

**Lecturer / Studio Tutor
Mackintosh School of Architecture
Permanent**

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 learning and research 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 2500 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 2018 is to grow our student community in Glasgow by 25%, and continue to grow our research profile and 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 specialist 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 185 academic staff, 80% of which are research active, 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. As one of the UK's largest and most intensive research communities for the visual creative disciplines, GSA's research activity is clustered into the following interdisciplinary themes:

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

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 visual creative disciplines 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.

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

five years over £65 million has been invested in our estates to create a cohesive creative campus.

We have a total income of over £30m, and our aim is to cultivate conditions in which the GSA can continue to achieve great things through what we do, with whom we do it and through creative approaches build on our existing strengths and distinctive assets, in order to:

- Achieve excellence and leadership in student-centred studio-based learning
- Engage with new audiences through inter-disciplinary research
- Extend our global reach and creative engagement
- Be a robust and efficient institution – maximising our resources and our potential

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.

Mackintosh School of Architecture

The Mackintosh School of Architecture has always been a proving ground for progressive thought. Part of the learning experience at the GSA since the middle of the 19th century, MSA has an international reputation for aesthetically and intellectually rigorous architecture, set in an urban and social context. MSA is ranked by the Architects Journal as the top architecture school in Scotland and in the top five in the UK.

The undergraduate and diploma programmes both received validation from the RIBA and prescription from the Architects Registration Board. Graduates of both programmes enjoy a very high level of employability

The City of Glasgow is a source of inspiration to the school, in terms of its architectural and urban form, and in the challenges set by its transformation into a creative city with a knowledge-based economy. The Glasgow School of Art (GSA) plays a leading role in the city and the Mackintosh School of Architecture is forging an increasing number of links with its sister schools – School of Design, School of Fine Art, School of Simulation and Visualisation and the School of Innovation.

In the undergraduate and diploma programmes the predominant mode of study is full-time but the programmes are also available in a one-day a week part-time mode. Studio teaching is in year (or “stage”) groups of around 90 students (undergraduate) and 65 students (diploma) taught by a team of between 4 and 7 studio tutors, some full and some part-time, under the direction of a Stage Leader. Approximately half the studio team comprises part-time staff who are actively involved in architectural practice.

The Head of Architectural Technology leads a team of architects to teach Environmental Science, Structural Design and the Principles of Building delivered through lectures, seminars, workshops and studio tuition. The Head of History of Architecture & Urban Studies leads a team that delivers lectures and seminars in History of Architecture and Urbanism. Students in stage 3, 4 and 5 undertake courses in Professional Studies and in stage 4 students prepare a Research Project, a self-directed study in any one of the subject areas offered in the school that can be undertaken individually or collaboratively. Both thesis and research project can be used as a springboard to extend the professional diploma into postgraduate study through the Masters by Conversion programme.

Teaching architecture at MSA

Our academic staff are expected to identify the need for developing the content or structure of programme elements with colleagues and make proposals on how this should be achieved, developing ideas and finding ways of disseminating and applying the results of research and scholarship. They may be responsible for the design and delivery of own programme elements and assessment methods, collaborating with colleagues on the implementation of assessment procedures. They are expected to advise others on strategic issues such as student recruitment and marketing, contribute to the accreditation of programmes and quality assurance and enhancement processes, and develop ideas for generating income and promoting the school.

Practitioners with specialist interests will be supported to develop those interests into high-level research so that the post-holder can contribute to the research culture and the profile of the school. Current research strengths are: urbanism, urban design and housing (through the Glasgow Urban Laboratory); architectural technology, environmental design and sustainability (through the Mackintosh Environmental Architecture Research Unit); the use of advanced 3-dimensional modelling techniques to simulate environments (in collaboration with the School of Simulation and Visualisation); architectural history and theory; creative design research; architectural practice and collaborative practice with artists and designers and architectural pedagogy.

The Role

Job Title	Studio Tutor
Location	Mackintosh School of Architecture
Reports to	Reports to the Stage Leader

Purpose

The purpose of the role is to provide architectural studio teaching and support the integration of specialist subject areas in studio design as appropriate. Structural design, techtonics, and sustainability are treated as an inspiration for architectural design and we wish to reinforce the teaching between these areas.

The job comprises of teaching, related management, and scholarship, with the potential for research time to be awarded through the submission of an annual research plan. (see Principal Accountabilities).

