

**THE GLASGOW  
SCHOOL OF ART**

**HEAD OF LEARNING AND TEACHING  
APPLICATION**





Image / The Reid Building exterior. ©McAteer Photograph

## CONTENTS

|                           |    |
|---------------------------|----|
| Welcome                   | 04 |
| The City of Glasgow       | 06 |
| The Glasgow School of Art | 10 |
| The Role                  | 14 |
| Person Specification      | 18 |
| How to Apply              | 20 |

### Ambition

We will be a global leader in studio-based learning and research, collaborating locally, nationally and internationally, transforming thinking by developing creative approaches with new audiences.

### Ethos

**Disruption** – encouraging critical thinking and experimentation

**Diversity** – in our students and staff, thought and outlook

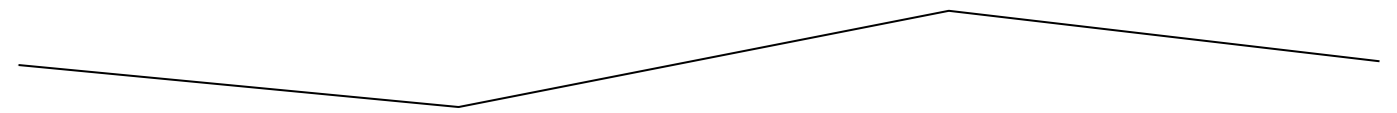
**Responsibility** – to our planet, each other and those we work with

**Place** – our heritage, traditions and our city

**Collaboration** – with our students, colleagues and external partners



Image / Fine art studio, Mackintosh Building



## WELCOME

**Thank you for expressing an interest in the position of Head of Learning and Teaching at The Glasgow School of Art.**

The Glasgow School of Art was founded in 1845 as one of the first Government Schools of Design, as a centre of creativity promoting good design for the manufacturing industries of Glasgow. However, the School's lineage can be traced to 1753, when Robert Foulis established a school of art and design in Glasgow, described as 'the single most influential factor in the development of eighteenth-century Scottish Art'.

Our role has continually evolved and been redefined to reflect the needs of the communities we are part of, embracing in the late 19th century fine art and architecture education and today, digital technology. Then as now our purpose remains the same - to transform thinking through creativity and today, the GSA continues to be a significant influence in Scotland and internationally, socially, culturally and economically.

Today, the School is centred around our city centre campus and at its heart the internationally renowned Mackintosh Building and our recently opened Reid Building, designed by Steven Holl Architects. While we are rooted in Glasgow, we are international in outlook and composition with over 30% of our students from outside the UK and 25% from the rest of the United Kingdom. We have a Representative Office in Beijing, a campus in Singapore delivering undergraduate design programmes in partnership with Singapore University of Technology and are developing plans for a creative campus in the Scottish highlands.

We are at a pivotal stage in the next stage of the GSA's history. With ambitious plans for growth in student numbers and the development of new academic programmes and research which reflects, directs and influences the interdisciplinary role of creative disciplines, the needs of the creative economy and wider society and cultural production and consumption. We aim to be a global-leader in studio-based learning and research, transforming thinking by developing creative approaches with new audiences.

Central to achieving this is our people and we now seek outstanding academic leaders across fine art, research and learning and teaching to focus our ambitions and realise them. You will be exceptional, with an established research profile, internationally engaged and able to engage with diverse stakeholders internally and externally.

You will contribute to the GSA's ambition and its success and we look forward to hearing from you.

**Professor Tom Inns** BEng(Hons) DIC MDes(RCA) PhD FRSA  
Director



Image / The Reid Building interior, students. ©McAteer Photograph

## THE CITY OF GLASGOW

Just over 300 years ago, Daniel Defoe, journalist, English spy and best known as author of *Robinson Crusoe*, described Glasgow as, 'indeed, a very fine city; [...] the cleanest and beautifullest, and best built city in Britain...'

