

### University Restructuring: Success criteria

#### Short term (1 year)

- Establishment of functioning Colleges
- Establishment of 19 functioning academically coherent Schools (removal of existing internal barriers)
- Establishment of 4 functioning Graduate Schools
- Establishment of functioning Research Institutes
- Sustainability of student satisfaction measures in 2008/09 (measured through National Student Survey (NSS), First Year Student Learning Experience Survey (FYSLES), Postgraduate Research Student Experience Survey (PRES) and International Student Barometer (ISB) results)

#### Medium term (3-5 years)

- Increased performance against KPIs related to strategic plan
- Increased collaborative and multi-disciplinary applications for research funding
- Increase in collaborative awards
- PGT portfolio aligned with market demand (evidence base from programme application student numbers)
- Increase in the number of PGT student enrolled/programme
- Sustained or improved (as appropriate) performance at KPI for student satisfaction
- Improved student satisfaction in the postgraduate student experience
- Improved administrative support for staff at School level (assessed through a staff survey)
- Improved co-ordination between services provided centrally or at College/School level (assessed through a staff survey).
- Continued evolution of quality enhancement within the University
- Increased external interest in vacant or new posts and the appointment of high quality 'new blood'
- Retention of top staff
- Improved quality of management information

#### Long term (5 years)

Year on year improvement in each of the following:

- Improved success rates for research awards
- Increased research income (including increased market share)
- Greater number of staff securing research awards
- International student recruitment targets met
- Improved University performance in national and international league tables
- Financial sustainability



University  
of Glasgow

**Roles and Responsibilities of the  
College, School (and subject)  
and Research Institute**

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## Roles and Responsibilities of the College, School (and subject) and Research Institute

### 1. Introduction

1.1 The new University structure introduced on 1 August 2010 comprises 5 large budgetary units: four Colleges and University Services.

1.2 The constituent Schools and Research Institutes of the Colleges are set out in Table 1.

Arts	Social Sciences
<p><i>School of Critical Studies</i> English &amp; Scottish Language and Literature, Theology and Religious Studies</p> <p><i>School of Culture &amp; Creative Arts</i> Theatre, Film &amp; Television Studies, Music, History of Art.</p> <p><i>School of Humanities /Sgoil nan Daonnachdan</i> History, Classics, Archaeology (incl GUARD), Celtic and Gaelic, HATII, and Philosophy</p> <p><i>School of Modern Languages and Cultures</i></p> <p>The College ArtsLab promotes multi-disciplinary research.</p>	<p><i>Business School</i> Accounting and Finance, Economics, Management</p> <p><i>School of Education</i></p> <p><i>School of Interdisciplinary Studies</i></p> <p><i>School of Law</i></p> <p><i>School of Social and Political Sciences</i> Central &amp; East European Studies, Economic and Social History, Politics, Sociology, Anthropology and Applied Social Sciences, Urban Studies</p> <p>The College-wide Adam Smith Research Foundation promotes multi-disciplinary research</p>
Medical, Veterinary & Life Sciences	Science and Engineering
<p><i>School of Life Sciences</i></p> <p><i>School of Medicine</i></p> <p><i>School of Veterinary Medicine</i></p> <p><i>Institute of Biodiversity, Animal Health and Comparative Medicine</i></p> <p><i>Institute of Cancer Sciences</i></p> <p><i>Institute of Cardiovascular &amp; Medical Sciences</i></p> <p><i>Institute of Infection, Immunity &amp; Inflammation</i></p> <p><i>Institute of Health &amp; Wellbeing</i> (jointly with Social Sciences)</p> <p><i>Institute of Molecular, Cell and Systems Biology</i></p> <p><i>Institute of Neuroscience &amp; Psychology</i> (jointly with Science &amp; Engineering)</p>	<p><i>School of Chemistry</i></p> <p><i>School of Computing Science</i></p> <p><i>School of Engineering</i></p> <p><i>School of Geographical and Earth Sciences</i></p> <p><i>School of Mathematics and Statistics</i></p> <p><i>School of Physics and Astronomy</i></p> <p><i>School of Psychology</i></p> <p>There are also a number of College-wide, multi-disciplinary research themes.</p>

**Table 1: College constituencies**

1.3 Aspects of services managed by University Services (e.g. components of Human Resources, Finance) are devolved to provide improved 'local' support for Colleges and Schools. These University Services functions retain their corporate roles in developing and implementing the range of policies and procedures required as well as ensuring that a strategic overview is maintained, including through good dialogue with the Colleges.

## Roles and Responsibilities of the College, School (and subject) and Research Institute

- 1.4 In terms of academic strategy and policy development, implementation and monitoring, the University (i.e. corporate) structure for developing educational and research strategy and policy remains. Academic governance<sup>1</sup> and interfaces between University committees (e.g. Education Policy & Strategy Committee, Research Planning & Strategy Committee, etc) and College and School committees, and their effectiveness were considered as part of the restructuring project. Corporate processes (such as e.g. programme approval, use of plagiarism detection software etc) were also considered, although many of these are the subject of ongoing external review (e.g. Enhancement Led Institutional Review) and will only be subject to relatively minor change.
- 1.5 This document sets out the roles and responsibilities of the College, School (and subjects) and Research Institutes. The governance arrangements for Colleges, Schools and Research Institutes are detailed within Sections 3 to 5 with academic governance is described in Section 8.

## 2. Background

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2.1 In October 2009, Court approved a proposal from the Principal and the Senior Management Group (SMG) to restructure the University. The proposal replaced the existing Faculty/Department structure with a College/School structure.

