Plan and during this year we will be developing our thinking about the four years from 2008 to 2012. Our intention is to make that process as intelligent (externally informed and referenced), inclusive (engaging staff, students and stakeholders) and creative (in the process itself) as possible. Demos, the think tank, has been commissioned to work with us in a contextual review of the future and a visual futures researcher attached to the project will ensure that the entire process uses visual thinking, visual futures and visual presentation techniques throughout.

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 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 was 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. In 2006, for the first time, the Scottish Executive published data on Scotland’s Creative Industries indicating Gross Value Added for the sector of £69,018 per employee: creative industries now outpace manufacturing and are second only to Scotland’s highest GVA sector, electronics.¹ Glasgow has the highest concentration of creative and cultural

industries outside London and the South East. Despite this, Scottish Enterprise National’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 seems to fly in the face of evidence both of strong performance in Scotland and growing competition from the rest of the UK and internationally.

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 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 9% 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.³

Additional funds provided by the Scottish Funding Council (SFC) for research postgraduate provision was welcome but there is still a comparative lack of support for postgraduate in the creative disciplines. This was confirmed by a study by EKOS⁴, commissioned by the GSA on behalf of the four art schools. In Scotland, the number of postgraduate taught funded places in creative disciplines is significantly lower than in other subjects (for example Computing and Information Sciences) with comparable undergraduate numbers. Small specialist institutions like the GSA face particular difficulty in lacking flexibility to transfer funded places from other discipline areas, or from undergraduate programmes, without undermining viability. In postgraduate research, too, support is low in comparison with other disciplines and for small specialist institutions the low flat-rate Postgraduate Research Grant from the SFC which is not tied to student numbers, acts as a disincentive to increasing provision. National and international comparisons also indicated a relative lack of support in

1 www.scotland.gov.uk/publications/recent2/page/2

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

3 British Council with IDP Global Change Drivers and sample Forecasting Scenarios 2003; Scottish Funding Council: higher education in Scotland: A baseline report 2005. Higher Education Policy Unit Postgraduate Education in the UK 2004

4 EKOS: Research into the funding of postgraduate provision in the Creative and Performing Arts in Scottish higher education institutions 2007.

Scotland for postgraduate provision in the creative disciplines. The result, EKOS argued, for the four colleges could be over-reliance on overseas students; damage to their competitive position in the UK and overseas markets; and limitations on their ability to develop competitive and sustainable research cultures. For Scotland, the impact could be a loss of the creative talent who will drive future economic success both in the creative industries and in the wider knowledge economy, and a failure to capitalise on a growing global market for postgraduate education.

To support creative industries we also need to make more seamless the transition from study to work. Again, Scottish Enterprise Glasgow talks about the importance of ladders of support to creative graduates. We developed a graduate bridging project – Insight Out – in partnership with NESTA and the Lighthouse⁵ which is being rolled out to the rest of the UK and provided the basis for the pan-Scotland Starter for Six enterprise scheme for creative business launched as part of the Six Cities Design Festival. 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 developing innovative

new approaches like Insight Out Learning which appeal to creative minds, supported in this by the Scottish Institute for Enterprise⁶.

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 disadvantage the creative disciplines and fail to meet the needs of creative industries. Although we welcome the recognition by the SFC that Scottish higher education makes a significant cultural

contribution, and its introduction of a 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 programmes, 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 programme content and the overall relevance of the programme portfolio is embedded in our planning. In particular, our education and research must reflect the increasing inter-disciplinarity of creative practice. A good start has been made in encouraging synergies across our Schools and Departments; in developing inter-disciplinary courses at undergraduate and postgraduate levels and in our emerging 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 Business⁷ argues that “creative capability lies at the very core of our ability to compete” and is “a key to future business

⁵ National Endowment for Science, Technology and the Arts and the Lighthouse Centre for Architecture, Design and the City

⁶ Scottish Institute for Enterprise Innovation Grant for the Development of Insight Out Learning

⁷ Review of Creativity in Business: building on the UK's strengths Sir George Cox 2005 HMSO

success and national prosperity” and in *Smart Successful Scotland*,⁸ 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 have led the development of a new Joint Economic Strategy for the city which places higher education, creativity and the importance of place at the heart of the economy.⁹

Daniel Pink in his influential book *A Whole New Mind*¹⁰ talks about “a seismic shift now underway in much of the advanced world...moving from an economy and society built on the logical, linear, computer-like capabilities of the Information Age to an economy and society built on the inventive, empathetic, big picture capabilities of what’s rising in its place: the Conceptual Age. The future belongs to a very different kind of mind – creators and empathisers, pattern recognisers and meaning makers. These people – artists, inventors, designers, storytellers, big picture thinkers – will now reap society’s richest rewards and share its greatest joys”.

In his book *The Rise of the Creative Class*, Professor Richard Florida of Carnegie Mellon University¹¹ 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 Europe¹²) Secondly, the health of the economy depends on its ability to nurture, attract and retain creative people. Thirdly, creative people are drawn to cities which comprise large numbers of creative people, which are socially diverse and tolerant, and which have a rich cultural life.

In this new economic framework provided by Cox, Pink and Florida, and the new thinking being embraced by Scottish Enterprise Glasgow and Glasgow City Council, The Glasgow School of Art’s role 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 2006–7, 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.

There is strong evidence of existing and future demand from overseas applicants at both undergraduate and postgraduate levels.¹³ The GSA’s new Joint First Year Programme which launched in 2005–6 with the Central Academy of Fine Art in Beijing, for example, is bringing

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

9 A Step Change for Glasgow: Glasgow’s Ten Year Economic Development Strategy : Glasgow Economic Forum 2006

10 A Whole New Mind Daniel Pink 2006 Cyan Books ISBN 1-904879-57-8

11 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

12 Demos 2005

13 British Council Vision 2020; Higher Education Policy Unit 2004

in up to 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. Overall, overseas applications to the GSA for 2006–7 entry increased by 6% against a 4% decline in applications nationally. In postgraduate applications, the increase was 7%.

The Scottish Executive Fresh Talent Initiative supports overseas students who wish to remain in Scotland after graduation. The GSA, with Edinburgh College of Art, piloted a placement and 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 then 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 saw 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. The new Scottish Executive has indicated its thinking is similar in this respect but with a concern to avoid the over- instrumentalisation of culture.

In his guidance to SHEFC in January 2005, the then 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 had recognised the cultural

role of higher education. Following consultation,¹⁴ a small dedicated stream of knowledge transfer funds was allocated to cultural engagement. Unfortunately, the funds were allocated formulaically according to size of teaching and research grants which meant that the three small creative higher education institutions in Scotland, arguably undertaking the highest level of cultural engagement, received the minimum allocation.

The Cultural Engagement Strategy submitted by the GSA to SFC as a condition of funding identified existing spending on cultural activity – not including the core activity of students or staff in the course of delivering education and research – in excess of £500,000 per annum. It takes many forms. For example, our extensive exhibition, lecture and seminar 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 which comprise the Art School and his most famous domestic building, Hill House, inscribed as a World Heritage Site by UNESCO.

¹⁴ Cultural Engagement: an Imperative for Higher Education. Scottish Higher Education Funding Council March 2005.

Internationally, too, The Glasgow School of Art enhances Scotland's profile and reputation. Our staff win international accolades. Our students exhibit internationally – in 2005–6 for example, the Master of Fine Art Degree Show exhibition visited Beijing and Tokyo. And our graduates represent Scotland in disproportionate numbers – 90% of the artists representing Scotland at the 2007 Venice Biennale were GSA graduates, as were 100% in the 2005 event.

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.

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 1–3¹⁵; its Lifelong Learning Strategy¹⁶; the Treasury's Lambert Review of Business-University Collaboration¹⁷; the merging of the higher and further education funding councils to form a single Scottish Funding Council with its new Corporate Plan¹⁸ and the outcome of the review into the Research Assessment Exercise¹⁹ provided a clear statement of the then Government's priorities for the future, although it is soon to know the impact of the new Scottish Executive on educational policy. 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 – 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 undertaken a number of academic developments, including the introduction of a common academic frameworks for undergraduate and postgraduate programmes to facilitate and support enhanced inter-disciplinarity; a common code of assessment across the School; a review of academic roles and responsibilities; and a far-reaching review of admissions, to name a few.

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.

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

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

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

18 Scottish Funding Council Corporate Plan 2006–2009 Learning and Innovation: helping deliver Scotland's strategy for the future November 2006

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

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 academically-led 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 were established and a study is exploring how they can be rolled out across the School. Personal Development Plans are being piloted and an employability audit was completed to inform future development. Increasing use is being made of the services of the Scottish Institute for Enterprise, with sterling work being undertaken by our SIE student interns. In 2006 and 2007, the SIE National Business Plan competition was won by students from Product Design Engineering, our joint programme with the University of Glasgow.

RETENTION AND WIDENING ACCESS

The Glasgow School of Art has the lowest drop-out rate in Scotland at only 2.9%²⁰. This is particularly remarkable given the very high incidence of disabled students in the student community. 19.8% of GSA students disclosed a disability in 2006–7 against a UK average of 6.69%, of whom the significant majority was dyslexic. 17.5% of the GSA's undergraduate student community is dyslexic. This is the third highest percentage of dyslexic students in the UK after Wimbledon School of Art and the Royal College of Art, both at 21%. The average across UK HE institutions is 3.35%²¹. The School's learning support service which

has been so effective in supporting disabled students is now seen as a model across the sector.

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 are maintained at or near the level of other students. For 2006–7 there was a 5% increase in applications and a 43% increase in admissions for people from targeted disadvantaged schools in Glasgow and environs. Retention was also high, with 95% retention of new enrolments and continuing students during 2005–6.

The relatively low level of students from minority ethnic communities remains a cause for concern and research into the causes is underway.

POSTGRADUATE GROWTH

The planned growth of postgraduate (taught and research)²² 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 "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 Digital Design Studio increasingly working in areas such as urban visualization, medicine and naval architecture; and with emerging research themes such as Living Cities and Inclusive Design taking an explicitly inter-

²⁰ Higher Education Statistics Agency 2005

²¹ Higher Education Statistics Agency 2006

²² See Creative and Cultural: The Creative Industries, Page 3

disciplinary approach. The Centre for Creative Education, too, will look at applications for creativity in other sectors of education and of society. The new Centre for Social Innovation, a response to the Cox Review of Creativity in Business, will bring creativity, technology and business²³ together to develop educational programmes, continuing professional development, research and consultancy in collaboration with the Universities of Glasgow and Strathclyde and the Lighthouse.

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 ambitions 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, Research Administrator and Research Degrees Co-ordinator. In each School, posts of Research Developers, PhD Co-ordinators, Senior Researchers, Researchers and Visiting Professors are in place, and accredited PhD supervisor training is available. Our ongoing strategy continues 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 academic staff (currently standing at nearly 82%); to increase the number of PhD students (currently at 29) to 55 by 2014; and to enhance the international quality of research outputs throughout.

In the run-up to the 2008 Research Assessment Exercise, the GSA's priority, like that of every other higher education institution in the UK, is to invest time and energy in putting forward the best possible case for the scope and 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.

²³ Review of Creativity in Business: building on the UK's strengths. Sir George Cox 2005 HMSO.

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 Report²⁴ 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, which has been a mammoth task for a small institution, has been set within a broader framework of agreeing 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 is being made of the

excellent schemes and services provided by both. In particular, an HEA accredited PG Certificate in Learning and Teaching in Art and Design is in place for new and existing academic staff 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 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 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.

24 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 in March 2006. Following revisions to space requirements and the provision of further information to SFC, it is hoped a decision can be reached by Autumn 2007.