In an early example of flattering travel writing, Defoe extols the city's built environment – noting the broad main streets and fine stone houses. He comments on the energy of its trade and business and identifies its role as a seat of learning: by the time Defoe visited, the University of Glasgow was already 250 years old.

A 21st century Defoe might take a similar view. Glasgow is a beautiful city. The evidence is to be found in the physical scale and proportion of its streets and spaces. The city exudes confidence and boldness. It demands to be taken seriously. The 19th century legacy of a city centre grid with wide streets of shops and offices, gives way to red and blonde tenements, the industrial grime removed, sweeping terraces overlooking parks, and large villas especially in the west and south of the city centre. As for public buildings, Charles Rennie Mackintosh's masterpiece on Garnethill is undoubtedly the jewel. Marvel too at the legacy of Alexander 'Greek' Thompson, and, more recently, Gillespie, Kidd & Coia, founders of Scottish Modernism. But the architecture of Glasgow is not just in the past – the new Steven Holl-designed building under construction at The Glasgow School of Art is testament to that.

In what was the Second City of the Empire, the legacy of heavy industry has nearly gone and the city's trade is now reliant on banking, finance, business services, insurance, tourism and retail. There are three universities, a conservatoire for drama music and dance, and, of course, The Glasgow School of Art (GSA). Many of the graduates from the GSA and other higher education institutions make their home in the city and become part of the creative sector across all disciplines. Higher education is central to the city's cultural, social and economic strength, but while it underpins it does not overwhelm. There are many other aspects to the city's life and the place has a hinterland.

If you are a tourist you must take an open topped bus tour, go on a Mackintosh trail, find the Hidden Tearooms, visit Kelvingrove Art Gallery and Museum, walk through the park to Glasgow University admiring the view, stroll along the river Clyde; go to *A Play, A Pie and A Pint*, lunchtime theatre at Òran Mór; have a drink in a Glasgow pub, enjoy a curry or fine dining with a Michelin star; plan your visit during Glasgow International, Celtic Connections or perhaps the Commonwealth Games in 2014 when Glasgow welcomes the world; and, of course, shop and shop and shop.

Glasgow  
(from Gaelic,  
*Glas-ghu* meaning  
*Dear Green Place*)



Images / Brazen Jewellery,  
Hydro Connect music Festival,  
Jim Lambie's, *Forever Changes* exhibition at  
The Gallery of Modern Art in Glasgow

[Continues on page 09](#)