2.2 The drivers of the restructuring project were:

- The need to enhance the University's competitiveness
- The need to promote greater collaboration and multi-disciplinarity
- The need to grow income from research and increase the quality of research outputs in an increasingly competitive environment
- To promote efficiency
- To reduce the number of high level budget holders, and reduce the size of Senior Management Group

2.3 : The objectives of restructuring were to

- Facilitate collaboration, multi-disciplinarity and joint working
- Enhance efficiency and effectiveness of academic units
- Facilitate improved research performance
- Improve communication to stimulate creativity
- Enhance the postgraduate research student environment
- Support strategies to improve student success
- Build on the high quality student experience
- Improve administrative support and efficiency

2.4 The establishment of four colleges was defined at the outset with the 'then' SMG, comprising the nine Deans of Faculties. Thereafter, the development of Schools was led by Vice-Principals working with the Deans of Faculties on a nascent College basis

2.5 The project timescale was short, with the new structure in place on 1 August 2010. As part of the project plan, there was a commitment given to reviewing the success of the new structure following the first, third and fifth years of operation. The

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<sup>1</sup> Revised academic governance arrangements were considered and approved by Senate at its meetings on 29 April (see <https://frontdoor.spa.gla.ac.uk/commdoc/senate/SEN/Papers/SEN09041.pdf>) and 3 June 2010 (see <https://frontdoor.spa.gla.ac.uk/commdoc/senate/SEN/Papers/SEN09055.pdf>). These documents provide further detail and background on the new governance arrangements.

### 3. The College

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#### 3.1 *Role and responsibilities of the College*

3.1.1 A College is a major organisational sub-division of the University with strategic, financial and managerial responsibilities for a group of Schools and Research Institutes. A College is represented on the Senior Management Group of the University by the Head of College, who holds its budget and is responsible for it. Colleges are responsible for establishing and delivering the strategic direction for their academic 'territory' within the University's stated ambition as defined in the University strategy and its supporting Research and Knowledge Transfer, Learning and Teaching, and Internationalisation strategies. Much of the work of the College is, of course, delivered by the Schools, and in some cases Research Institutes, of which the College is comprised. However, the following are the specific duties of the College (as opposed to the Schools and Research Institutes).

3.1.2 The College will:

- a) Promote the development of, and agree strategic plans and financial and human resources plans with, its constituent Schools and Research Institutes;
- b) Allocate budgets to Schools, Research Institutes and College-level initiatives;
- c) Align Schools and Research Institutes towards University objectives; set the strategic direction of research and teaching across the College within the University's strategic framework, with specific attention paid to inter- and multi-disciplinary activity;
- d) Drive research and educational innovation within Schools and foster collaborative efforts between Schools, Research Institutes and Colleges;
- e) Support the development of multi-disciplinary research and teaching e.g. through co-ordinating bids, establishing business plans, and/or forming groups to address specific matters;
- f) Ensure the academic standards of all programmes managed within the College;
- g) Manage the allocation and shared use of infrastructure and facilities, both general and specialised as may be assigned to the College by the University;
- h) Provide a professional support structure to support the development of the College, advancing the planning, operation and administration of the constituent Schools and Research Institutes and formalising their processes;
- i) Promote, develop and manage the development of strategic partnerships, including international developments;
- j) Oversee the deployment of administrative, technical and support staff to provide the best service to the College, Schools and Research Institutes and promote good career development opportunities for such staff;
- k) Promote knowledge exchange across the Schools and Research Institutes;
- l) Promote a high performance culture across all of the College's activities and demonstrate that through reporting against University performance indicators;
- m) Promote inclusive and transparent decision making processes, and ensure that the University's commitment to equality and diversity is embedded in all activities
- n) Ensure the efficient use of the College's resources;
- o) Manage Graduate School activities and development;
- p) Promote, support and manage the Student Advising System within the College
- q) Ensure that procedures are in place, consistent with University-wide policies and procedures, for all aspects of the College's business;
- r) Interface with University Services to ensure the development of a fit for purpose support service to both students and staff (this will be at School level for some services)

## Roles and Responsibilities of the College, School (and subject) and Research Institute

### 3.2 *The Head of College*

3.2.1 The Head of College is the budget holder, reporting to the Principal, and is responsible for:

- leadership and development of research and knowledge exchange in the College
- provision of a range of high quality undergraduate and postgraduate programmes which meet the needs of students
- leadership and development of innovation in teaching and learning and curriculum design
- enhancement of the quality of the student experience
- development of the College's international profile and internationalisation activities
- management and development of all of the College's resources: financial, people, infrastructure, and external relations
- contributing as a Vice-Principal and member of the Senior Management Group to the management and development of the University.

3.2.2 The Head of College should appoint a deputy to assume responsibility in their absence.

3.2.3 Fuller details on the responsibilities of the Head of College are detailed in Appendix 2A.

### 3.3 *Governance*

3.3.1 The Head of College is accountable to the Principal and Vice Chancellor for the activities of the College.

3.3.2 The Head of College will be supported and advised by a College Management Group (CMG). The CMG will have the following *ex officio* membership: Heads of Schools, Directors of Research Institutes, Deans with delegated responsibilities and the College Secretary, Head of Finance and Human Resources Manager. Given that Colleges will vary in size and constitution, there may need to be a number of agreed models for the composition of the CMG and best practice in how a College should be managed. A diagrammatic representation of the basic model for the College Management Group and for the College Support team is given in Appendix 2B.

3.3.3 The Head of College is responsible for the academic activities within the College but, in practice, these are delegated to College Deans. The role of the College Dean occupies a key position in the leadership structure of the College and the University. Normally there will be a Dean of Learning & Teaching, a Dean of Research and a Dean of Graduate Studies. These are generally internal appointments following a competitive process. Each of the Deans roles will be 0.5 FTE appointments by default in the first instance subject to review by the Head of College in consultation with the respective post holder.. The College Dean will be line managed by the Head of College. The appointment process and job descriptions for Dean roles are included in Appendix 2C.

3.3.4 The Head of College is also responsible for appointing and for allocating College resources to support the following roles

- a College Quality Officer (see Appendix 7A for the job description and the appointment process to be followed) and
- Chief Adviser(s) of Studies (see Appendix 7B for details of the remit).

3.3.5 The College academic committee structure has been designed in conjunction with the University academic committee structure and is detailed in Section 8.



## **Roles and Responsibilities of the College, School (and subject) and Research Institute**

3.3.6 There is one Graduate School in each College. The Graduate School has responsibility for implementing and monitoring policy, procedures and practice in relation to postgraduate students and for monitoring the quality and consistency of the of PG student experience. It is led by the Dean for Graduate Studies.