The Grade A listed Mackintosh Building remains at the heart of the estates redevelopment. A grant of £4.466m has been secured from the Heritage Lottery Fund for the Mackintosh Conservation and Access Project. Additional funding from Historic Scotland, Glasgow City Council, Strathclyde European Partnership, Scottish Enterprise Glasgow, and a range of Trusts and Foundations, including the Monument Trust and Hugh Fraser Foundation, bring the total to nearly £8m enabling Phase 1 to start in July 2007. The project involves us in conserving and restoring the building, collections and institutional archives; bringing studios and other apartments back to their original use; creating new exhibition areas and an interpretation centre and increasing the number of visitors without compromising the building's primary purpose as a working art school.

Located in House for an Art Lover in Bellahouston Park, the growth plans of the ground breaking Digital Design Studio (DDS) are also constrained by its current accommodation. Negotiations with a developer are nearly concluded to relocate DDS to a customised section of a larger Digital Media Business hub at the Digital Media Quarter on Pacific Quay.

FINANCE

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

The context is challenging. Increases in SFC funding have remained below the real costs of implementing national pay awards. The new National Pay Framework in place from 2006–7 will have significant costs given that pay at GSA represents well over 60% of expenditure. 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 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 makes a significant economic, social and cultural 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

PRIORITIES FOR 2007–2008 VISION AND OBJECTIVES

For 2007–8 the top three priorities for the Glasgow School of Art are:

- The completion of preparations for, and submission to, the Research Assessment Exercise
- The implementation of the Postgraduate, taught and research, Growth Strategy
- Progressing the three major estates development initiatives – the Mackintosh Conservation and Access Project, the Garnethill estate redevelopment and the relocation of Digital Design Studio to Pacific Quay

STRATEGIES AND PLANS 2007–2008

The following pages detail the strategies which have been agreed for the four-year period from 2004–8 and the main plans identified for 2007–8.

STRATEGIES AND PLANS FOR 2007 → 2008

**OBJECTIVES
AND STRATEGIES
2004 → 2008**

**PLANS
2007 → 2008**

**MEASURES OF SUCCESS
2007 → 2008**

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

OBJECTIVE 1

Provide creative education of the highest quality which:

- promotes inter-disciplinarity 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 the student population, including 55 PhD students

Portfolio of courses and modes of delivery reflect changing needs of society

**OBJECTIVES
AND STRATEGIES
2004 → 2008**

**PLANS
2007 → 2008**

**MEASURES OF SUCCESS
2007 → 2008**

**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

	Continue to promote the Centre for Creative Education as a hub for research and development in creative pedagogy	Researcher appointed Plan for development of centre in place and implemented
	Validate a GSA Postgraduate Certificate in Learning and Teaching in Creative Disciplines for introduction in October 2008	Programme successfully validated and HEA accredited for introduction in October 2008
	Promote debate about learning and teaching through the work of the Learning and Teaching Enhancement Co-ordinator	Learning and Teaching events including Forums, Creative Practice Seminars and an annual Learning and Teaching Symposium involve a high level of staff participation with positive feedback
	Engage with the Quality Assurance Agency enhancement theme on the links between research and teaching	Staff involvement in sector activity Good practice adopted across the School

**OBJECTIVES
AND STRATEGIES
2004 → 2008**

**PLANS
2007 → 2008**

**MEASURES OF SUCCESS
2007 → 2008**

**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**

	Continue implementation of the Common Academic Framework for undergraduate programmes	Undergraduate Common Academic Framework validated by November ready for introduction to programmes in 2008–2009	
	Continue to engage with the Quality Assurance Agency enhancement themes	High levels of staff participation in enhancement activities with positive feedback	
	Complete and implement the outcomes of the review of Historical and Critical Studies	Review completed and implementation commenced from Term 1 of 2007–2008	
	Monitor and continue the implementation of the recommendations of the Admissions Review	All recommendations implemented according to agreed action plan	
	Explore the potential for enhancing undergraduate and postgraduate taught student pre arrival information, support and induction including summer schools.	Pre-arrival information and other support and induction for undergraduate and postgraduate programmes agreed and in place for 2008 entry	
		Working Group formed to co-ordinate and develop summer schools	

**OBJECTIVES
AND STRATEGIES
2004 → 2008**

**PLANS
2007 → 2008**

**MEASURES OF SUCCESS
2007 → 2008**

**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 programmes

Continue to implement the eight priority areas of the employability strategy including the outcomes of the feasibility study into a coherent structure for work placements, live projects and professional practice units

Framework for support of live projects and placements approved

Pilot for Personal Development Plans introduced for all level 1 students with roll out to all levels planned for 2008–9

Employability action plan for 2007–8 completed

Roll out the Insight Out Learning programme internally and externally and develop content for different levels (including postgraduate) and markets

Insight Out learning increasingly embedded in the undergraduate curriculum

Potential for development of the programme for different levels and markets explored

**OBJECTIVES
AND STRATEGIES
2004 → 2008**

**PLANS
2007 → 2008**

**MEASURES OF SUCCESS
2007 → 2008**

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

OBJECTIVE 1 STRATEGY 4

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

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

Develop, validate and launch inter-
and cross-disciplinary courses and
programmes as part of the postgraduate
growth strategy

Agreed courses validated

Clear understanding of inter-disciplinarity
which is externally referenced

Use the Undergraduate Common
Academic Framework to provide
opportunity for inter-, multi- and cross-
disciplinary courses and projects within
the curriculum

Common courses and projects
in development for 2008–9

**OBJECTIVES
AND STRATEGIES
2004 → 2008**

**PLANS
2007 → 2008**

**MEASURES OF SUCCESS
2007 → 2008**

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

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**

Review the programme portfolio as part
of the development of Strategic Plan
2008–2012

Information from competitor analysis
fed into the contextual analysis and
future scenarios for the GSA as part
of Strategic Plan development

Areas for development and refreshment
identified

**OBJECTIVES
AND STRATEGIES
2004 → 2008**

**PLANS
2007 → 2008**

**MEASURES OF SUCCESS
2007 → 2008**

**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, including 55 PhD students

Implement the postgraduate growth strategy

Validation of Masters in Transformation Design for 2008 entry

Revalidation of MArch to include new pathways linked to Living Cities for 2008 entry

Initial development of an Artist Teacher MA for validation in 2008–9

Remit agreed for revalidation of MA ADAE to include potential for chartered teacher status

Postgraduate recruitment marketing strategy agreed and being implemented

**OBJECTIVES
AND STRATEGIES
2004 → 2008**

**PLANS
2007 → 2008**

**MEASURES OF SUCCESS
2007 → 2008**

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

OBJECTIVE 1 STRATEGY 6

Develop and promote postgraduate opportunities at the GSA

Secure increased funding to support postgraduate growth, including UK Research Councils, Scottish Funding Council grants and sponsorship from trusts, industry and individuals

Bid to SFC for increased funding for taught and research postgraduate provision is successful for 2008 onwards

Successful UK Research Council and ORSAS applications

Scholarships and fee remissions successful in attracting high-quality students

At least one scholarship and one bursary secured for each PG programme from industry, trusts or individuals

**OBJECTIVES
AND STRATEGIES
2004 → 2008**

**PLANS
2007 → 2008**

**MEASURES OF SUCCESS
2007 → 2008**

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

OBJECTIVE 1 STRATEGY 7

**Sustain and develop opportunities
for international partnerships**

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

Complete and implement the new internationalisation strategy: review and explore new international partnerships

Strategy approved by the Board in October 2007

Implementation Plan agreed

Existing international, exchange and study abroad partnerships reviewed and refined

Programme of cultivation of new partners agreed with initial trip to India in September 2007

Run short Masters-level courses in Fine Art, Design and Architecture at Central Academy for Fine Arts in Beijing as pilots for future developments of Masters programmes

At least one short course run with initial emphasis on research methods

**OBJECTIVES
AND STRATEGIES
2004 → 2008**

**PLANS
2007 → 2008**

**MEASURES OF SUCCESS
2007 → 2008**

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

OBJECTIVE 1 STRATEGY 7 (continued)

Design and launch a GSA four year undergraduate programme at CAFA

Programme successfully validated for 2008 start

Explore models for in-country delivery of GSA programmes with international partners

Discussions with the successor body to the Interactive University about delivery of GSA undergraduate design programmes on international campuses

**OBJECTIVES
AND STRATEGIES
2004 → 2008**

**PLANS
2007 → 2008**

**MEASURES OF SUCCESS
2007 → 2008**

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

OBJECTIVE 1 STRATEGY 8

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

**Managed Learning Environment
in place**

	<p>Roll out the Virtual Learning Environment (VLE) across the School and complete integration with the Student Record System as steps towards a comprehensive Managed Learning Environment</p>	<p>Demonstrable increase in numbers of VLE courses and usage</p> <p>Integration of Student Record System and the VLE completed</p>	
	<p>Complete the roll-out of a wireless infrastructure across the campus with a focus on manageability and security</p>	<p>Wireless infrastructure in place</p>	
	<p>Continue the development of an IT strategy which supports future directions in learning, teaching and research focussed on the redevelopment of the Garnethill campus</p>	<p>IT Strategy Framework document completed by January 2008 to feed into new strategic Plan 2008–2012</p>	

**OBJECTIVES
AND STRATEGIES
2004 → 2008**

**PLANS
2007 → 2008**

**MEASURES OF SUCCESS
2007 → 2008**

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

OBJECTIVE 1 STRATEGY 8 (continued)

Explore more imaginative ways of communicating with staff and students

Future-proofed communications strategy in place which links print, e-coms and databases with relationship management for enquirers, applicants, students and alumni

Potential of Managed Learning Environment as a primary means of communication with students explored in full. Managed Learning Environment communication strategy in place for 2008–2009

**OBJECTIVES
AND STRATEGIES
2004 → 2008**

**PLANS
2007 → 2008**

**MEASURES OF SUCCESS
2007 → 2008**

**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
2007 → 2008**

**MEASURES OF SUCCESS
2007 → 2008**

**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 relationships with Further Education Colleges in Glasgow, including the establishment of an Art, Design and Media FE-HE Scotland collaborative group

At least one articulation agreement with an FE college in place

Articulation model of good practice in place

Proposal to establish a Scottish FE-HE Art, Design and Media Group included in Scottish National Arts Learning Network (NALN) feasibility study

Lead the feasibility study to establish the National Arts Learning Network in Scotland

Feasibility study into establishing a Scottish NALN completed and submitted to SFC

Develop the new elements which the GSA will contribute to Phase 3 of the GOALS Project for 2008 start

GSA programmes approved as part of the GOALS submission to the West of Scotland Widening Access Forum and to the Scottish Funding Council

**OBJECTIVES
AND STRATEGIES
2004 → 2008**

**PLANS
2007 → 2008**

**MEASURES OF SUCCESS
2007 → 2008**

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

OBJECTIVE 2 STRATEGY 1 (continued)

Complete research into the factors influencing low application rates from ethnic minority communities and agree actions

Research completed and reported to Equity and Diversity Group

Secure scholarships and travel bursaries to support students from disadvantaged backgrounds

Minimum of 10 new scholarships and travel bursaries secured

**OBJECTIVES
AND STRATEGIES
2004 → 2008**

**PLANS
2007 → 2008**

**MEASURES OF SUCCESS
2007 → 2008**

**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**

Monitor the application of the
Admissions Protocol for wider access

Protocol implemented and monitored
via annual admissions reports

Continue research into wider access
admissions procedures and practices

Results of work with National Arts Learning
Network on admissions disseminated

Implement the home recruitment
strategy and ensure ongoing alignment
between the strategy, wider access
recruitment and admissions

Phase 2 recommendations successfully
address widening participation issues

**OBJECTIVES
AND STRATEGIES
2004 → 2008**

**PLANS
2007 → 2008**

**MEASURES OF SUCCESS
2007 → 2008**

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

OBJECTIVE 2 STRATEGY 3

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

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

	Implement a personal tutor scheme for Year 1 students from under-represented groups	Pilot project implemented and evaluated	
	Continue to improve the integration of wider access summer schools with Level 1 and Level 2 programmes	Positive feedback from students participating in summer school Evidence of impact on retention	
	Develop the Prato summer programme as a model of good practice in retention for dissemination across the sector	Successful internal and external dissemination via conferences, articles and websites	

**OBJECTIVES
AND STRATEGIES
2004 → 2008**

**PLANS
2007 → 2008**

**MEASURES OF SUCCESS
2007 → 2008**

**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**

Run a series of diversity projects in the
curriculum and share experiences

Projects successfully completed and
experiences shared at a staff seminar
during the September staff development
week in 2008

**OBJECTIVES
AND STRATEGIES
2004 → 2008**

**PLANS
2007 → 2008**

**MEASURES OF SUCCESS
2007 → 2008**

**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

GSA enhances its position in the 2008 Research Assessment Exercise

Investment in Digital Design Studio growth plan is secured and relocation to the Digital Media Quarter on Pacific Quay agreed

80% of academic staff are research active

Externally generated research income doubles by 2008 from 2004–5 base

**OBJECTIVES
AND STRATEGIES
2004 → 2008**

**PLANS
2007 → 2008**

**MEASURES OF SUCCESS
2007 → 2008**

**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

Finalise plans for the relocation of Digital Design Studio to the Digital Media Campus on Pacific Quay and ensure adequate staff and resources are available to support the process

Terms and conditions of lease agreed and lease signed for October 2008 entry

0.5 Estates Project Officer appointed to support DDS relocation

Design of DDS facilities finalised with architects

Technical procurement plan agreed

Relocation plan produced

Continue the development of GSA's eight research centres (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, Studio 55 and Centre for Creative Education)

Research centres reviewed following the RAE as part of institutional review of research.