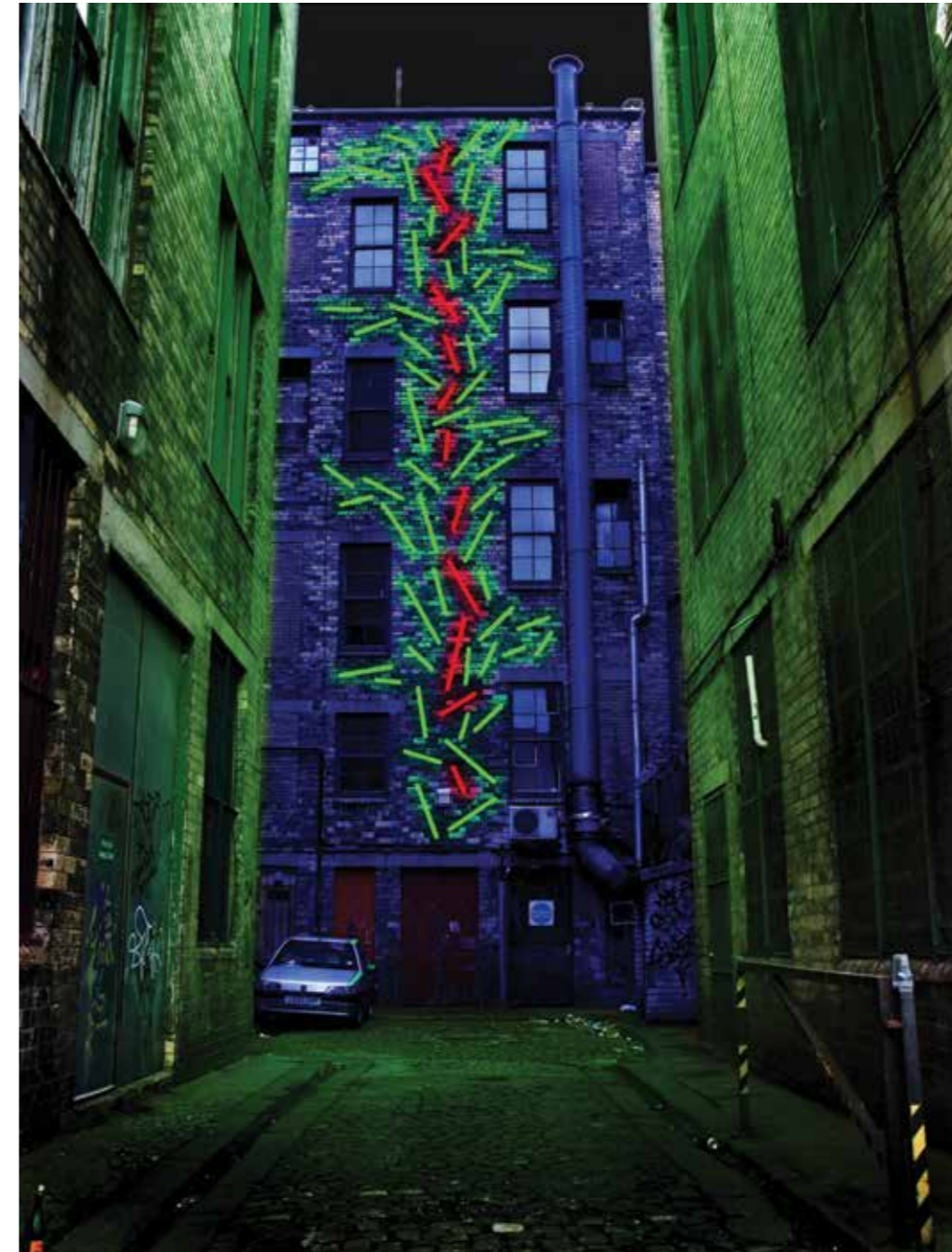
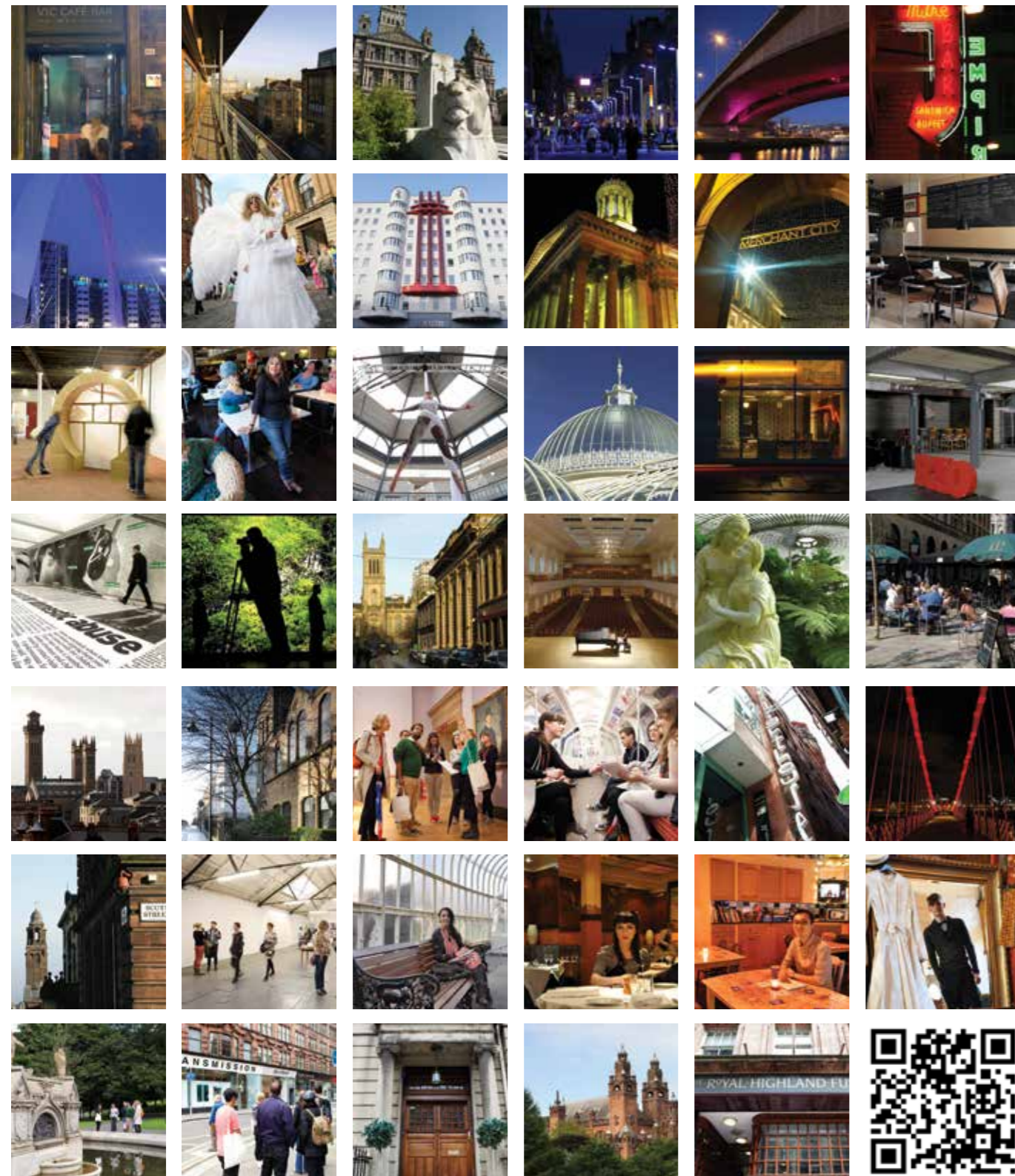