3.3.7 A College Secretary heads up the Support Team in each College, encompassing the constituent Schools..

### **4. The School**

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#### *4.1 Role and responsibilities of the School*

4.1.1 Schools plan, manage and deliver teaching and research either within a single discipline or within a group of cognate disciplines with a budget devolved from the Head of College. The Head of School is responsible for managing the staff assigned to it. Heads of Schools report to Heads of College and sit on the College Management Group. Given its disciplinary focus and responsibility for teaching and research, a School has an indefinite life subject to review and reconfiguration by the University. The School is accountable to the College, and ultimately the University, for the management and expenditure of the resources allocated to it.

#### 4.1.2 The School will

- a) Be responsible for the design, delivery, assessment, and quality enhancement of courses which contribute towards degree programmes and in some cases for the delivery of entire degree programmes.
- b) Deliver innovation in teaching, learning and assessment practices to promote student learning and success
- c) Undertake high quality research, ensuring significant levels of external funding.
- d) Engage in knowledge exchange activities in line with University and College strategies.
- e) Support the research and scholarly activities of its staff by providing a stimulating, creative and appropriately resourced environment, mentoring new staff and young researchers, streamlining non-academic tasks, managing workloads appropriately, and providing opportunities for developing its staff.
- f) Promote internationalisation of School activities
- g) Develop strategic and operational plans, aligned to those of the College and University, linked to the university planning cycle, which will address
  - Research, educational, and knowledge exchange activities, priorities, plans and initiatives so as to ensure the sustainability of the School;
  - Budgets and resource allocation;
  - Staff planning.
- h) Set the strategic direction of research and teaching across the School within the College and University framework, aligning subjects (where they exist) towards School and College objectives.
- i) Ensure the academic standards of all courses and programmes offered by the School.
- j) Ensure the effective engagement of students in delivering a high quality learning experience
- k) Ensure quality enhancement of the student experience, taking cognisance of the differing needs of the diverse student community.

## **Roles and Responsibilities of the College, School (and subject) and Research Institute**

- l) Ensure the effective management of the Student Advising System
  - m) Manage and develop the School's staff in an equitable manner and in accordance with the University's equality and diversity policies.
  - n) Ensure the efficient use of the School's resources.
  - o) Ensure that effective procedures are in place, consistent with College and University policies and procedures, for all aspects of the School's business.
  - p) Interface with the College Support team and University Services as appropriate to ensure a fit for purpose support service for students and staff.
  - q) Nurture subject disciplines through engagement with subject leaders as appropriate
- 4.1.3 The School will operate using a 3-5 year strategic plan and associated financial and human resources plans based on revenue and expenditure projections.
- 4.1.4 The School strategic plan, and annual operational plans arising from it, will be agreed with the College and approved by the SMG. The detailed planning, implementation decisions, and day-to-day operations of a School will then be a matter for the School itself, provided it operates within these agreed plans and according to the statutes, regulations, policies and guidelines of the University.
- 4.1.5 The School plan will be
- developed and prioritised by the School, in a process facilitated by the College;
  - reviewed and approved by the College and the University;
  - adjusted in the light of actual revenues and expenditures.
- 4.1.6 The Schools will be supported in this planning activity by
- Professional services and advice provided by the College
  - Clear and accurate information, especially on the revenues generated by and the true costs of the activities of the Schools.
- 4.1.7 Annual budgets and implementation plans based on this framework will be developed, agreed and approved through same process.

### **4.2 *The Head of School***

- 4.2.1 A School will be led by a Head of School. This position will be a Court appointment on recommendation of the Principal and the Head of the College. The staff of the School will be consulted and represented in the selection process. The Head of School will be appointed for a period of 4 years in the first instance.
- 4.2.2 The Head of School will lead the research activity, teaching provision, planning and resource allocation, investment and development and academic staff within the School.
- 4.2.3 The Head of School will control a budget devolved from the Head of College.
- 4.2.4 The Head of School should appoint a deputy to assume responsibility in their absence.
- 4.2.5 The responsibilities of the Head of School and the process agreed by the University Court for their appointment are detailed in Appendix 3A.

## **Roles and Responsibilities of the College, School (and subject) and Research Institute**

### **4.3 Governance**

- 4.3.1 The Head of School is accountable to the Head of the College for the activities of the School.
- 4.3.2 The Head of School will be supported and advised by a School Executive. The Executive must be representative of the discipline basis of the School. Given that Schools will vary in size and the range of disciplines they encompass, there may need to be a number of agreed models for the composition of the Executive and best practice in how a School should be managed. A diagrammatic representation of the basic model for the School Executive is given in Appendix 3B. Consideration may also be given to inviting a representative from associated Research Institute(s) to attend meetings of the School Executive as appropriate.
- 4.3.3 The Head of School will appoint staff to functional support roles in relation to Research, Learning & Teaching and Graduate Studies. Job descriptions have been developed which represent a School version of Dean of College roles. Further details of these and the appointment process to be followed are available at Appendix 3C.
- 4.3.4. The Head of School is also responsible for appointing a School Quality Officer. The job description and the appointment process to be followed are available at Appendix 7A.
- 4.3.5 The Head of School will appoint and monitor the performance of Advisers of Study and ensure the School's workload of (Chief) Advisers reflects their advisory responsibilities. The remit of Advisers of Study is contained in Appendix 7D.
- 4.3.6 The Head of the School should hold periodic meetings of all staff to promote collegiality and to ensure good two-way sharing of information. Academic governance is detailed in Section 8.

## **5. The Research Institute**

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### **5.1. Role and responsibilities of the Research Institute**

- 5.1.1 A Research Institute is responsible for thematic, multidisciplinary research requiring a critical mass of academic staff and resources, centrally co-ordinated and directed, to deliver its mission. Institutes are formally constituted bodies that may cross College boundaries where the need arises and have a competitively appointed Director. Academic staff assigned to an Institute will be managed by its Director and will have teaching responsibilities within Schools; Performance and Development Reviews (P&DR) will be signed off by both the Director of the Institute and the Head of School. Institutes will provide DTC-like environments for the development of PGR students, and will initiate and contribute to new PGT programmes associated with their research programmes. The constitution for a Research Institute follows below. Institutes will be subjected to rigorous quinquennial review and expected to achieve financial sustainability.