Plans in place for Centres to include plans for academic and financial sustainability

**OBJECTIVES
AND STRATEGIES
2004 → 2008**

**PLANS
2007 → 2008**

**MEASURES OF SUCCESS
2007 → 2008**

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

OBJECTIVE 3 STRATEGY 1 (continued)

Establish and drive forward the Centre for Social Innovation in response to the Cox Review of Creativity in Business which brings together creativity, technology and business in partnership with the Universities of Glasgow and Strathclyde and the Lighthouse

Scope an overall review of GSA research strategy to be undertaken in 2008–9

External funding secured to establish staffing structure

Collaborative research projects, educational programmes and development work planned and underway

Review of GSA research strategy scoped and agreed

**OBJECTIVES
AND STRATEGIES
2004 → 2008**

**PLANS
2007 → 2008**

**MEASURES OF SUCCESS
2007 → 2008**

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

OBJECTIVE 3 STRATEGY 2

Develop research clusters including those which promote inter-disciplinarity

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

Implement the recommendations of the Living Cities feasibility study and secure funding to ensure sustainability

External funding secured; Glasgow Urban Lab established and launched

Complete the feasibility study into medical visualisation and develop major grant applications

Feasibility study completed successfully with major funding bids submitted to SFC and/or other relevant bodies

Continue to support research clusters

Protocols for eligibility for institutional support as research clusters in place

Internal bidding system in place for the support of research clusters and their operation within identified research centres

**OBJECTIVES
AND STRATEGIES
2004 → 2008**

**PLANS
2007 → 2008**

**MEASURES OF SUCCESS
2007 → 2008**

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

OBJECTIVE 3 STRATEGY 3

Nurture and support emergent researchers

80% of GSA academic staff are research active

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

Guidelines for integrated support mechanisms for early-career and part-time staff in place

Guidance for supporting and mentoring early-career researchers agreed and in place.

OBJECTIVE 3 STRATEGY 4

Increase externally-generated research income

Externally generated research income doubles from 2004–5 base

Increase and diversify applications for research funding

Increase the number and variety of research funding applications

Strategic approach and targets for securing research income for research centres, clusters and researchers agreed

**OBJECTIVES
AND STRATEGIES
2004 → 2008**

**PLANS
2007 → 2008**

**MEASURES OF SUCCESS
2007 → 2008**

**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**

Continue to enhance the GSA research profile and provide public access to experts through appropriate media

Research database continued beyond RAE 2008 to provide data for ongoing promotion of research profile and for web-based public access to experts

Dissemination strategies covering all media are embedded in all research activity

Successful engagement with external networks and agencies such as Interface

Develop the GSA website to provide a comprehensive profile for GSA research including micro sites, researcher profiles and research centres

Dynamic, engaging website developed and continually updated

Continue to ensure that research outputs are disseminated to achieve optimum impact

Dissemination plan for each Research Centre agreed and monitored

**OBJECTIVES
AND STRATEGIES
2004 → 2008**

**PLANS
2007 → 2008**

**MEASURES OF SUCCESS
2007 → 2008**

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

OBJECTIVE 3 STRATEGY 6

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

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

Explore alternative Doctoral awards
and modes of delivery

Review completed; recommendations
agreed and working groups established
for further development

Promote the Postgraduate Certificate in
Supervision in Creative Practices to
other strategic partners and markets

Increase in high-quality applications

Implement recommendations emerging
from engagement with the QAA
enhancement theme on links between
teaching and research

High levels of staff participation
in enhancement activities

Research/Teaching linkages recorded and
models published as research outputs

Develop new courses and pathways
linked to research centres and clusters

Potential identified for curriculum
development emerging from the work
of research centres and clusters

New courses and pathways scoped
and developed, with clear progression
opportunities from undergraduate to
postgraduate taught to postgraduate
research

**OBJECTIVES
AND STRATEGIES
2004 → 2008**

**PLANS
2007 → 2008**

**MEASURES OF SUCCESS
2007 → 2008**

**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 the refurbishment and conservation of the Mackintosh Building, collections and archives

Broadly-based knowledge transfer strategy operating

**OBJECTIVES
AND STRATEGIES
2004 → 2008**

**PLANS
2007 → 2008**

**MEASURES OF SUCCESS
2007 → 2008**

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

OBJECTIVE 4 STRATEGY 1

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

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

Deliver a series of staff development workshops which support staff to embed knowledge transfer and knowledge exchange within all research projects	At least one Knowledge Transfer and Exchange workshop held during the period
Develop a Knowledge Transfer and Exchange strategy including appropriate structures, processes and business modelling	Strategy agreed by December 2008
Continue to advocate the importance of creativity and creative education and its impact on creative industries and the wider economy	Creativity central in major local and national policies on the economy and education
Increase external income to support knowledge transfer including Knowledge Transfer Partnerships and networks	At least one Knowledge Transfer Partnership in place At least one knowledge transfer/exchange network in place
Promote a programme of GSA lectures and seminars as part of cultural engagement	Part-time co-ordinator appointed to streamline and maximise the public impact of GSA lecture and seminar programmes

**OBJECTIVES
AND STRATEGIES
2004 → 2008**

**PLANS
2007 → 2008**

**MEASURES OF SUCCESS
2007 → 2008**

**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**

Continue to support those research centres with identified potential to generate commercial income

Income generation targets in place and met for appropriate centres, primarily MEARU, DDS, Centre for Advanced Textiles and Centre for Social Innovation

Establish a commercial vehicle to develop and support the commercial activities of the Digital Design Studio

New limited company established and trading

**OBJECTIVES
AND STRATEGIES
2004 → 2008**

**PLANS
2007 → 2008**

**MEASURES OF SUCCESS
2007 → 2008**

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

OBJECTIVE 4 STRATEGY 3

**Develop continuing professional
development and consultancy services**

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

Explore the potential for all new Masters programmes to promote self-standing courses available as continuing professional development.

New courses developed and validated

Prototype and pilot a range of free-standing CPD courses and plan further development in 2008–9

CPD courses in Design available, initially in most commercially-viable areas, and plan for 2008–9 in place

Develop strategic business partners (eg Arup and the sound lab at DDS) to support research, knowledge transfer and exchange

Launch Arup/DDS Sound Lab

**OBJECTIVES
AND STRATEGIES
2004 → 2008**

**PLANS
2007 → 2008**

**MEASURES OF SUCCESS
2007 → 2008**

**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 development programmes in place

Support initiatives that establish bridges and networks between students and the professional and business sectors, including the work of Scottish Institute for Enterprise student interns, placement and live project schemes

Glasgow Urban Lab launched

Further increase in student engagement in SIE and GSA enterprise activities

Actions agreed and implemented which enhance work placements and live projects

Promote the Fresh Talent initiative to encourage overseas students to remain in Scotland

Dissemination of guidance material, included in international recruitment material, promotes further take up

**OBJECTIVES
AND STRATEGIES
2004 → 2008**

**PLANS
2007 → 2008**

**MEASURES OF SUCCESS
2007 → 2008**

**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**

**Enhance public access to the
GSA heritage**

Continue to work with Glasgow City Council on its bid to establish Mackintosh Masterpieces (GSA and Hill House) as a World Heritage Site

Successful bid submitted to UK Government and Mackintosh Masterpieces is put on the UK Tentative list

Secure the balance of funding needed for the Mackintosh Conservation and Access Project

Balance of funding secured

Complete Phases 1 and 2 of the Mackintosh Conservation and Access Project and develop proposals for Phases 3 and 4

First year of building conservation completed

Alteration and new space fit-out works proceed to agreed programme quality and cost

New purpose-built environmentally controlled secure storage for archives and collections completed. Archives and collections relocated

First year of conservation of textiles, furniture, works on paper and the Gillespie, Kidd and Coia archive completed

**OBJECTIVES
AND STRATEGIES
2004 → 2008**

**PLANS
2007 → 2008**

**MEASURES OF SUCCESS
2007 → 2008**

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

OBJECTIVE 4 STRATEGY 5 (continued)

Minimum disruption to academic, support, business and visitor activities throughout the construction programme

Proposals for Phases 3 and 4 (2009–10) developed and interpretation materials in the temporary visitors centre market-tested

Impact of the Mack pack educational programme evaluated successfully

Specialist heritage training for relevant staff delivered successfully

Start planning for the 2009 centenary of the completion of the Mackintosh building, including the potential for an annual sponsored Mackintosh lecture

Plan of activities for 2009 in place

**OBJECTIVES
AND STRATEGIES
2004 → 2008**

**PLANS
2007 → 2008**

**MEASURES OF SUCCESS
2007 → 2008**

**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%**

Explore the potential of credit rating
the Continuing Education Portfolio
Preparation programme

Validation of portfolio day course in line
with SCQF framework for 2008–9

**OBJECTIVES
AND STRATEGIES
2004 → 2008**

**PLANS
2007 → 2008**

**MEASURES OF SUCCESS
2007 → 2008**

**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**

**GSA engaged in major city
developments**

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

Make a significant contribution to relevant festivals and events like Six Cities Festival and Glasgow International

High-quality exhibitions, lectures and seminars make significant contribution to City festivals

Organise high-quality conferences, seminars, and exhibitions

Major international interdisciplinary conference on The Past in the Present – history as practice in art, design and architecture, successfully held in October 2007

Major exhibition and publication produced on the work of Gillespie, Kidd and Coia in partnership with the Lighthouse

3D Digital Model of the Empire Exhibition in Bellahouston Park successfully launched

**OBJECTIVES
AND STRATEGIES
2004 → 2008**

**PLANS
2007 → 2008**

**MEASURES OF SUCCESS
2007 → 2008**

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

OBJECTIVE 4 STRATEGY 7 (continued)

Proposal developed for a major interdisciplinary conference involving Design, Fine Art and Architecture Schools and DDS which takes Glasgow as its theme

Play a role in the implementation of the New Joint Economic Strategy for Glasgow

Creativity, cultural and creative industries remain a priority for Glasgow

Develop relationships with Glasgow's HEIs and businesses to support economic and cultural development in Glasgow

Effective international brand for the HE sector in Glasgow established, led by GSA

Contribute to the development of Glasgow's Digital Media Campus through the relocation of Digital Design Studio

DDS relocation in progress

**OBJECTIVES
AND STRATEGIES
2004 → 2008**

**PLANS
2007 → 2008**

**MEASURES OF SUCCESS
2007 → 2008**

**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 Garnethill estate secured

Student Record System procured and operating effectively

Overseas fee income increases by average of 20% per year on 2003–4 levels

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

**OBJECTIVES
AND STRATEGIES
2004 → 2008**

**PLANS
2007 → 2008**

**MEASURES OF SUCCESS
2007 → 2008**

**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 morale**

Promote further opportunities for leadership development for senior staff and work collaboratively with partners across Scotland in establishing a senior staff development programme

Senior Staff Development Group agrees and HR delivers a well-received development programme including mentoring for senior staff

Review the career review process and implement findings

Career Review process reviewed and enhancements in place

Participation rates in activity planning for academic staff increased

Review the staff recruitment process and implement findings

Staff recruitment policy and procedures reviewed and recommendations implemented

Continue to enhance opportunities for formal and informal debate and dialogue across the School through staff-led Forums, Headroom Days, Learning and Teaching Forums and staff development seminars

Forums and seminars which encourage debate embedded in learning and teaching development, and cross-GSA staff development.