Organisational Chart

See Appendix 3

Dimensions

The Glasgow School of Art

- 320 staff school wide (approx)
- 1600 students school wide (approx)

Mackintosh School of Architecture

- 40 staff (approx)
- 370 undergraduate MSA students (approx)
- 130 diploma/postgraduate students (approx)

Principal Accountabilities -

Based within the Mackintosh School of Architecture, responsibilities are: -

Teaching

- Studio teaching as part of a stage (year) team;
- Helping to devise and deliver studio projects, and development of the programme; Providing specialist teaching input through development and delivery of lectures, seminars, and other presentations, as appropriate;
- Supervision of Research Projects
- Setting, marking and assessing work and providing feedback to students on progress;
- Providing pastoral care to students;

Academic Related Duties

- Contributing to the activities in the Department e.g. curriculum development, course strategy, course promotion and maintaining and developing industrial liaisons;
- Assisting in the recruitment, selection and admission of students;
- Participating in Quality Assurance procedures;
- Attending appropriate training courses when required as part of the School's academic development practices;
- Responding to individual student and/or group requirements;
- Involvement in educational visits/trips, activities and exhibitions as appropriate.

Other responsibilities:

- Ensuring compliance with School and GSA policies and procedures, standing orders and statutory requirements (e.g. the Data Protection Act, Race Equality);
- Co-operation and compliance with Health and Safety responsibilities, to ensure health and safety of self, as well as that of the students.
The post-holder will be expected to extend, transform and apply knowledge acquired from practice and scholarship to teaching, research and appropriate external activities. It is expected that the post-holder(s) will join one of the school's research groups.

Research

- Undertake high quality individual or collaborative research, and contribute to the School's research centres and/or clusters, to REF citable standard;

Key Challenges

The key challenges within the role are:

- To participate in national and subject developments in learning and teaching, and to maintain a reflective and critical view of our performance investigating ways of achieving improvement;
- To maintain an up to date knowledge of the world of architectural practice in order to maintain the relevance of the courses;
- To help maintain and enhance the strong studio culture within the school;
- To invigorate teaching practice through research activity;
- To undertake research that contributes to the School's research profile at an international level.
- To contribute to the research culture and strategy of the school;

Relationships

Internal Contacts:

The post holder will:

- Be expected to act as a member of the studio team and develop productive working relationships with other members of staff, collaborating with colleagues to identify and respond to students' needs.

External Contacts:

The post holder will:

- Maintain and extend national and international contacts in practice, research and related fields and participate in subject related events in other institutions;

Background Experience/Qualifications

The post holder will:

- Be a qualified architect with significant contemporary experience in practice, architectural education and experience in research;

Person Specification

Qualities:

- An enthusiasm for architecture and proven teaching ability;
- The ability to theorise and explain ideas and principles, however complex, in plain, jargon-free language and to be able to relate specialist fields of knowledge to the general tasks of designing;
- The motivation to develop knowledge through research;
- The ambition and imagination to make the most of the opportunities made available through being part of a school of art located in a unique city;
- Have good communication and motivation skills;
- Enjoy working in a team;
- Commitment to equal opportunities and widening participation.

Terms and Conditions

Contract	Permanent
Probationary Period	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.
Hours of Work	7 hours per week (0.2 FTE) OR 14 hours per week (0.4 FTE)
Salary	Grade 7 - £38,460 - £48,676 pro rata
Holidays	35 days, plus 11 statutory holidays per annum, pro rata
Pension	Option to join the Local Government Superannuation Scheme
Notice Period	3 months

APPENDIX 1

The Mackintosh School of Architecture

The Mackintosh School of Architecture (MSA) is a well-established and successful school of architecture within the Glasgow School of Art, an art school of international standing. The University of Glasgow awards our degrees and the school enjoys a good relationship with the university.

The undergraduate and diploma programmes both received validation from the RIBA and prescription from the Architects Registration Board. Graduates of both programmes enjoy a very high level of employability

The city of Glasgow is a source of inspiration to the school, in terms of its architectural and urban achievements, and in the challenges set by its transformation into a creative city with a knowledge-based economy fuelled by one of the largest academic communities in the UK. The Glasgow School of Art (GSA) plays a leading role in the city and the school of architecture is forging an increasing number of links with its sister schools – of Design and of Fine Art and the Digital Design Studio.