#### **a. Purpose**

- i) Institutes will conduct large-scale, long-term, thematic research addressing strategic research questions demanding multi-disciplinary collaboration and dedicated orchestrated resources.
- ii) The mission of an Institute will be to establish international leadership in most if not all aspects of its research programme. Leadership will be evidenced by the volume of high quality publications the Institute produces, the esteem of its academic staff, its output of trained, employable people at Masters, Doctoral and Postdoctoral level and the impact of its outputs on academic and non-academic stakeholders.
- iii) Whilst the primary purpose of an Institute will be to conduct and manage research, Institutes will be expected to develop and contribute to delivering postgraduate training at Masters level (by teaching &/or research) under the auspices of an appropriate Graduate School, and contribute to undergraduate teaching through cognate Schools.

## **Roles and Responsibilities of the College, School (and subject) and Research Institute**

### *b. Scope and Scale*

- i) The multi-disciplinary nature of the research to be conducted in an Institute implies that it will at least cross School, and in many instances will cross College, boundaries.
- ii) Research Institutes must be of sufficient size and scale to achieve their mission and be self-sustaining on the basis of income generated from research funders and other sources including teaching. *Stage I Institutes* will be expected to achieve self-sustainability after an agreed period of growth, normally within the first quinquennial review period. Only in exceptional circumstances will research institutes receive long-term subsidy from Colleges; they must stand alongside Schools in terms of financial viability, and not drain resources from them.
- iii) A *Stage II Institute* will generate income with a portfolio of funding from multiple sources, including teaching activities, sufficient to cover its costs and appropriate contributions to College and University services.
- iv) An Institute will not be established if its anticipated lifetime is less than 10 years. However an Institute which is not delivering its mission may be closed prematurely (see Review).
- v) Ideally, the staff and resources of an Institute will be co-located, but this may not be possible in the short term.

### *c. Sub-structures*

An Institute may establish Research Centres / Centres of Excellence to create identity, community and provide leadership to key research groupings. Heads of Centres will normally be responsible to Institute Director and hold seats on the Institute Management Committee. Such centres will be subject to periodic review.

### *d. Operation*

- i) Institutes will plan and deliver seminars and workshops to develop their research interests.
- ii) Institutes will be expected to attract leading researchers to work at the University for extended periods, enhancing the University's reputation amongst the international academic community.
- iii) Academic staff belonging to an Institute will contribute to undergraduate teaching and will be expected to develop & deliver (under management from the appropriate School(s)) postgraduate training (MSc, MRes) in areas relevant to their research theme, thereby contributing to financial sustainability.
- iv) An Institute may establish Doctoral Training Centre-like structures for the purpose of PGR training in addition to normal Graduate School activities. PG student education will be overseen by a lead Graduate School but day-to-day responsibility for a quality PGR experience rests with the Institute.
- v) Institutes will participate in activities intended to enhance the reputation and business of the Schools to which they contribute, including promotion and recruitment, as required by the Head of the relevant School(s).
- vi) Institutes will maintain [ie regularly update] a website to promote their research to external and internal stakeholders and liaise with Corporate Communications to publicise their achievements to the media.

### *e. Review*

- i) Institutes will undergo quinquennial review by expert panels comprised of internal and external members in alignment with any review undertaken by external funders wherever possible. External members will include research leaders of international standing, representatives of major funders and representatives of user communities. No more than one member of the review panel may be members of the Institute Advisory Board.
- ii) Each review will assess past performance and the future strategy of the Institute.

## **Roles and Responsibilities of the College, School (and subject) and Research Institute**

- iii) Continuation of Institute status will depend on the outcome of the quinquennial review. Review panels will have the power to recommend closure of the Institute, reconfiguration or continuation for a further period.
- iv) Where it is determined that an Institute should close, a wind down period of one year will be applied during which the redistribution of staff and resources will be agreed.

### *f. Finance*

- i) The Director will control a budget, devolved from Head(s) of College, covering (a proportion of) all staffing costs. Given the developmental state of Stage I institutes, it is likely that many staff will be associates rather than full members. Staff costs will therefore be shared with Schools. Stage II institutes will have full responsibility for staff costs.
- ii) The Director will be provided with tools to monitor and manage the finances of the Institute, comparable to those available to Heads of School.
- iii) Core funding (R- grant, KT-grants, T-grant, student fees) related to the Institute's activities will be attributed as income.
- iv) Separate Income and Expenditure statements will detail income and costs for Institutes.

### *g. Membership*

- i) Academic staff will join an Institute as full members if it is in their, the University's and the Institute's interests for them to do so. Proposed membership of Institutes must be agreed at Vice Principal/Head of College level.
- ii) Institute members will be affiliated with the relevant Schools for teaching. Proper attention will be paid to the importance of ensuring the visibility of this relationship on web-pages and in external reports<sup>2</sup>.
- iii) Academic staff may join Institutes as Associate Members if the majority of their research is not located in the Institute but contributes to it. Income generated by such Associate staff, together with costs, will remain within School budgets.
- iv) When full members retire or leave, the Director will negotiate re-appointment with the appropriate Head of College and relevant Head of School.

### *h. Approval Process*

- i) Proposals to form Institutes must be approved by SMG on the recommendation of Vice Principals and relevant Heads of College.

## *5.2. Role and responsibilities of the Director of Research Institute*

5.2.1 A Research Institute will be led by a Director. This position will be a Court appointment on recommendation of the Principal and the Head of the College. The staff of the Research Institute will be consulted and represented in the selection process. Directors will normally hold office for a period of 5 years (renewable, normally for 2 years).

5.2.2 The Head of School will lead the research activity, teaching provision, planning and resource allocation, investment and development and academic staff within the School.

5.2.3 The Director will control a budget devolved from the Head of College.

5.2.4 The Director should appoint a deputy(s) to assume responsibility in their absence.

5.2.5 The responsibilities of Directors of Research Institutes and the process agreed by the University Court for their appointment are detailed in Appendix 4A.

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<sup>2</sup> For example, for recruitment purposes and for statistical returns to HESA.