**OBJECTIVES
AND STRATEGIES
2004 → 2008**

**PLANS
2007 → 2008**

**MEASURES OF SUCCESS
2007 → 2008**

**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**

Vision and master plan is agreed

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

Confirm investment from the Scottish
Funding Council and other statutory
funding partners for the Garnethill
estate redevelopment

Investment secured from Scottish
Funding Council to allow redevelopment
to commence

Funding proposals to other statutory
fundors completed

Agree the Capital Campaign Strategy
for Garnethill and secure initial funding
from trusts, foundations, companies
and individuals.

Capital Campaign strategy for Garnethill
agreed with target £500,000 secured

Refine the design brief and appoint the
design team through international
competition

Design brief agreed by Estates
Committee and Board

RIAS commissioned to organise the
international design competition:
concluded successfully

Design team appointed

**OBJECTIVES
AND STRATEGIES
2004 → 2008**

**PLANS
2007 → 2008**

**MEASURES OF SUCCESS
2007 → 2008**

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

OBJECTIVE 5 STRATEGY 2 (continued)

Agree the procurement route, phasing strategies and master plan

Procurement route, phasing strategies and master plan agreed

Ensure academic and support staff are able to inform effectively the outline and detailed design briefs

Mechanisms and/or budgets in place which enable academic and support staff to have the time and support necessary to feed into the design brief

Develop and implement effective internal and external communications strategies

Estates development communication strategy reviewed and updated

Develop a robust mobilisation and decant

Temporary space needs agreed and suitable decant accommodation secured

Effective mobilisation and decant strategy in place

**OBJECTIVES
AND STRATEGIES
2004 → 2008**

**PLANS
2007 → 2008**

**MEASURES OF SUCCESS
2007 → 2008**

**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

Continue to target available resources to maintain quality in learning and teaching environment

Resources targeted to ensure the annual programme of maintenance enhances the learning and teaching environment

Accommodate planned growth in student numbers and research activity through the delivery of suitable temporary accommodation in the McLellan galleries

Temporary space in the McLellan Galleries sustain planned postgraduate and research growth

**OBJECTIVES
AND STRATEGIES
2004 → 2008**

**PLANS
2007 → 2008**

**MEASURES OF SUCCESS
2007 → 2008**

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

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

	Consolidate data from multiple servers into a single Storage Array Network (SAN) and rationalise the number of servers to improve manageability and sustainability	Systems upgraded, storage consolidated, security enhanced and servers "virtualised"
	Implement improved IT security arrangements for staff and students	Systems in place to enhance internal security
	Develop a plan for the temporary relocation of IT servers during estates redevelopment	Plan in place

**OBJECTIVES
AND STRATEGIES
2004 → 2008**

**PLANS
2007 → 2008**

**MEASURES OF SUCCESS
2007 → 2008**

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

OBJECTIVE 5 STRATEGY 5

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

**GSA operates efficiently and
effectively**

Develop a Strategic Plan for the period
2008–2012

Plan for 2008–2012 in place which sets
ambitious objectives, is based on shared
GSA values and gains the confidence and
support of the staff and stakeholders

Enhance the effectiveness of
communication using new and
emerging technologies

Future-proofed communications
strategy established which links print,
e-coms and databases with relationship
management for enquirers, applicants,
students and alumni

Managed Learning Environment student
communication strategy in place for
2008–9

**OBJECTIVES
AND STRATEGIES
2004 → 2008**

**PLANS
2007 → 2008**

**MEASURES OF SUCCESS
2007 → 2008**

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

OBJECTIVE 5 STRATEGY 5 (continued)

Promote equality and diversity actively through the work of the Diversity and Equity Working Group and the implementation of the Diversity and Equity action plan

Annual programme of impact assessments completed

Diversity projects within the curriculum completed

Web-based resource on equity and diversity for use by staff and students in development

Programme of seminars on diversity issues delivered

Gender Equality Scheme published

**OBJECTIVES
AND STRATEGIES
2004 → 2008**

**PLANS
2007 → 2008**

**MEASURES OF SUCCESS
2007 → 2008**

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

OBJECTIVE 5 STRATEGY 6

Strengthen strategic alliances and collaborations

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

	Implement the city-wide HE brand for international recruitment	Brand being implemented
	Contribute to the development of a pan-Scotland e-procurement system	Outline installation and project implementation plan prepared for the e-procurement system for the Scottish public sector
	Explore the potential for collaboration with the University of Glasgow and/or Glasgow Caledonian University on the delivery of design programmes within proposals and plans for new International Colleges	<p>Agreement in principle on collaboration with University of Glasgow and Kaplan International Colleges on pre-entry undergraduate and postgraduate design programmes</p> <p>Decision taken on collaboration with Glasgow Caledonian University on international college programmes</p>

**OBJECTIVES
AND STRATEGIES
2004 → 2008**

**PLANS
2007 → 2008**

**MEASURES OF SUCCESS
2007 → 2008**

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

OBJECTIVE 5 STRATEGY 7

Increase and diversify income streams

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

Maximise income from overseas student fees, postgraduate growth, research and knowledge transfer activity

Overseas fee income of £2.185m achieved by increase in overseas students of 15%, plus net additional 30 students from Central Academy for Fine Arts, Beijing

Research income of £1.1m achieved

Incentives-based financial model for income generation through consultancy and CPD in place

Non-capital philanthropic gifts and sponsorship income of £250,000 achieved

Introduce new income streams from Continuing Professional Development programmes and industry sponsorship

Target of £30,000 met

**OBJECTIVES
AND STRATEGIES
2004 → 2008**

**PLANS
2007 → 2008**

**MEASURES OF SUCCESS
2007 → 2008**

**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
2003–2004 base**

**Home applications increase by average
of 2% per year on 2003–2004 base**

Review country plans for overseas
recruitment and establish clear targets

Revised international recruitment
strategy, including specific postgraduate
strategy, in place

Total overseas students increase by 10%
(excluding CAFA)

Study Abroad income reaches target
of £280,000

Implement the new strategy for home
recruitment

Actions from Stage 1 of home
recruitment implemented and Stage 2
review completed.

**OBJECTIVES
AND STRATEGIES
2004 → 2008**

**PLANS
2007 → 2008**

**MEASURES OF SUCCESS
2007 → 2008**

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

OBJECTIVE 5 STRATEGY 9

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

National and international profile enhanced

Implement the communications strategy for the capital campaign and estates redevelopment

New detailed communications strategy for Capital Campaign and Estates Redevelopment established which builds on current communications plan for Mackintosh Campaign and Development and ensures minimum impact of estates redevelopment on student applications and experience

Promote GSA internationally, particularly in priority markets through people, print and web

New future-proofed communications strategy linked to student recruitment strategy to enhance international profile and reputation

Implement the alumni relations strategy

New alumni relations strategy achieves targets on alumni participation in student recruitment, mentoring, annual giving and growth in size and quality of alumni database

**OBJECTIVES
AND STRATEGIES
2004 → 2008**

**PLANS
2007 → 2008**

**MEASURES OF SUCCESS
2007 → 2008**

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

OBJECTIVE 5 STRATEGY 10

Improve corporate governance

**Best practice in governance
is achieved**

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

Review of GSA corporate governance policy documents completed and benchmarked against CUC Guide

Self-assessment of Audit Committee completed and recommendations acted upon

APPENDICES

PROGRESS ON 2006 → 2007 PLANS
OBJECTIVE 1: PROVIDE CREATIVE
EDUCATION OF THE HIGHEST QUALITY

LEARNING AND TEACHING DEVELOPMENT

There was continued emphasis on quality enhancement with the appointment of Kirsten Haack as the School's first Learning Enhancement Co-ordinator and the agreement to establish Learning and Teaching Forums. The Forums will take place each term in each of the three schools, culminating in an annual institution-wide Learning and Teaching Forum. The revised Learning and Teaching Innovation Fund attracted a number of very high quality applications with six awards being made. A full programme of learning enhancement activities, including those relating to the QAA sector enhancement themes, were organised and well attended.

The School's first Learning Technologist, Robin Shaw, was appointed and the pilot phase of the new Blackboard Virtual Learning Environment was completed, resulting in a very positive evaluation.

Project KnowHow, a European Union funded research project into studio learning, led from the GSA, completed its

work with a conference in Reykjavik and a publication. A Researcher was appointed to develop the Centre for Creative Education and provide a hub for the significant amount of pedagogical research underway at the GSA.

For the past three years, the GSA has commissioned the Centre for Learning and Teaching in Art and Design to deliver a Postgraduate Certificate in Learning and Teaching for GSA staff. Fifteen staff participated in the programme in 2005–6, two being awarded a distinction, and a further nine are enrolled for 2006–7. The Learning Enhancement Co-ordinator is leading the development of the GSA's own PG Cert which will be validated in 2007–8 and will also be available externally to staff from other Scottish and UK higher education institutions.

EMPLOYABILITY

Work continued on embedding core and transferable skills into the curriculum to ensure that graduates can thrive in whatever careers they may chose to pursue.

The Employability Group established in 2005 and convened by Ken McCrae, lecturer in Architecture, developed a strategy based on eight priorities and progress has been made in all areas. For example, a scoping study is underway to look at the structures and resources needed to support and expand models of good practice in work-based live projects and work placements across all disciplines. A student employability audit has been completed, the findings to inform curriculum development from 2007–8 and a follow-up to the longitudinal study of graduates 1999–2003 designed for implementation in Autumn 2007.

Great strides were made in promoting enterprise at the GSA. Two Scottish Institute for Enterprise (SIE) student interns have been appointed. With their efforts, student uptake of enterprise seminars and events offered by SIE and by the Cultural Enterprise Office has increased and a GSA Enterprise Society has been established. The GSA's engagement with enterprise has once again borne fruit: for the second year running, the SIE National Business Plan

Competition was won by students from the joint GSA and Glasgow University Product Design Engineering Programme against entries from all disciplines and all 20 Scottish universities and higher education colleges

Insight Out Learning, the web-based resource to introduce creative enterprise development into the undergraduate curriculum, was embedded in the GSA's First Year Fine Art programme and has been launched to the rest of the UK.

PROGRAMME DEVELOPMENT

A new Postgraduate Common Academic Framework was validated in September 2006 and will provide the basis for the GSA's postgraduate growth strategy.

Two existing Masters programmes – Master of Fine Art and the Masters in Animation (formerly the MPhil 2D/3D Motion Graphics) – were reviewed and revalidated within the framework which provides scope for inter-disciplinary and shared courses.