The Mackintosh School of Architecture is leading a partnership with Glasgow City Council through its Department of Development and Regeneration Services, and The Lighthouse, Scotland's Centre for Architecture, Design and the City with the title of the Glasgow Urban Laboratory. Its purpose is to be a leader in advanced practice and research in place-making bringing together academic institutions with public and private bodies to achieve a holistic understanding of how places are understood, made, changed, managed, used and sustained. It will seek to successfully integrate the two big urban agendas of the 21st century – that of urban renaissance and of urban competitiveness - and do this operationally in Glasgow. Through the integration of these two approaches the Urban Laboratory will be seeking to help Glasgow become and sustain its a successful its position as a leading Knowledge City.

For REF 2014 the MSA submitted its research with the other departments of Glasgow School of Art under "Art & Design". Results to be published autumn 2014

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APPENDIX 2

The Philosophy of the School

Our approach is fundamentally simple - we care about how buildings and places are made and used. This deep concern is reflected in the design reputation of the 'Mac' - for aesthetically and intellectually rigorous architecture set in a social and, in particular, an urban context. We believe that our students should learn how to build and how to use this knowledge imaginatively as the springboard for creativity. Through our emphasis on the city we confront cultural change and its effect on the practice of architecture.

To achieve this, our undergraduate course is designed to provide a thorough grounding in the practice of architecture. The diploma course builds from this grounding to provide the opportunity to exercise architectural design skills at a high and demanding level. Post-graduate studies and research offer specialisation, building on of the strengths of the school, particularly in urban design and architecture; advanced computing, digital design and visualisation; energy, environment and sustainability; housing design; architectural and collaborative; pedagogy and architectural history.

The school builds on its research and on the extensive practice experience of its staff. The theoretical background to the teaching covers history and the physical and social sciences. We try to theorise architecture in plain English and to narrow the gap between theory and practice.

The Glasgow School of Art is a community of studio and project based speculative practices. Within this context the MSA offers a strong studio ethos that encourages the exploration of architecture through a wide range of media. We encourage all students to work in the studios supported by extensive workshop facilities with specialist technical support. We place a high value on students gaining confidence and fluency in a wide range of media such as free-hand drawing, collage, digital and physical modelling, text and photography so that architectural ideas can be expressed and explored with eloquence and precision. *“Every object which you pass from your hand must carry an outspoken mark of individuality, beauty and most exact execution.” Charles Rennie Mackintosh – 1902.*

The studio nurtures a culture of drawing and model-making that is progressing into the digital age. Architecture students rehearse designs for buildings but are not in practice to build. They therefore develop their ideas and their aesthetic sensibility through drawings and models and so these media become the means to explore, evoke and test the qualities of buildings and places. It is the means to achieve aesthetic rigour. Architecture is taught as a subject with principles that provide the basis for the rigour of designing. Firstly, the fundamental principles are explained and demonstrated through the lectures, seminars and presentations on architectural science, structures, architectural history and built environment studies. Then there are the working principles that are discovered empirically - through observation and experiment – in undertaking the studio design projects. This is learning by doing.

The search for academic and creative rigour places a high priority on the use of primary sources, whether they are books from our extensive specialist library or by visiting buildings, streets and landscapes observed first-hand. Our primary sources include Glasgow - European City of Culture 1990 and City of Architecture & Design 1999, a pioneering post-industrial city that is now an international centre for the creative industries.

We recognise that architecture is interpreted through the senses as well as through the intellect as an expression of caring for the environment. Each designer establishes their own set of connections to the world of architecture, developing their “eye” and feeling for buildings. Architecture is multi-sensory and works through a cluster of means - scale, proportion, the quality and sequence of spaces, the effect of materials and construction, light, sound, and touch. It is through these qualities that architecture reaches its audience.

These themes explored and tested in a wide range of media in the school's studios and workshops.

Your course will encourage you to find a voice and sense of direction that is personal to you, but is self-critical, productive and relevant. It is important to be able to share knowledge and collaborate with others. You will measure your work against two worlds: that of contemporary practice, national and international, and that of the every-day life of the people who will one day use your buildings. The intention is for you to produce architecture that will touch and improve people's lives.

Professor Christopher Platt

APPENDIX 3

ORGANISATIONAL CHART