## **Roles and Responsibilities of the College, School (and subject) and Research Institute**

### *5.3 Governance*

- 5.3.1 Institute Directors will report directly to Head(s) of College.
- 5.3.2 Institutes are autonomous within the College framework (i.e. they will not be subordinate to Schools)
- 5.3.3 Institute Directors will hold ex-officio membership of the lead College Management Group
- 5.3.4 The Institute Director will chair a management group of senior academic and administrative staff selected to represent principal research areas and functions of the Institute. The management group will include representatives of schools through which the Institute delivers its teaching. The management group will oversee the day-to-day operation of the Institute. A diagrammatic representation of the basic model for the management group is given in Appendix 4B.
- 5.3.5 Institutes will maintain a 5 year business plan for research, teaching supply and innovation, reviewed annually with the Head(s) of College
- 5.3.6 The support for a Stage I Institute will normally be for a period of 5 years to guarantee stability and allow the Institute's objectives to be met.
- 5.3.7 Institutes will appoint International Advisory Boards comprised of international research leaders in relevant fields and representatives of relevant user communities including industry, government bodies etc. Institute Advisory Boards will meet at least twice annually, with one of these meetings being face to face and the other by teleconferencing if necessary, and will be required to approve annual reports from the Institute to the University.
- 5.3.8 Teaching contributions will be agreed annually with relevant Heads of School.
- 5.3.9 Institutes will be represented on the relevant committees of the Schools through which they deliver teaching.

## **6. The Subject**

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### *6.1 The role of the Subject*

- 6.1.1 Subjects will exist in multi-disciplinary Schools where there is a need to maintain the development of the subject per se. Subject areas will not normally have dedicated administrative structures; the agreed management unit is the School.

### *6.2. The role of Head of Subject*

- 6.2.1 The Head of Subject will provide academic leadership in the development and maintenance of the Subject area both within and outside the University, under the direction of the Head of School. They will be responsible to the Head of School and have due regard to the requirements of the relevant Degree Programme.
- 6.2.2 The Head of Subject will be accountable to the Head of the School for the activities of the Subject. The responsibilities of the Head of Subject are detailed in Appendix 5.

## **7. Other Research Structures**

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- 7.1 A Research **Centre**/Centre of Excellence is typically a sub-unit within a School or Research Institute but may, where the need arises, cross School (possibly College) boundaries for example if the Centre is on the development path to Institute status. Centres create an identity and a shared environment for specialist thematic, possibly multi-disciplinary, research, bringing together academic staff and postgraduate students working together on common interests. The Director of a Centre will be appointed formally to plan and deliver and report on an agreed programme of research. Further work on the constitution of Research Centres is being

## Roles and Responsibilities of the College, School (and subject) and Research Institute

undertaken and will be approved by SMG, following consultation with Senate, at its meeting on 21 July 2010.

- 7.2 A Research **Group** typically comprises one or more academic leader(s) and a team of postdoctoral researchers and/or research students pursuing research in a single discipline.
- 7.3 A Research **Cluster** may be established, typically within a School or perhaps crossing School boundaries, to bring research groups together to promote and develop research in a discipline or collection of disciplines. Clusters are open, and fluid in membership, but the activities might develop into a formally constituted Research Centre.
- 7.4 A Research **Network** brings together a large number of researchers (academic staff, postdoctoral and graduate students) to develop their common interests in an emerging or strategically significant research theme. Networks will have part time Directors and administrative support to build the community, establish internal and external presence, organise activities including workshops, seminars and conferences, and promote bids for research funding.

## 8. Academic Governance

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### *Principles*

- 8.1 In April 2010, Senate approved a set of principles that underpin the academic governance framework within the new University structure
- i) The overall role of any committee is to fulfil effectively and efficiently a remit that contributes to the development and delivery of University strategy and policy
  - ii) The structure should avoid multiple consideration of matters, subject to reasonable workloads.
  - iii) Responsibility should be devolved where possible, consistent with the requirements of good governance (including externality and matters such as Equality & Diversity).
  - iv) Committee compositions should be broad enough to allow representation of relevant constituencies and provide a critical mass of members to allow business to be dealt with, while not being so large as to become unwieldy and/or expose the group to the danger of becoming a talking shop.
  - v) Student membership should be the norm for committees dealing with any aspects of the student experience
  - vi) There should be an appropriate balance between academic, student and administrative representation in memberships.

### *Academic Governance –Senate*

- 8.2 Senate is the senior academic body of the University of Glasgow. Legally and constitutionally Senate is responsible for the academic activity of the University – that is, its teaching and research. Senate is also responsible for the maintenance of the University's academic standards.
- 8.3 Related detailed matters are delegated to key functional committees of Senate - **Education Policy & Strategy** (or EdPSC), and **Research Planning & Strategy** (or RPSC). These committees provide Senate with regular reports, and Senate considers the academic and policy dimensions and implications of any proposals. In practice, most major University developments come before Senate via one of these committees. Senate also receives regular reports from the **Student Support & Development Committee**.
- 8.4 The Vice-Principal (Research and Enterprise [R&E]) has overarching responsibility for setting the strategic direction for research and knowledge transfer and for enhancing the PGR student experience. S/he convenes RPSC.

## Roles and Responsibilities of the College, School (and subject) and Research Institute

- 8.5 The Vice-Principal (Learning & Teaching [L&T]) has overarching responsibility for setting the strategic direction for learning and teaching and for enhancing the experience of students on taught programmes (jointly with the VP [R&E] for PGT students), and convenes EdPSC.
- 8.6 The Clerk of Senate has responsibility for matters concerned with the regulation of academic policy and practice, including functions such as the development of degree regulations and their embodiment in the University *Calendar* and the provision of advice and adjudication thereon. The Clerk of Senate also has oversight of the management of University Codes for Student Complaints, Appeals and Discipline and the Student Advisory system. He convenes the Student Support & Development Committee (SSDC)
- 8.7 Senate is ultimately responsible for academic quality and therefore has endorsed the University's systems for setting and maintaining academic standards. The setting and maintaining of academic standards is one of the two key purposes of the University's Academic Quality Framework<sup>3</sup>, enhancement of the student learning experience being the other.
- 8.8 The overall approach is to strike an appropriate balance between University-wide approval and subject-specific scrutiny by experts to provide a system which is reliable, robust and efficient. The Academic Standards Committee, a sub-committee of EdPSC, also reports directly to Senate on some matters and has evolved authority to approve new and revised programmes of study on Senate's behalf. It has oversight of and monitors the four key processes for setting and maintaining academic standards for taught provision, and ensures that clear guidelines and/or regulations are in place for each. These are:
- The approval and revision of programmes of study
  - Periodic subject-level review of learning, teaching & assessment
  - The annual monitoring of taught provision
  - The external examiner system

While responsibility for certain functions is devolved to department or faculty level, ASC audits or receives reports on processes to ensure standards are being maintained. The ASC also advises on regulatory matters for postgraduate research degrees, while the RPSC reports to Senate on other matters associated with research.