PROGRESS ON 2006 → 2007 PLANS

A new cross-GSA Master of Research (Creative Practices) was also validated with nine students in its initial year and a Postgraduate Certificate in Supervision attracted GSA staff and staff from The Royal Scottish Academy of Music and Drama and Paisley University. A Masters in Transformation Design is in development, initially as a pathway of the MRes in 2007–8.

A Common Academic Framework for undergraduate Programmes is in development for approval in Autumn 2007. As with the postgraduate framework, it will provide the scaffolding to support inter-disciplinary and shared courses at undergraduate level to enhance student choice and to take advantage of economies of scale. In the meantime, two major programmes, BA (Hons) Design and BA (Hons) Fine Art were revalidated for a further five years with the potential for cross-School electives built in.

INTERNATIONAL PARTNERSHIPS

The GSA welcomed the first cohort of Chinese students progressing from the School's First Year Programme at Central Academy for Fine Arts (CAFA) in Beijing

into second year in Architecture and Design at the GSA. Student Service and academic staff worked tirelessly to ensure that those students with less adequate English were given the additional language and learning support they needed. The experience of the first cohort fed into the redesign of aspects of the First Year Programme in China, on which 78 students are enrolled.

The GSA is now developing an international four-year undergraduate programme to be delivered in partnership with CAFA in Beijing and in English.

The GSA continues to enjoy a host of other international partnerships including, for example, close links between Alastair MacDonald, senior researcher in design and the Ritsumeikan University in Japan on inclusive design.

The School also embarked on the development of an internationalisation strategy which would: enable students and graduates to operate effectively in international contexts; refine and develop international collaborative educational and research partnerships; and provide appropriate support for

an increasingly culturally diverse community of staff and students.

PROGRESS ON 2006 → 2007 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) led to an increase of 5% in applications from students from under-represented groups in 2006–7 with an increase of 43% in admissions. The percentage of students from social classes 4–7 was 16.2%, a 0.3% reduction on the previous year. There was an 18% increase in the SFC wider access retention premium, based on recruitment of students from areas identified from the Scottish Index of Multiple Deprivation in 2005–6.

Retention of students from disadvantaged backgrounds remains high at 95%. The summer school for GOALS students run in Prato, Northern Italy, in partnership with Monash University is causing interest and has been cited as a model of good practice at a recent conference of the National Arts Learning Network. A pilot summer school held in Glasgow for GOALS and FE entrants to the GSA was evaluated positively and will be repeated in summer 2007.

The current funding arrangement for GOALS from the Scottish Funding Council concludes in 2008 and work is underway in the GOALS management group to build a case for continued support.

The GSA's learning support service meets the learning needs of students with disabilities particularly effectively and is considered to be sector-leading. In 2005–6, 20.8% of GSA students disclosed a disability: 17% were dyslexic and 15% were in receipt of Disabled Students Allowance. In spite of this very high incidence of disabled students, the GSA had the highest student retention rate in the Scottish higher education sector.

Progress has been made in developing articulation routes to the GSA for students from Further Education colleges which comply with the Scottish Credit and Qualifications Framework. Agreement with Cardonald College will support articulation into Level 2 and 3 of Silversmithing and Jewellery and Textiles.

A major Review of Admissions was completed in 2005–6 and this year saw the majority of its recommendations implemented. Phase One of a review of Home Recruitment which aligned recruitment to widening participation objectives was completed, with Phase Two planned for the first term of 2007–8.

PROGRESS ON 2006 → 2007 PLANS
OBJECTIVE 3: DEVELOP RESEARCH
OF INTERNATIONAL STANDING

INFRASTRUCTURE

Efforts over the last four years to build up a research and postgraduate infrastructure have borne fruit. Preparations for the 2008 Research Assessment Exercise indicate that over 81% of GSA academic staff are research active. Numbers of PhD students have increased to 28 and a total of 34 GSA staff have taken the Postgraduate Certificate in Supervision.

The number of research funding applications has increased by 15%, with a resultant 6% increase in research income. Some of this year's successes included a major Arts and Humanities Research Council grant; a prestigious UK Research Council Fellowship; a Scottish Funding Council strategic research development feasibility grant; and a range of commercial research contracts.

RESEARCH CENTRES

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

The most developed Centre is the Digital Design Studio (DDS) which is currently housed at the House for an Art Lover in

Bellahouston Park. DDS continues to enhance its international research profile in advanced visualisation and human-computer interface. Amongst a number of major developments are the award of a prestigious five-year UK Research Council Fellowship; a partnership with Arup Acoustic to install a 3D sound lab and research laboratory; a major research project with MidTECH in Birmingham into designing out infection in the health service; the completion of a major contract from Glasgow City Council to develop a photo-realistic, high accuracy 3D virtual model of the city for planning purposes; and the launch of the 3D interactive model of the 1938 Empire Exhibition in Glasgow. The DDS also received an award from the Scottish Funding Council to undertake a one-year feasibility study into a Medical Visualisation network and continued collaboration to develop the use of multi-modal images to enhance the design process.

A lease has been negotiated to relocate DDS to customised and expanded premises in the Digital Media Quarter at Pacific Quay as the anchor tenant of a

new building for emergent digital media companies. Scottish Enterprise Glasgow has funded the appointment of a part-time Project Manager to co-ordinate the move.

The Centre for Advanced Textiles (CAT) continues, in its seventh year as a smaller, but productive, research centre. CAT has completed the first stages of a research project re-mastering and digitally printing original Charles Rennie Mackintosh textile designs, in partnership with the University of Glasgow, and is planning an exhibition. Other initiatives include a Scottish Enterprise funded commercial research project to develop Bute Fabric's wool wovens for digital textile printing; the curation of two international design exhibitions and an award for innovative textile design at the International Textile and Apparel Association Design Exhibition.

Studio 55, the Centre for Research in Art Practice which includes artists of the standing of Christine Borland, Thomas Joshua Cooper, Stephanie Smith, Eddie Stewart, Ross Sinclair and David

Bellingham published the first of its new e-bulletin in October 2006. Liz Arthur, a textiles specialist, was appointed Researcher to the Mackintosh Centre for Collections and Archives.

The International Drawing Research Institute, a collaboration with Central Academy of Fine Arts in Beijing and the College of Fine Arts at the University of New South Wales, held a Symposium in China on current drawing research. The work of 12 Master of Fine Art students was included in the accompanying Academy Lights exhibition.

Work also continued on the Centre for Social Innovation, an emergent centre of creativity, technology and business being established in response to the recommendations of the Cox Review on Creativity in Business with the Universities of Glasgow and Strathclyde and the Lighthouse. Early seed funding was provided by Scottish Enterprise Glasgow.

The Living Cities Feasibility study, supported by the Scottish Funding Council, concluded with the intention of

PROGRESS ON 2006 → 2007 PLANS

setting up a research and development network for urban design and placemaking with a focus on Glasgow, the Glasgow Urban Lab.

RESEARCH PROJECTS

Over 81% of GSA staff are research active. The following is a very small sample of the research projects undertaken in the course of the year:

In Design, Carol Paterson with Anne Ferguson published their expansive survey of domestic design in *A Century of Dining in Style* for A&C Black. Ian Grout has played a leading role in EMUDE, a European collaboration to tackle Emerging User Demand for sustainable solutions. Archie McCall and Maureen Michael have presented papers in Vancouver and Reykjavik on the KNOWHOW European research collaboration looking at the synergy between learning, teaching and studio practice in art institutions across Europe. Professor Alastair Macdonald secured an EPSRC grant to research inclusive design and healthcare.

In Fine Art, the first edition of the new Studio 55 e-journal was published. Staff – Justin Carter, Lesley Punton, Anne

Bjerge Hansen, David Bellingham and Francis McKee – had major exhibitions in Japan, New York, Spain, Estonia, Russia, Serbia, Holland and France. Christine Borland had a major retrospective exhibition at the Fruitmarket Gallery and Ross Sinclair was invited to show in the UK Pavilion of the 2005 Japan Expo.

In Historical and Critical Studies, Bruce Peter completed the publication of *Cruise: Identity, Design and Culture* for Laurence King Publisher and has secured a contract with Routledge for his next book. Ray McKenzie, Damian Sutton and Susan Brind completed *The State of the Real: Aesthetics in the Digital Age* for publishers IB Tauris and a number of articles, papers and publications by Ross Birrell, Nicholas Oddy, Frances Robertson, Sarah Smith, and Susannah Thompson have also been published. David Buri in Learning Resources, was awarded an AHRC Small Grant to digitise the Mackintosh sketchbooks and make them accessible on the web.

In architecture, a grant of £340,000 was secured in partnership with the Lighthouse from the Heritage Lottery

Fund for Gillespie, Kidd and Coia (GKC): architecture 1956 to 1987, to conserve and catalogue the GKC archive gifted to the GSA, and create a major exhibition and publication in October 2007. A wind turbine has been erected on the top of the GSA's tallest building to research the feasibility of this type of installation on high rise blocks in Clydebank. European Union funding was awarded to NetCONNECT, a joint architecture and digital design studio project looking at digital recreation of historic towns across Europe.

PROGRESS ON 2006 → 2007 PLANS

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

KNOWLEDGE TRANSFER AND CULTURAL ENGAGEMENT

A cultural engagement strategy was completed and submitted to the Scottish Funding Council. As an institution specialising in creative education and research, cultural engagement is at the heart of everything we do. Students and researchers regularly engage the public in their work, as viewers, users or co-creators.

For SFC, however, the definition of cultural engagement was restricted to public outputs of education and research, the expertise of staff and the provision of resources which bring cultural benefit to the public. Even using this limited definition, the direct resources allocated by the GSA to cultural engagement were in excess of £0.5m through public and scholarly access to the Mackintosh heritage, exhibitions programmes, lectures, seminars and conferences, continuing education classes and summer schools and student placement schemes.

HERITAGE AND EXHIBITIONS

Final approval was given by the Heritage Lottery Fund for its grant of £4.6m

towards the Conservation and Access Project for the Mackintosh Building and phase one, of three, started in July 2007. This major £8.6m project involves conservation work on the interior of the building and on the School's archives and collections; improved storage in environmentally-controlled conditions; a new research centre, extended exhibition facilities and a new interpretation centre to accommodate an increased number of visitors.

Fundraising targets for the project have been exceeded, with a total of £7,630,540 secured from a wide range of statutory sources including Historic Scotland, Glasgow City Council, Strathclyde European Partnership, Scottish Enterprise Glasgow and from charitable trusts including the Monument Trust, Hugh Fraser Foundation, Garfield Weston Foundation and the Gannochy Trust. One innovative fundraising scheme used the skills of the Digital Design Studio to create a 3D digital model of the Mackintosh Building which was then sold stone by stone.

Glasgow City Council continued to lead the preparation of a bid to the UK Government to secure World Heritage Site status for Mackintosh Masterpieces – The Glasgow School of Art's Mackintosh Building and Hill House in Helensburgh.

Heritage Lottery Fund support was also secured for a project, in partnership with the Lighthouse, to catalogue the GSA's Gillespie Kidd and Coia architectural practice archive and mount a major exhibition with publication.

The exhibition programme in 2006–2007 included Like That Only, an indo-centric graphic experience presented as part of the Six Cities Design Festival; Mackintosh Architectural Drawings as part of the Mackintosh Festival; a retrospective of the work of the famous German architect Erich Mendelsohn; and Thirty Years of British Landscape Photography from the Arts Council Collection.

COMMERCIAL

Following the appointment of a Commercial Manager, another step has been taken to optimise the commercial

potential of DDS. A consultancy funded by Scottish Enterprise recommended the establishment of a commercial company limited by shares and wholly owned by the GSA which would sit alongside DDS.

DDS has also entered into strategic partnerships with Pictel Technologies and with Arup Acoustics.