Image / Lighting design by Simon Corder at the New Wynd Lane



Images / A Snapshot of Glasgow

To watch The Glasgow School of Art presents the City of Glasgow, a Connolly Clark film, use the QR code or visit [vimeo.com/55051394](https://vimeo.com/55051394)

However if you live here, you can do all of that but you might also explore the radical and social history of the city at the People's Palace, join the New Glasgow Society, volunteer for the Commonwealth Games and/or enjoy the excellent sports facilities in the city, join the library and use the great reference resource which is the Mitchell Library, explore 'the Barras', go out every night to an exhibition opening, concert, cinema, theatre, opera, ballet or dance, cycle along the canal westward to Bowling, take a train to Wemyss Bay and a ferry to Rothesay and go and see Mount Stuart or visit Hill House in Helensburgh, climb Ben Lomond or the Cobbler, visit the seaside at Largs and eat an ice cream at Nardini's. You can even get a train to Edinburgh – just 45 minutes away - every 15 minutes from Glasgow Queen Street station.

But what about the people? There is no denying that Glaswegians are a friendly lot. The habit of engaging near-strangers in intimate and personal conversations becomes the norm for those who settle in the city too. Sometimes it appears breathtakingly direct, often funny and rarely intentionally rude. Glasgow – and Scotland's – distinctive education with its broad generalist approach encourages wide debate and discussion: it has been suggested that Glaswegians have an opinion about anything and everything. Enter that spirit and you become a native. Embrace it and, like many former GSA students and staff, you will never leave.