### Learning & Teaching

- 8.9 It is the role of the EdPSC, working on its own and through its sub-committees, to advise Senate on educational policy, strategy and resource issues (undergraduate, postgraduate and other). (The full remit is available at <http://www.gla.ac.uk/services/senateoffice/committees/edpsc/remit/#d.en.87757>).
- 8.10 EdPSC is supported in its work by two sub-committees:
- the Learning and Teaching (L&T) Committee
  - the Academic Standards Committee (ASC)

The remits of these committees are available at:  
<http://www.gla.ac.uk/services/senateoffice/committees/>

### Research and knowledge transfer

- 8.11 RPSC is supported by the Deans of Graduate Studies (DoGS) Committee in its role of promoting and implementing strategy and policy relating to research students.
- 8.12 The Researcher Development Committee has been formed by combining the training & development responsibilities currently overseen by the Skills Training Forum (PGR and PostDoc generic skills) and the HR Subcommittee for Research Staff (implementation of the

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<sup>3</sup> See <http://www.gla.ac.uk/services/senateoffice/qae/aqfguide/>



## Roles and Responsibilities of the College, School (and subject) and Research Institute

Concordat). This Committee will be responsible for overseeing the development of policy and strategy in relation to all aspects of training and career development for research staff (up to and including senior academics). It would have dual reporting to RPSC and an appropriate HR Committee

### *Colleges & Schools/Research Institutes*

8.13 The agreed responsibilities of Colleges and their constituent Schools and Research Institutes under the new University structure are:

- Colleges are responsible for establishing and delivering the strategic direction for their academic 'territory' within the University's stated ambition as defined in the University strategy and its supporting Research and Knowledge Transfer, Learning and Teaching, and Internationalisation strategies.
- Schools plan, manage and deliver teaching and research either within a single discipline or within a group of cognate disciplines with a budget devolved from the Head of College and within the agreed strategic direction of the College.
- Research Institutes plan, manage and deliver multidisciplinary thematic research within an agreed strategic plan. Academic staff assigned to an Institute will have teaching responsibilities within Schools. Institutes will provide Doctoral Training Centre-like environments for the development of PGR students, and will initiate and contribute to new PGT programmes associated with their research programmes.

8.14 The responsibilities of Colleges and Schools in relation to L&T, includes ensuring academic standards and the enhancement of the student learning experience. This is achieved through

- a learning and teaching strategy developed within the University strategic framework and plans that are aligned with that of the University and (for Schools) the College.
- Compliance with relevant University regulations, Codes of Practice and the University's [Academic Quality Framework](#)

8.15 It is the role of the Head of College, Head of School and Research Institute Director to oversee these responsibilities, respectively. The Head of College bears overall responsibility for all academic activities. There is provision for the delegation of responsibility to College Deans for Learning and Teaching, Graduate Studies and Research. Where appointed, Heads of Subject also carry responsibility for associated academic provision, delegated by the Head of School.

8.16 College Deans for Learning & Teaching, Graduate Studies and Research are members of the key functional committees of Senate and will chair key College committees so that policy or practice identified and agreed within the Senate committees is communicated locally in Colleges for implementation, thereby maintaining a strong link and alignment between Colleges and Senate.

8.17 College Quality Officers will be appointed to advise Heads of College, Deans (Learning & Teaching) and School Quality Officers on matters relating to Quality Enhancement and Assurance. School Quality Officers will advise Heads of School and School colleagues on the same. School and College Quality Officers are fractional appointments and are normally for 3 years in the first instance. Heads of Colleges and Heads of Schools should advertise Quality Officer vacancies and invite expressions of interest from academic colleagues. Job descriptions for both roles are included in Appendix 7.

### *Academic Governance – Colleges*

8.18 The following Committees will be established within Colleges. Standard remits are provided in Appendix 8.

## **Roles and Responsibilities of the College, School (and subject) and Research Institute**

### College Council

8.19 Each College shall establish a College Council which is a forum for the consideration of College business and for consultation and communication with staff and associated student representatives in the Colleges on academic planning. The Head of College will convene the College Council, which should meet twice each academic session.

### Learning & Teaching Committee

8.20 Each College shall establish a Learning & Teaching Committee to discuss, advise and make recommendations to College on all matters relating to teaching across the College, including educational policy, strategy and resource issues in relation to the development and enhancement of Learning and Teaching activities. It will be chaired by the Dean of Learning & Teaching.

### Boards of Studies

8.21 It is the responsibility of Boards of Studies to

- discuss, advise and make recommendations to College on all matters relating to the taught provision within the scope of the Board.
- consider, monitor, review and maintain academic standards and the quality enhancement and assurance of educational provision on the associated degree programme(s).

8.22 The configuration of Boards of Studies in the four Colleges will vary:

- the College of Arts will have two Board of Studies, one for undergraduate courses and programmes and another for postgraduate;
- the College of Social Sciences will have one Board of Studies for postgraduate courses and programmes and at undergraduate level it will operate Boards of Studies for each of its degree programmes;
- in the College of Medical, Veterinary & Life Sciences each School (Medicine, Veterinary Medicine, Life Sciences and Graduate) will have a Learning and Teaching Committee that will additionally serve the role of Board of Studies. The College of Medical, Veterinary & Life Sciences may propose that the Graduate School oversees programme development for PGT;
- in Science and Engineering, Engineering will have its own Board of Studies.
- From 1<sup>st</sup> August 2010, Science and Engineering and MVLS will each establish its own Board of Studies with responsibility for courses within the BSc (Science) curriculum. These Boards will have representation from the other College to ensure cross-college issues are considered during programme approval.

8.23 Senate agreed that the arrangements for the operation of Boards of Studies, and the need for greater consistency across the University, be delegated to EdPSC to review.