CREATIVITY, THE CITY AND BEYOND

GSA staff have contributed to a wide range of local and national policy initiatives with a view to promoting the economic importance of creative and cultural industries and the role of creativity and creative education in the wider economy. In 2006–2007, for example, the GSA made major contributions to the development and implementation plan of the New Economic Strategy for Glasgow; to Scottish Enterprise Glasgow's new skills and learning strategy; to the debate about the Scottish Executive's Culture Bill and its proposal for a National Cultural Academy; to the submission by Universities Scotland to the Comprehensive Spending Review, and to the SFC Cultural Engagement Strategy.

PROGRESS ON 2006 → 2007 PLANS

GSA staff were also active in the European League of Institutes of the Arts, the European Architecture Education Association, The Academy of Urbanism, The Cumulus Design Network, SOLAS – the international solar energy network, and the Scottish Confederation of University and Research Libraries.

The School's Insight Out graduate programme, which had been developed with National Endowment for Science Technology and the Arts, provided a successful pilot for Starter for Six, a pan-Scotland enterprise academy for creative graduates which was launched in late 2006.

PROGRESS ON 2006 → 2007 PLANS

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

PEOPLE

As part of the “modernising human resources” agenda, the GSA has agreed a new pay and rewards strategy and negotiations for the implementation of the National Pay Framework are due for completion by the end of 2006–7. All Visiting Lecturer contracts were reviewed during 2006–7 with some transferred to permanent contracts and a revised contract for variable-hours visiting staff negotiated.

The introduction of career review for all staff and of activity planning for academic staff was well received: monitoring indicated a high level of participation in career review with more work needed to embed activity planning.

Staff development continues to be an institutional priority and the annual staff development week in September increased considerably in scope and in numbers, with 354 staff attending over 37 events.

A Senior Staff Group continues to advise on development appropriate to the GSA’s middle management and there has been increased uptake of Leadership Foundation for Higher Education courses.

ESTATES REDEVELOPMENT

The Full Business Case for the redevelopment of the Garnethill Estate was submitted to the Scottish Funding Council in March 2006. The Business Case had been informed by a series of studies, including space utilisation, condition and fitness for purpose studies, on the basis of which the architects RMJM had concluded that only the wholesale redevelopment and rationalisation of the Garnethill estate could provide the learning, teaching and research environment that was needed, could improve space utilisation and support planned growth.

The SFC did not support the Business Case and throughout the year, work was undertaken to reduce the initial space requirements and provide the additional financial and space information requested. The Council will reconsider the revised case during 2007.

In the meantime, eight working groups of staff and students are developing thinking and looking at best practice in lecture theatres and seminar space, informal learning, studio, exhibition spaces, sustainability, learning resources

and student services, IT, workshops and public face. Their work will inform the design brief for the appointment of the design team when funding has been agreed. The search for suitable decant space whilst the estate is being redeveloped is also underway.

In the short term, the existing estate continues to deteriorate. Learning and teaching spaces have been prioritised for maintenance and refurbishment to ensure that a minimum quality is maintained pending a decision on a new estate. A lease has been negotiated on the McLellan Galleries until 2010 with Glasgow City Council, to provide temporary accommodation to sustain the planned growth in postgraduate and overseas students and in research activity.

IT infrastructure continues to be developed with wireless access rolled out to the Barnes Building, Historical and Critical Studies and Design School Seminar Rooms. A new Storage Array Network was also successfully installed.

MARKETING AND COMMUNICATION

Internally, communications with staff have been enhanced with a stylish new e-bulletin and news alerting system. Externally, the GSA has taken the lead in a working group comprising the five Higher Education Institutions in Glasgow, the City Marketing Bureau, City Council and Scottish Enterprise Glasgow to develop an international brand for Higher Education in the City.

Recruitment was buoyant and the GSA continues to have one of the highest ratios of applicants to entrants in the UK.

There was an overall increase of 10% in postgraduate applications: 7% in overseas applicants and 14% in Home and European Union applicants.

Undergraduate overseas applications were also good, with a 6% increase against a 4% decline in applications nationally.

Home applications declined by 6% against a national UK decline of 3.6%. New home recruitment strategies are being developed.

PROGRESS ON 2006 → 2007 PLANS

FUTURE VISION: THE NEXT PLAN

And finally, plans are in train to develop the next strategic plan for the period 2008–2012. The aim is to embrace a process which is intelligent (externally informed and referenced), inclusive (involving as many staff, students and stakeholders as possible) and creative (engaging people creatively in the process). The think tank, Demos, has been commissioned to provide a context review leading to scenario building and a Researcher in Visual Futures is being appointed to work throughout the process – developing visual thinking approaches to planning, working with Demos to visualise the future in ways which enable people to better understand and critique it; and exploring innovative forms of output.

EQUAL OPPORTUNITIES MONITORING COMMENTARY

Our statistical data relating to age, gender, ethnicity and disability for 2005–6, and where available, 2006–7 remain fundamentally consistent with the data for previous years.

The data indicate a student population where the percentage of entrants from each of these groups closely reflects the percentage of applicants from that group. In broad terms, the profile of applicants and entrants has remained relatively static over the last four years. Percentage variations over time are negligible and it is evident that very small changes in actual numbers have a significant effect on the percentages. For example, recruitment of people over 40 years of age has increased by 50% since 2003–4 but in numeric terms this equates to an additional five students in this age bracket entering the School this year. The data on applicants and entry by age does however indicate that applicants in the age range 19 to 20 years were twice as likely to be offered and/or accept a place to study at the GSA as those aged 17 or under.

On course disclosure of disability has again remained significant, with 19.8% of our students disclosing a disability

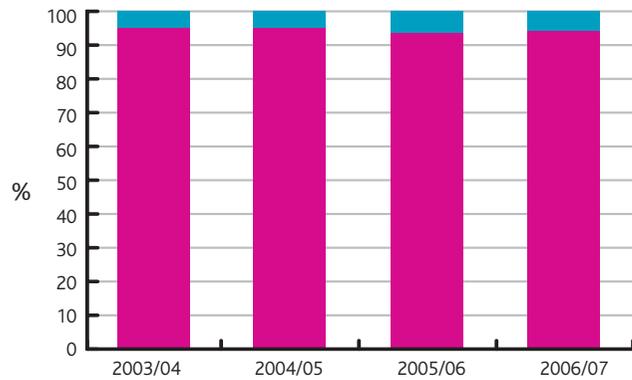
(UK average 6.69%). 17.5% of our under-graduate student community is dyslexic. This is the third highest percentage of dyslexic students in the UK after Wimbledon School of Art and the Royal College of Art, both at 21%. The average across HE institutions is 3.35%.

The gender balance across the School remains consistent and is proportionally in line with the gender distribution within higher education across Scotland. An examination of variations across subject areas is underway to inform our activities under the Gender Equality Duty.

Retention was again high last year. Withdrawals by black and minority ethnic students dipped in 2004–5 but rose last year to slightly above the 2003–4 level. Two of these 11 students withdrew for financial reasons. 78% of the 60 students who withdrew cited personal reasons. 8% transferred to other courses, 3% went into employment, 5% gave financial problems, 2% had health problems and only 3% (two students) failed academically. There seems to be no immediately apparent correlation between withdrawal and the equality dimensions.