Glasgow's reputation as a city of culture, sport, architecture and design and friendly people, carries with it a truth. However with the slogan 'No Mean City', it also has a different reputation. The other side of Glasgow cannot be ignored. For many Glaswegians, the city is a safe and pleasant place to live and work (UK's safest city – Mercer Human Resource Consulting, 2011). For others, mainly in the peripheral areas and in areas of the east of the city, the experience is less positive. Regeneration schemes (such as the development for the Commonwealth Games), restorative justice initiatives, refurbishment of social housing, health and education programmes are focused on tackling social inequality in the city.

Back to Defoe. He wrote his article in 1707 immediately after the Union of the Parliaments of Scotland and England, in support of the Union. Since 1999 Scotland has its own Parliament with a range of domestic powers but remains part of the United Kingdom. In 2014 there is to be a referendum on whether or not Scotland becomes again an independent nation. This is not simply a constitutional decision but one that embraces economics, politics, history and tradition. It is also about cultural identity and artists of all disciplines are rising to this challenge. Regardless of the outcome of the 2014 referendum, the debate will be exhilarating, exciting and at times frustrating but never dull.

And finally, yes it does rain, but as the comedian Billy Connolly, one of the city's famous sons once remarked, 'There's no such thing as bad weather, just the wrong clothing.'

**Christine Hamilton**

*Formerly Director of the Institute for Creative Enterprise, Coventry University and founding Director, Centre for Cultural Policy Research, University of Glasgow 2012*

...Glaswegians are a friendly lot. The habit of engaging near-strangers in intimate and personal conversations becomes the norm...

## THE GLASGOW SCHOOL OF ART

**The Glasgow School of Art is one of Europe's leading independent university-level institutions for the visual creative disciplines.** Our studio-based, specialist, practice-led education draws talented individuals with a shared passion for visual culture and creative production from all over the world.

Originally founded in 1845, today we have 1900 students studying across architecture, design, digital, fine art and history and theory. As we develop new academic programmes and enhance our areas of expertise and inter-disciplinarity, our ambition towards 2017 is to grow our student community in Glasgow by 25% and continue to grow, both in student numbers and research profile, our campuses in Singapore and the Scottish Highlands and Islands. Our internationalisation strategy is embedded across our academic programmes and research, connecting the GSA with some of the world's leading universities and specialise higher education institutions.

Recognised by the Scottish Funding Council as an independent, specialist institution the GSA is an important and integral part of Scotland's higher education provision. Working in partnership with universities across Scotland and the UK, our degree programmes are validated by the University of Glasgow. The University of Glasgow has validated our programmes since 1992 and whilst the Senate of the University has ultimate responsibility for the awards, there is maximum delegation to the GSA for its own quality assurance procedures. The School, through its Academic Council, is also responsible for the development, monitoring, evaluation and updating of its academic framework.

Our 350 staff form a strong creative community united in the ambition to see GSA positioned as a global leader in studio based research and teaching, transforming thinking by developing creative approaches with new audiences, locally, nationally and internationally. While we are firmly rooted in Glasgow, one of Europe's leading creative cities, we are international in outlook with one of the UK's highest percentages of international students and one of Scotland's largest percentages of students from the Rest of the UK. Over the last 5 years over £65 million has been invested in our estates including the recently opened Reid Building. Further investment in currently being planned which will create a cohesive creative campus with the iconic Mackintosh Building at its core.

The only art school  
in the world where  
the building is worthy  
of the subject... this  
is a work of art in  
which to make  
works of art

Sir Christopher Frayling,  
former Rector, RCA

As one of the UK's largest research communities for the visual creative disciplines, the GSA's submission to the REF2013 was substantive and clustered the GSA's research activity into the following interdisciplinary themes:

- / Sustainability
- / Architecture, urbanism and the public sphere
- / Design Innovation
- / Contemporary art and curating
- / Health and wellbeing
- / Education in art, design and architecture
- / Material culture
- / Digital visualisation

Moving forward GSA has ambitious plans to develop its research profile further through internal collaboration and new partnerships with National and International Organisations. We recognise the distinctive contribution made by art, design and architectural research within the rapidly growing interdisciplinary research agenda and seek to position GSA as a global leader in this field. This will involve development and mentoring of GSA's own research talent, recruitment of the best new staff, the securing of higher levels of external research funding to support research projects and further growth in the scale and activity of GSA's PhD community.