8.24 Appropriate dialogue should be maintained between Learning & Teaching Committees, Graduate School Boards and Boards of Studies – it is likely that L&T Committees will be involved in commissioning curriculum development. It is expected that responsibility for the scrutiny and endorsement of programme proposals on behalf of the College is devolved to the relevant BofS, prior to submission to the ASC.

### Research & Knowledge Transfer (R&KT)

8.25 Each College shall establish a R&KT Strategy Committee which will be convened by the Dean for Research. Consideration may need to be given to whether the remit requires a more explicit focus on knowledge exchange and impact.

## Roles and Responsibilities of the College, School (and subject) and Research Institute

### College Graduate School Board

- 8.26 The Graduate School has responsibility for implementing and monitoring policy, procedures and practice in relation to postgraduate students and for monitoring the quality and consistency of the of PG student experience. It is led by the Dean for Graduate Studies, who is responsible to the Head of College. The remit of Graduate Schools is detailed in Appendix 8.
- 8.27 Each College shall establish a Graduate School Board which will be convened by the Dean for Graduate Studies. The Graduate School Board is accountable to the College Management Committee for policy, procedures and practice in relation to the Graduate School, including ensuring consistency of PG student experience. The Board provides oversight on behalf of the College to ensure PGR and PGT programmes are in-line with the College strategic objectives relating to PG Education. The Board provides reports to, and receives reports from, the College Research & Knowledge Transfer Committee College Learning & Teaching Committee.

**For research degrees:** The Graduate School Board fulfils the function of the former Higher Degrees Committees: ensuring policy and procedures in relation to individual student's supervision, progress and examination are followed. In some Colleges, these functions may be devolved to a distinct Higher Degrees Committee (that will report to Senate via the Graduate School Board and RPSC).

**For taught postgraduate degrees:** PGT programme approval and amendment is proposed to be dealt with by a relevant College Board of Studies (with dialogue between the Graduate School and College L&T Committee).

- 8.28 Responsibility for PGT course approval will remain with College Board(s) of Studies to ensure the University is compliant with existing quality management practices and to allow for shared oversight of UG and PGT course development but there should be sufficient flexibility to allow for College specific requirements to be met within a proposed framework. For example, some Colleges have distinct Boards of Studies for UG and PGT whereas others may combine these.

### College Graduate Schools Boards; their relation to the College L&T Committee/Board of Studies

- 8.29 Responsibility for curricular matters for PGT will be assigned to the L&T side of the University. In practice, this means that PGT programme approval and amendment will be dealt with by the relevant College Board of Studies rather than, as presenting the previous structure, a Higher Degrees Committee/equivalent. Again, however, there will be a need for appropriate dialogue between the College Graduate School, Learning & Teaching Committee and Board of Studies, given that the Graduate School as well as the L&T Committee is likely to commission new programmes. The addition of the Convener of the Deans for Graduate Studies Forum to the composition of EdPSC will help ensure there is appropriate correspondence on relevant matters between the two bodies at institutional level.
- 8.30 Programme monitoring for PGT will continue to be dealt with through the Quality Enhancement & Assurance Officer system. Programme review for PGT provision would continue to be dealt with through periodic subject review (previously, DPTLA). The latter is administered by the Senate Office; correspondingly, the new system of Graduate School reviews will be administered by the VP(R&E)'s Office.

### College Appeals Committee

- 8.31 A College Appeals Committee (convened by Head of College or their nominee<sup>4</sup>) will replace the Faculty Appeals Committee. The Code of Procedure for Appeals to a College Appeals Committee will be published in the University Calendar in August 2010.

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<sup>4</sup> It is acknowledged that the use of nominees is likely, with Deans of Learning & Teaching and Graduate Studies likely to take on this role.

## Roles and Responsibilities of the College, School (and subject) and Research Institute

- 8.32 Senate agreed that the revised Code of Assessment and Codes of Appeal should be applied to all students with immediate effect after publication in August 2010. The Senate Office should be contacted for advice meantime.

### College Research Ethics Committee

- 8.33 Discussions are being held by current Faculty Ethics Officers and Faculty Ethics Committees, but it is likely to be proposed that the current Faculty Ethics Committees, and a number of existing departmental committees, are replaced by one College Research Ethics Committee (CREC) in each College, and by School committees where required, for example where there is a large volume of applications in a particular School or academic area. In order to ensure business is manageable, the CRECs/School RECs will require a similar number of members as Faculty Ethics Committees/Departmental Ethics Committees. This will be particularly important where undergraduate programmes generate large numbers of proposals. This will also allow for appropriate representation from all Schools/disciplines within the College. It is not proposed to add a further layer through the creation of School Committees as a matter of course, unless this is required because of the volume of applications. The expectation is that there would be at least three lay members (external to the University) per CREC (transferring from the relevant Faculty Committee) and a member from another CREC.

### *Academic Governance – Schools and Research Institutes*

- 8.34 Senate agreed that Schools and RIs\* shall establish:

- A Learning & Teaching Committee
- A Research and Knowledge Transfer Strategy Committee
- A Student:Staff Liaison Committee
- A Fitness to Practise Committees, as appropriate

\* as appropriate to RI

The remits of the Learning & Teaching and Research and Knowledge Transfer Strategy Committees should reflect those of the equivalent College Committees (see Appendix 8). These Committees will report to the School Executive.

- 8.35 Boards of Studies may operate at School (or Subject) level in some Colleges if this is the level at which degree programmes are managed (eg the LLB and BAcc in the College of Social Sciences).
- 8.36 As far as possible, Schools should maintain a single Student/Staff Liaison Committee (SSLCs), which reports to the School L&T Committee. Guidance on the operation of SSLCs, including a generic remit, is available at [http://www.gla.ac.uk/media/media\\_129536\\_en.pdf](http://www.gla.ac.uk/media/media_129536_en.pdf) (this document will be updated shortly to reflect the changes brought about by restructuring but the remit is unlikely to change).
- 8.37 It is also agreed that:
- i) Schools should appoint a Head of Learning & Teaching and a Head of Research and Knowledge Exchange, who would each convene the relevant associated committee.
  - ii) a Quality Enhancement and Assurance Officer is appointed for each School. It would be expected that the QO would sit on the School/College L&TC. Separate individuals may be appointed as College level QOs (under consideration).
  - iii) normally, no individual should be appointed as a School or College Quality Officer at the same time as being School or College L&TC Convener.
  - iv) Where appropriate, Fitness to Practise procedures will operate within the new School structures as there is a straightforward alignment of the professional faculties into new Schools (the procedures previously operated at Faculty level). This is the level at which the professional subject expertise lies (see [University Calendar](#) or contact [Senate Office](#)).