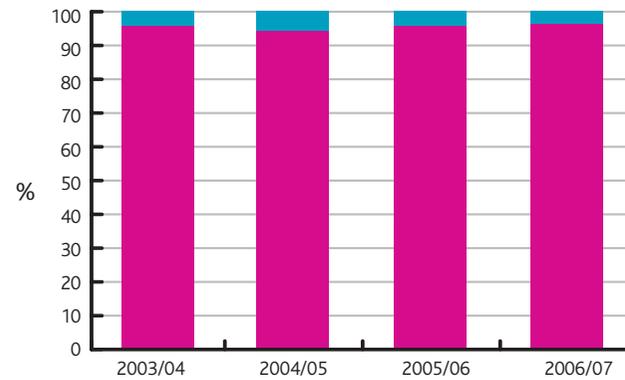
STUDENT ETHNICITY

UCAS APPLICANTS

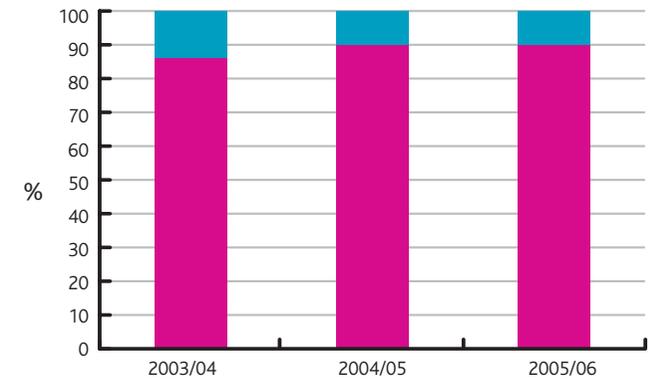


White Black, Asian, Chinese, Mixed Race

UCAS ACCEPTANCES

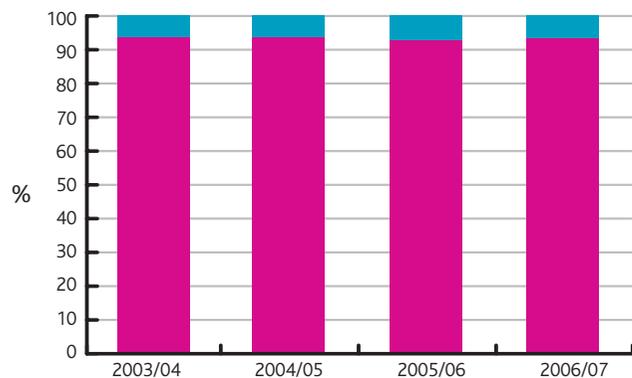


ALL CURRENT STUDENTS



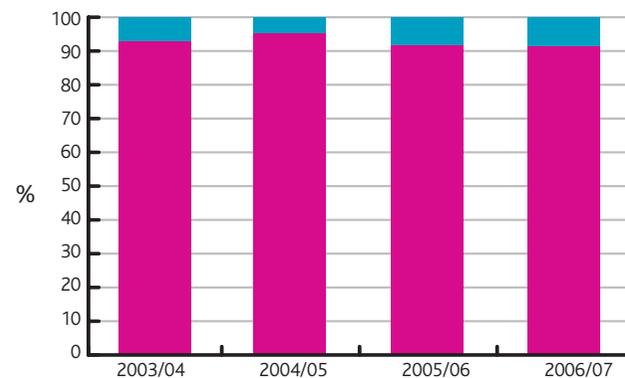
STUDENT DISABILITY

UCAS APPLICANTS

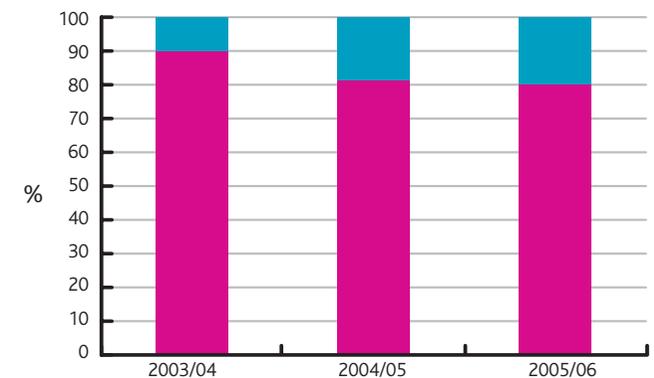


No Disclosed disability Disclosed disability

UCAS ACCEPTANCES

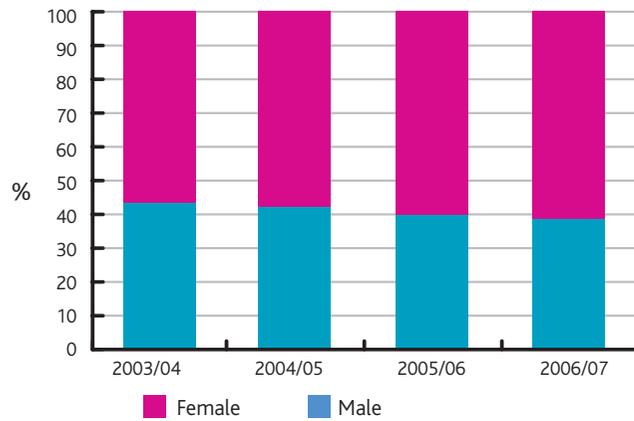


ALL CURRENT STUDENTS

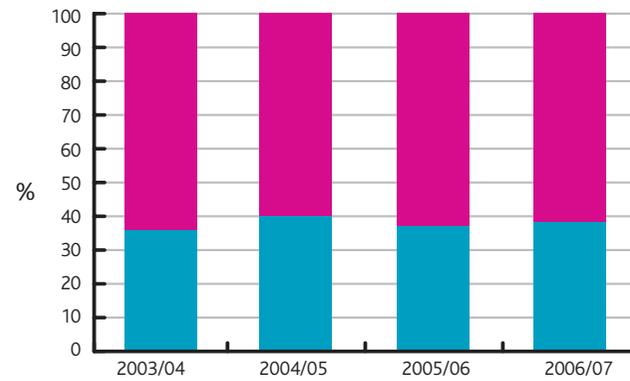


STUDENT GENDER

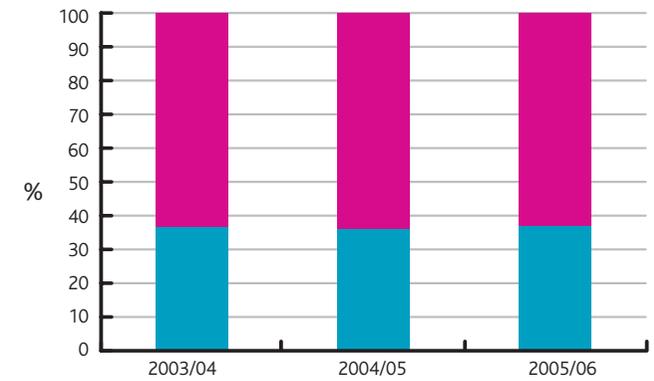
UCAS APPLICANTS



UCAS ACCEPTANCES

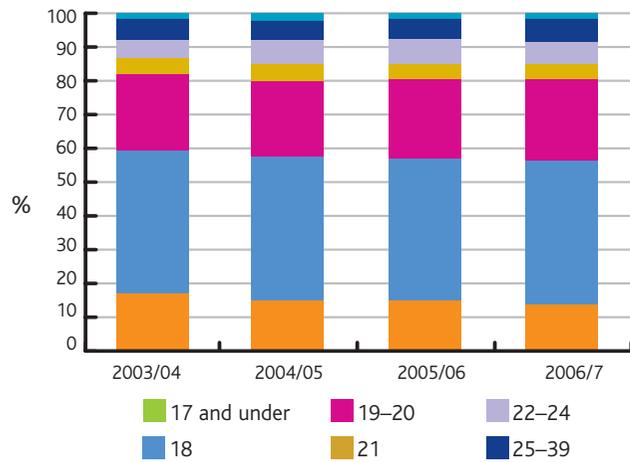


ALL CURRENT STUDENTS

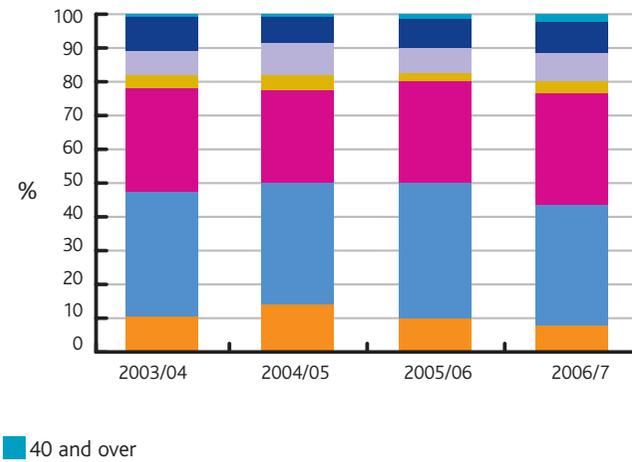


STUDENT AGE PROFILE

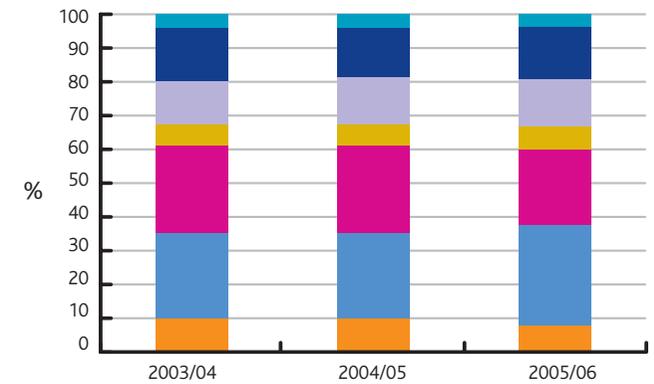
UCAS APPLICANTS



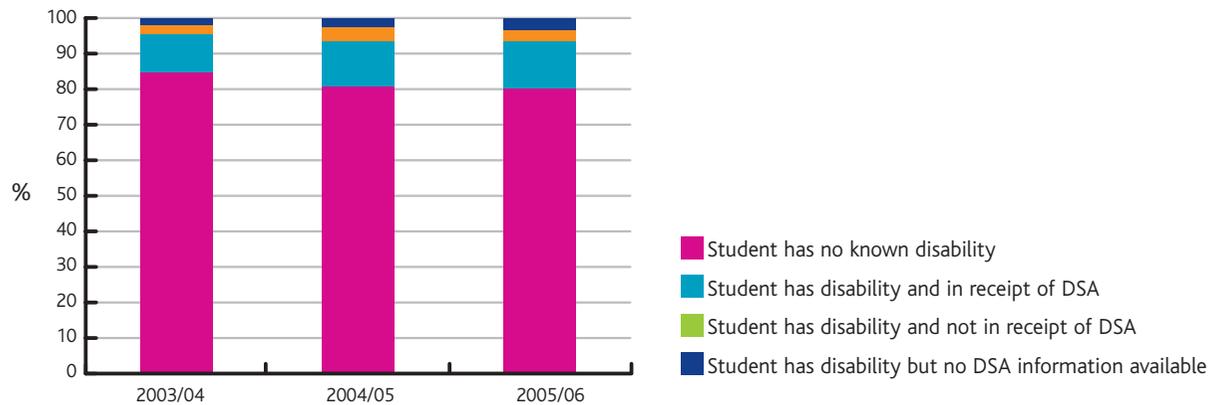
UCAS ACCEPTANCES



ALL CURRENT STUDENTS



DSA – ALL STUDENTS



STUDENT ETHNICITY

	Entry Year 2003/04 Number	%	Entry Year 2004/05 Number	%	Entry Year 2005/06 Number	%	Entry Year 2006/07 Number	%
<i>UCAS APPLICATIONS</i>								
White	2155	95.2%	2158	95.3%	2098	93.7%	2039	94.4%
Black, Asian, Chinese, Mixed Race	109	4.8%	106	4.7%	142	6.3%	122	5.6%
Unknown	109		124		74		26	
TOTAL	2373		2388		2314		2187	
<i>UCAS ACCEPTANCES</i>								
White	348	95.6%	292	94.5%	291	95.7%	255	96.2%
Black, Asian, Chinese, Mixed Race	16	4.4%	17	5.5%	13	4.3%	10	3.8%
Unknown	20		18		9		5	
TOTAL	384		327		313		270	
<i>ALL STUDENTS</i>								
White	1522	86.0%	1575	87.7%	1610	88.1%		
Black, Asian, Chinese, Mixed Race	247	14.0%	220	12.3%	218	11.9%		
TOTAL	1769		1795		1828			
<i>WITHDRAWALS</i>								
White	59	86.7%	73	96.1%	45	80.3%		
Black, Asian, Chinese, Mixed Race	9	13.2%	3	3.9%	11	19.6%		
Unknown	13		3		4			
TOTAL	81		79		60			

DISABILITY

	Entry Year 2003/04 Number	%	Entry Year 2004/05 Number	%	Entry Year 2005/06 Number	%	Entry Year 2006/07 Number	%
<i>UCAS APPLICATIONS</i>								
No disclosed disability	2509	93.6%	2594	93.4%	2513	92.7%	2372	92.4%
Disclosed disability	171	6.4%	183	6.6%	198	7.3%	194	7.6%
Unknown								
TOTAL	2680		2777		2711		2566	
<i>UCAS ACCEPTANCES</i>								
No disclosed disability	414	92.4%	373	94.7%	342	91.2%	309	91.2%
Disclosed disability	34	7.6%	21	5.3%	33	8.8%	30	8.8%
Unknown								
TOTAL	448		394		375		339	
<i>ALL STUDENTS</i>								
No disclosed disability	1501	84.9%	1454	81.0%	1464	80.2%		
Disclosed disability	268	15.1%	341	19.0%	362	19.8%		
Unknown					2			
TOTAL	1769		1795		1828			
<i>WITHDRAWALS</i>								
No disclosed disability	74	91.4%	62	78.5%	49	81.7%		
Disclosed disability	7	8.6%	17	21.5%	11	18.3%		
Unknown	0		0		0			
TOTAL	81		79		60			

DSA

	Entry Year 2003/04		Entry Year 2004/05		Entry Year 2005/06	
	Number	%	Number	%	Number	%
Student has no known disability	1502	84.9%	1455	81.1%	1466	80.2%
Student has disability and in receipt of DSA	192	10.9%	229	12.8%	252	13.8%
Student has disability and not in receipt of DSA	46	2.6%	66	3.7%	60	3.3%
Student has disability but no DSA information available	29	1.6%	45	2.5%	50	2.7%
Total	1769		1795		1828	

GENDER

	Entry Year 2003/04 Number	%	Entry Year 2004/05 Number	%	Entry Year 2005/06 Number	%	Entry Year 2006/07 Number	%
<i>UCAS APPLICATIONS</i>								
Male	1158	43.2%	1166	42.0%	1067	39.4%	991	38.6%
Female	1522	56.8%	1611	58.0%	1644	60.6%	1575	61.4%
TOTAL	2680		2777		2711		2566	
<i>UCAS ACCEPTANCES</i>								
Male	158	35.3%	155	39.3%	138	36.8%	130	38.3%
Female	290	64.7%	239	60.7%	237	63.2%	209	61.7%
TOTAL	448		394		375		339	
<i>ALL STUDENTS</i>								
Male	638	36.1%	646	36.0%	675	36.9%		
Female	1131	63.9%	1149	64.0%	1153	63.1%		
TOTAL	1769		1795		1828			
<i>WITHDRAWALS</i>								
Male	25	30.9%	30	38.0%	21	35.0%		
Female	56	69.1%	49	62.0%	39	65.0%		
TOTAL	81		79		60			