### The Studio

Our studio-based approach to learning and innovation has particular relevance in the 21st Century. The place of the studio in creating the environment for inter-disciplinarity, peer learning, critical enquiry, experimentation and prototyping can help to address many of the grand challenges confronting society and contemporary business. It provides space to bring disciplines together, exploring problems in new ways to find innovative solutions.

Studio is at the heart of our pedagogy, how we work and how we engage with others.



Founded in

# 1845

As the Government School of Design. One of the few remaining independent art schools in the UK.

Mackintosh Building

# BEST BRITISH BUILDING

Voted 'Best British Building' of the past 175 years, attracting 26,000 annual visitors.

Undergraduate Application to admission rate

# 10:1

High student retention: Annually over

# 95%

currently a 3.1% drop out rate

High employability: Annually circa

# 90%

of students in employment

6 months after graduation



Our degree programmes are validated by the University of Glasgow, a member of the prestigious Russell Group of leading UK universities.

# AJ100

Building of the Year

GSA's Reid Building, designed by Steven Holl Architects (New York) and JM Architects (Glasgow) won Building of the Year at the Architects' Journal international AJ100 Awards 2014.

# 4 TURNER PRIZE WINNERS

The School of Fine Art has produced 4 Turner Prize winners, 30% of Turner Prize nominees since 2005, three Beck's Future Winners and virtually all the artists chosen to represent Scotland at the Venice Biennale since 2003.

# DESIGN WEEK HOT 50

Design Week lists the GSA in its Hot 50 – leaders in design education in the UK.

# 80

Our international exchange programme has more than 80 participating institutions worldwide.

# TOP 5

The Mackintosh School of Architecture is consistently ranked as the top architecture school in Scotland and is in the Architects' Journal top 5 in the UK for 2014.

Research Partners include Historic Scotland, NHS Skills Development Scotland, Institute of Directors, Arup Acoustics Energy Savings Trust, Glasgow Housing Association, US-UK Fulbright Commission

# £65m

Investment across our campus as part of our ambition to create UK's leading campus for visual creative disciplines.

# 25K

Mackintosh Building – Attracts 25K visitors annually

# 22%

Our Graduate community has grown to now comprise 22% of our students over 20 postgraduate programmes. Postgraduate application to admissions rate 3:1

Graduate destinations include BBC, Dyson, Apple, Rockstar Games, The Modern Institute, Graven Images, Foster and Partners and JM Architects



Population

# 1900

Almost 33% from outside the UK representing 69 countries

# 25%

of GSA students from Rest of UK

# 50%

of research recognised as world-leading or internationally recognised. (Source: RAE 2008)



Image / Chris Gaule, Architecture, 2014

## THE ROLE

**The Glasgow School of Art seeks to appoint a talented and visionary academic to lead its learning and teaching development.** We recognise that excellence in our learning and teaching activity is dependent on a supportive organisational culture, appropriate quality and enhancement frameworks, access to cutting edge facilities and professional support services. Above all else, however, excellence will be driven through the quality of our academic staff. Existing staff require mentoring and development and talented new staff must be recruited as GSA moves into new areas of programme activity. In parallel, the right connections must be made to the rapidly evolving external learning and teaching landscape, both in terms of professional learning and teaching networks and funding organisations.