AGE

	Entry Year 2003/04 Number	%	Entry Year 2004/05 Number	%	Entry Year 2005/06 Number	%	Entry Year 2006/07 Number	%
<i>UCAS APPLICATIONS</i>								
17 and under	460	17.2%	430	15.5%	413	15.2%	352	13.7%
18	1130	42.2%	1162	41.8%	1151	42.5%	1097	42.8%
19-20	610	22.8%	649	23.4%	617	22.8%	621	24.2%
21	122	4.6%	124	4.5%	133	4.9%	123	4.8%
22-24	158	5.9%	211	7.6%	201	7.4%	164	6.4%
25-39	152	5.7%	161	5.8%	160	5.9%	172	6.7%
40 and over	48	1.8%	40	1.4%	36	1.3%	37	1.4%
TOTAL	2680		2777		2711		2566	
<i>UCAS ACCEPTANCES</i>								
17 and under	49	11.2%	55	14.0%	48	12.8%	26	7.7%
18	159	36.3%	141	35.8%	140	37.3%	121	35.7%
19-20	134	30.6%	109	27.7%	105	28.0%	111	32.7%
21	15	3.4%	18	4.6%	16	4.3%	14	4.1%
22-24	33	7.5%	38	9.6%	34	9.1%	28	8.3%
25-39	43	9.8%	27	6.9%	26	6.9%	29	8.6%
40 and over	5	1.1%	6	1.5%	6	1.6%	10	2.9%
TOTAL	438		394		375		339	

AGE CONTINUED

	Entry Year 2003/04 Number	%	Entry Year 2004/05 Number	%	Entry Year 2005/06 Number	%
<i>ALL STUDENTS</i>						
17 and under	177	10.0%	178	9.9%	173	9.5%
18	436	24.6%	450	25.1%	471	25.8%
19-20	473	26.7%	464	25.8%	455	24.9%
21	104	5.9%	115	6.4%	97	5.3%
22-24	239	13.5%	254	14.2%	277	15.2%
25-39	278	15.7%	263	14.7%	281	15.4%
40 and over	62	3.5%	71	4.0%	74	4.0%
TOTAL	1769		1795		1828	
<i>WITHDRAWALS</i>						
17 and under	15	18.5%	8	10.1%	5	8.3%
18	22	27.2%	20	25.3%	19	31.7%
19-20	21	25.9%	16	20.3%	15	25.0%
21	4	4.9%	6	7.6%	2	3.3%
22-24	4	4.9%	11	13.9%	7	11.7%
25-39	14	17.3%	16	20.2%	10	16.7%
40 and over	1	1.2%	2	2.5%	2	3.3%
TOTAL	81		79		60	

STAFF

We have included the following statistical information relating to staff: gender, ethnicity, disability and age, along with information on current headcount and staff turnover.

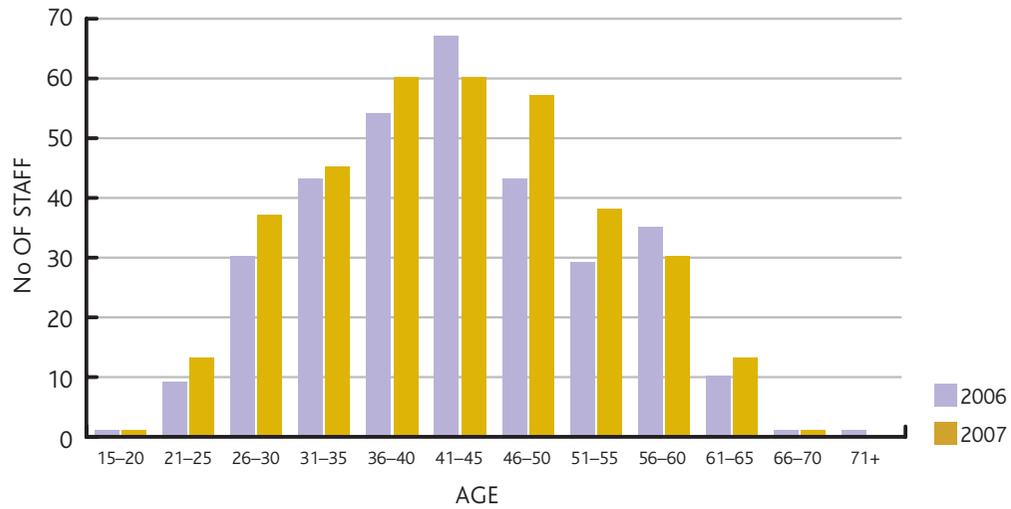
The number of staff declaring a disability remains low when compared to the number of students at the GSA who declare a disability. The provisions and services on offer to staff with a disability and staff awareness of these are being taken forward as an objective in the School's Equality Scheme. However, the disclosure rate of 3.1% is higher than the average of 2.4% across the HE sector.

The staff headcount has increased since last year, while the number of leavers has decreased. Exit interviews are conducted with leavers and where appropriate feedback is discussed with line managers to enable any role-related issues to be considered and incorporated into the recruitment process.

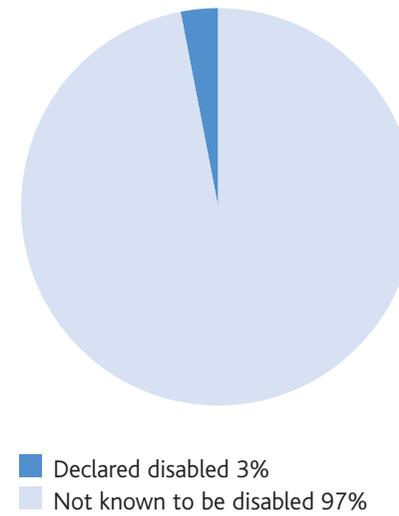
The Black and Minority Ethnic (BME) statistics show a slight increase when compared with last year. However, the number of staff declining to indicate their ethnic origins has increased. It is difficult to draw meaningful conclusions from the BME statistics as the numbers involved are small.

Throughout the recruitment process, a wide range of information relating to applicants and appointments is captured. This information is used to ensure fair and transparent recruitment practices and to monitor and inform the development of our equality objectives. Information about employees' sexual orientation and religious beliefs is also captured and updated on a regular basis.

AGE PROFILE



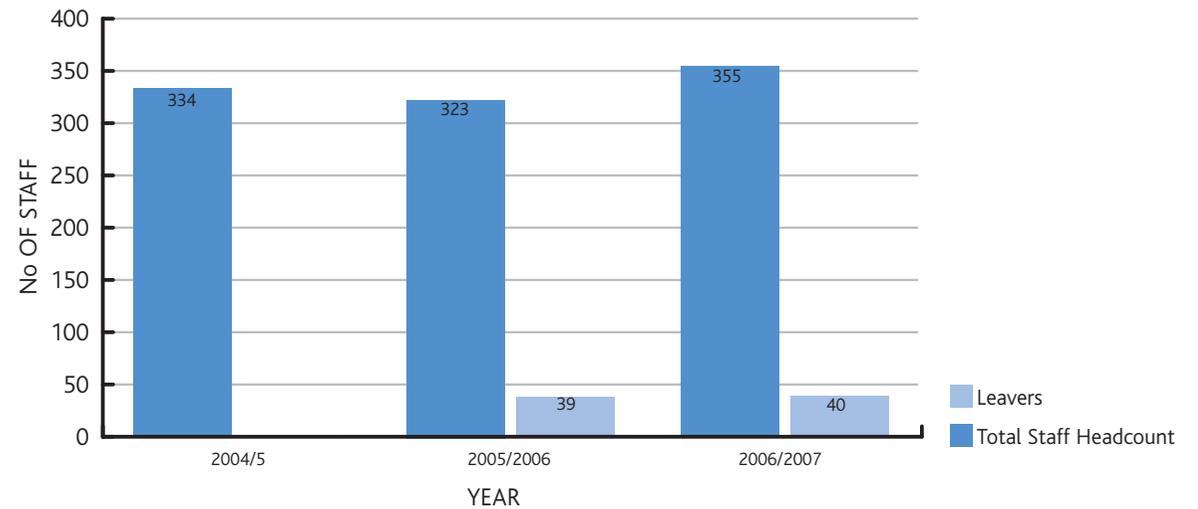
DISABILITY



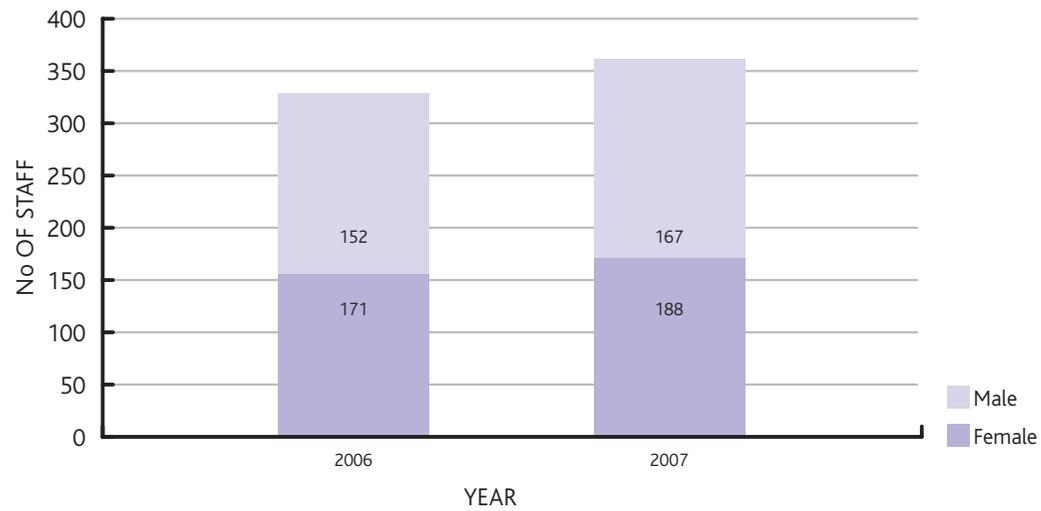
GSA ETHNICITY MAY 2007

	No.	%
White	326	91.8%
Indian	2	0.5%
Other Asian Background	4	1.1%
African	1	0.3%
Any Mixed Background	2	0.5%
Other Ethnic Background	2	0.5%
Not Known/Info Refused	18	5.0%
TOTAL	355	100

LEAVERS v HEADCOUNT



GENDER 2006/7



STUDENT NUMBER PROJECTIONS

	2005/6 Actual	2006/7 Projected	2007/8 Projected	2008/9 Projected	2009/10 Projected	2010/11 Projected
UNDERGRADUATE	1,459	1,504	1,553	1,608	1,608	1,608
POSTGRADUATE	129	144	158	174	192	210
HOME/EU	1,441	1,451	1,460	1,471	1,481	1,491
OVERSEAS	147	197	251	311	319	327
TOTAL	1,588	1,648	1,711	1,782	1,800	1,818

INCOME & EXPENDITURE

	FORECAST 2006-07 £000	PLAN 2007-08 £000	PLAN 2008-09 £000	PLAN 2009-10 £000	PLAN 2010-11 £000
INCOME					
Funding Council Grants	10,151	10,022	10,263	10,514	10,776
Home/EU Tuition Fees	2,355	2,401	2,521	2,636	2,741
Overseas Tuition Fees	1,842	2,497	3,071	3,413	3,754
Research Grants and Contracts	795	1,154	1,280	1,505	1,730
Endowment and Investment Income	143	155	162	170	176
Other Income	1,486	1,529	1,574	1,618	1,663
Total Income	<u>16,772</u>	<u>17,758</u>	<u>18,871</u>	<u>19,856</u>	<u>20,840</u>
EXPENDITURE					
Staff Costs	10,669	11,351	12,047	12,658	13,248
Other Operating Expenses	4,914	5,222	5,607	5,948	6,305
Depreciation	1,084	1,080	1,112	1,145	1,182
Interest Payable	105	105	105	105	105
Total Expenditure	<u>16,772</u>	<u>17,758</u>	<u>18,871</u>	<u>19,856</u>	<u>20,840</u>
Surplus on Operations	0	0	0	0	0
Transfer (to)/from Revaluation Reserve	378	378	378	378	378
SURPLUS ON HISTORIC COST BASIS	<u>378</u>	<u>378</u>	<u>378</u>	<u>378</u>	<u>378</u>

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A PDF version of the plan can be found on our website at www.gsa.ac.uk/strategicplan

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