The Head of Learning and Teaching will work closely with academics across GSA to develop, share and embed new teaching practices and to drive the timely development and delivery of new programmes and initiatives ensuring compliance with relevant quality assurance frameworks. Moving forward, our ambition is to become a global leader in studio based learning and research, and developing a voice for GSA's learning and teaching approaches both internally and externally will form a key part of the role. Increasingly, learning and teaching at GSA is a collaborative process between staff and students. The institution has an excellent Students' Association, and developing student engagement in the learning and teaching agenda of GSA will be a key priority within the role. At GSA, we recognise the critical importance of interdisciplinarity. For learning and teaching at GSA this will mean forging appropriate links with external organisations to establish interdisciplinary collaborations; internally it will involve bringing discipline partners together to construct interdisciplinary curriculum and project opportunities for staff and students. We are a small institution, and while this brings agility and provides a dynamic environment for collaboration, it also demands clear thinking and a strategic approach.

**The Head of Learning and Teaching will have the following responsibilities:**

With other members of the **Executive Group:**

- / Helping shape and drive the vision for The Glasgow School of Art and ensuring effective implementation of key cross-GSA plans, policies and procedures;
- / Interfacing, as appropriate, with academic, regulatory, and professional bodies;
- / Leading the development of GSA learning and teaching, quality assurance, wider access, research, knowledge exchange, internationalisation and other institutional strategies and ensuring their effective implementation;
- / Taking cross-GSA responsibility for specific developments in learning and teaching, research and knowledge exchange and internationalisation.

*Continues on page 16*

Helping shape  
and drive the vision  
for The Glasgow  
School of Art



Image / **Frances Scott**, Communication Design, 2014



#### As Head of Learning and Teaching:

- / Working with senior academic colleagues to develop GSA's learning and teaching strategy, plans, policies and measures to ensure an excellent learning experience for students;
- / Developing GSA's learning and teaching culture by establishing systems of staff mentoring and through development, delivery, monitoring and review of a Continuing Professional Development Framework for staff engaged in learning and teaching;
- / Leading development of GSA's postgraduate certificate in Learning and Teaching, postgraduate certificate in Research Supervision and MEd programmes;
- / Working with senior academic colleagues to ensure the recruitment of talented new staff with the potential to excel in learning and teaching;
- / Supporting academic staff in the planning and development of new undergraduate and postgraduate programmes through the provision of advice and review of issues relating to enhancement of the learning experience and educational provision;
- / Supporting academic staff in the development of more cost effective modes of programme delivery;
- / Improving GSA's quality levels in all aspects of learning and teaching;
- / Identifying and securing external funding to support the development of ambitious learning and teaching initiatives to further enhance GSA's position and reputation;
- / Ensuring the continual enhancement of GSA's teaching provision through development and delivery of GSA's learning and teaching enhancement plan;
- / Strengthening the links between research and teaching to enable the development of new research led programme offerings, specifically, but not exclusively, within the GSA's postgraduate taught portfolio;
- / Linking GSA's learning and teaching interests to external networks of stakeholders, engaging with strategically relevant external stakeholders, including the Quality Assurance Agency for HE, The Higher Education Academy, Universities Scotland, the Staff and Educational Development Association, and others to enhance GSA's position and reputation;
- / Developing a voice for GSA's learning and teaching approaches, both internally and externally, to further knowledge exchange and enhance GSA's reputation for excellence;
- / Responsible for ensuring compliance with institutional policies and procedures;
- / Responsible for maintaining postholder's personal research profile at a suitable level to allow inclusion in future REF-style institutional research audits;
- / Responsible for engagement in personal and professional development.

#### Principal Accountabilities

The post holder will report to the Deputy Director and Director of Academic Development, and will work directly with GSA's Director, senior academics, senior managers, and professional support units across GSA, as well as external agencies and partners.

The post holder will line manage the Academic Development team, including the Academic Development Coordinator and the Student Employability and Enterprise Manager.

An empathy with  
the School's values,  
culture and heritage  
and an appetite to  
engage at every level



Image / Anjara Omann, Master of Fine Art, 2014

## PERSON SPECIFICATION

### Candidates will inspire confidence and trust and be able to demonstrate:

- / Strategic vision and the ability to offer a fresh perspective on established strengths and opportunities as well as creativity and innovation in identifying and encouraging new ideas;
- / Credibility as the leader of a creative academic community and an understanding of the importance of world-leading and internationally excellent research to teaching excellence and to creative practice;
- / The ability to foster a strong performance ethos, and a culture of excellence and accountability, empowering others to give of their best;
- / Proven experience as an agent of change, decisive and accountable with the passion and charisma to win hearts and minds;
- / Financial management capability of the highest order;
- / Entrepreneurial and commercial acumen;
- / An understanding of the internationalisation of higher education and the development of a national and international higher education brand;
- / Proven networking and interpersonal skills, with the capability to be a key high profile ambassador for the School, the Scottish higher education sector and the creative and cultural industries sectors in Scotland, the UK and internationally
- / Personal qualities of sophistication, enthusiasm, energy and engagement with all comers.

### Strategic vision and the ability to offer a fresh perspective



Image / Freya Stockford, Painting and Printmaking, 2014

## TERMS AND CONDITIONS HOW TO APPLY

### Professorial Title

Following appointment, a suitably qualified postholder will be considered for Professorial title through GSA's Professorial Appointment Procedure.

### Staff Development

A minimum of five days FTE are guaranteed under HE2000 terms and conditions; however, the School is committed to encouraging staff development for all its employees, which is to the benefit of the individual as well as the Institution as a whole.

### Activity Plan

Duties and pattern of working will be set out in an Activity Plan. The plan will include: jointly agreed objectives including milestones and outcomes and an appropriate balance of research, consultancy, scholarly activity, personal development and other possible activities within the duties of a researcher.

### Contract Permanent

### Probationary Period One year

It is recognised that there is an inevitable 'settling in' period in any post. The probationary period is therefore an opportunity for the employee to fit within the culture of the School. It should also be determined during this time whether the job is in line with expectations as expressed in pre-appointment discussions, interview and as set out in the Job Description.

### Salary Competitive

### Holidays 35 days plus 11 public and statutory holidays per annum

### Pension Option to join the Scottish Teachers' Superannuation Scheme

### Notice Period 6 months

### How to Apply

For full details and to apply online please visit [www.gsa.ac.uk/jobs](http://www.gsa.ac.uk/jobs)  
Informal enquiries should be directed to [hr@gsa.ac.uk](mailto:hr@gsa.ac.uk)



Image / Emma Zetterstrom, 'Tree', Fine Art Photography, 2014

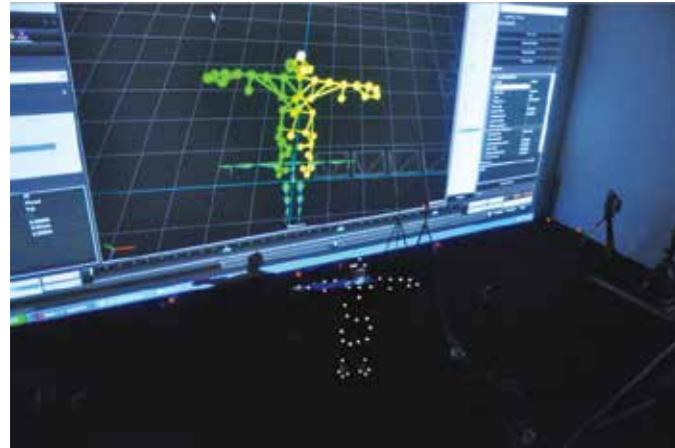


Image / Digital Design Studio, 2014



Images / Students in the Reid Building,  
©McAteer Photograph  
**Tong Liu**, Silversmith and Jewellery, 2014  
Fashion Show, 2014



Image / **Franc Gonzalez**, Communication Design, 2014



Image / **Shee Ong**, Architecture, 2014



Image / **Priscilia Kheng**, Painting and Printmaking, 2014

**THE GLASGOW  
SCHOOL OF ART**

The Glasgow School of Art  
167 Renfrew Street  
Glasgow, Scotland  
G3 6RQ  
[www.gsa.ac.uk](http://www.gsa.ac.uk)

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