## **Appendix 1: University Restructuring: Success criteria**

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The objectives of the academic management reorganisations are to:

- Remove internal barriers to collaboration and multi-disciplinarity in both research and teaching
- Bring together academically coherent groupings to optimise the University's ability to deliver its strategic objectives
- Provide the best opportunities to improve our research performance, developing our activities to better align with funding opportunities and thereby 'future-proofing' the University
- Improve communication of research activities and interests, enabling the development of successful research and teaching initiatives
- Provide the best possible environment and support for postgraduate researchers
- Facilitate approaches to improve student retention and progression
- Continue to build on the high quality student experience
- Improve administrative efficiency and support in conjunction with implementation of the new student information system (Campus Solutions).

Success criteria must, therefore, be aligned with these objectives.

It should be noted that achievement of the success criteria for the restructuring project will be coupled with the objectives of the University's Strategic Plan for the period 2010-2015, with planned improvements to the performance management and development of staff, and with the development and embedding of a number of new IT systems (eg a new student information system, Campus Solutions, and a new integrated HR/payroll system). Consequently, some of the success criteria are closely associated with strategic objectives and their associated KPIs.

### **Short term (1 year)**

- Establishment of functioning Colleges
- Establishment of 19 functioning academically coherent Schools (removal of existing internal barriers)
- Establishment of 4 functioning Graduate Schools
- Establishment of functioning Research Institutes
- Sustainability of student satisfaction measures in 2008/09 (measured through National Student Survey (NSS), First Year Student Learning Experience Survey (FYSLES), Postgraduate Research Student Experience Survey (PRES) and International Student Barometer (ISB) results)

### **Medium term (3-5 years)**

- Increased performance against KPIs related to strategic plan
- Increased collaborative and multi-disciplinary applications for research funding
- Increase in collaborative awards
- PGT portfolio aligned with market demand (evidence base from programme application student numbers)
- Increase in the number of PGT student enrolled/programme
- Sustained or improved (as appropriate) performance at KPI for student satisfaction
- Improved student satisfaction in the postgraduate student experience
- Improved administrative support for staff at School level (assessed through a staff survey)
- Improved co-ordination between services provided centrally or at College/School level (assessed through a staff survey).
- Continued evolution of quality enhancement within the University
- Increased external interest in vacant or new posts and the appointment of high quality 'new blood'
- Retention of top staff

## **Roles and Responsibilities of the College, School (and subject) and Research Institute**

- Improved quality of management information

### **Long term (5 years)**

Year on year improvement in each of the following:

- Improved success rates for research awards
- Increased research income (including increased market share)
- Greater number of staff securing research awards
- International student recruitment targets met
- Improved University performance in national and international league tables
- Financial sustainability

## Roles and Responsibilities of the College, School (and subject) and Research Institute

### Appendix 2A: Head of College – Role and Responsibilities

<b>Grade</b>	Senior Management
<b>Duration</b>	The Head of College will be appointed for a period of 5 years in the first instance.
<b>Reporting to</b>	The Principal and Vice Chancellor
<b>Appointment Process</b>	Through a competitive process, open to external applicants.
<b>Role Summary</b>	<p>The Head of College is the budget holder, reporting to the Principal, and is responsible for:</p> <ul style="list-style-type: none"> <li>• leadership and development of research and knowledge exchange in the College</li> <li>• provision of a range of high quality undergraduate and postgraduate programmes which meet the needs of students</li> <li>• leadership and development of innovation in teaching and learning and curriculum design</li> <li>• enhancement of the quality of the student experience</li> <li>• development of the College's international profile and internationalisation activities</li> <li>• management and development of all of the College's resources: financial, people, infrastructure, and external relations, ensuring effective matrix management.</li> </ul>
<b>Responsibilities</b>	<p>As the most senior leaders and representatives for the disciplines within their respective Colleges, the new Heads of College will report to the Principal and have Vice-Principal status as members of the Senior Management Group of the University. The Head of the College's more specific accountabilities will include:</p>
1.	define a compelling, cohesive and ambitious vision for the newly-formed College, with a shared purpose aligned to the broader corporate goals of the University, that will inspire its staff;
2.	set the strategic agenda in order to achieve this, ensuring that this is embedded across the College and implemented in terms of its operational delivery;
3.	manage effectively the resources (human, physical and financial) of the College in order to maximise its contribution to the University's strategic development and operational delivery
4.	lead and inspire the highest standards of Research and Teaching within the College, and continuing to improve the student experience;
5.	build on research excellence within the disciplines of the College, identify, encourage and develop cross-disciplinary research opportunities that address external priorities and developments;
6.	develop and enhance the post-graduate offering of the College, both taught and research;
7.	maintain close links with relevant professional bodies and ensure that the College meets the quality, accreditation and development needs of the disciplines;
8.	promote and develop an internationalisation strategy for the College that will raise its disciplinary profile and further support the global ambitions of the University;
9.	promote the College's interests externally, with policy makers, funders, industry and other key stakeholders;
10.	encourage, support and facilitate entrepreneurial activity across the College and its Schools;
11.	develop and lead a high-performing College Management Team, engendering a culture of excellence, accountability, and transparency;
12.	appoint College functional Deans, Chief Adviser(s) and College Quality Officer and allocate College resources to support these functions, as appropriate.
13.	actively contribute to, and help to drive, the overall development of the University of Glasgow
14.	work with Vice-Principals with thematic roles to develop and deliver the University strategy

## **Roles and Responsibilities of the College, School (and subject) and Research Institute**

### **Appointment of Deputy**

The Senior Management Group agreed that Heads of College, Heads of Schools and Directors of Research Institutes should appoint a deputy/ies to assume responsibility in their absence.

It should be understood in appointing individuals in this capacity that the nature of the duties that may be expected and associated with any temporary responsibility is not expected to be onerous. Specific activities might include - acting as authorised signatory; taking short term operational decisions; convening a College Committee; representing the College both within the University and externally and so on.

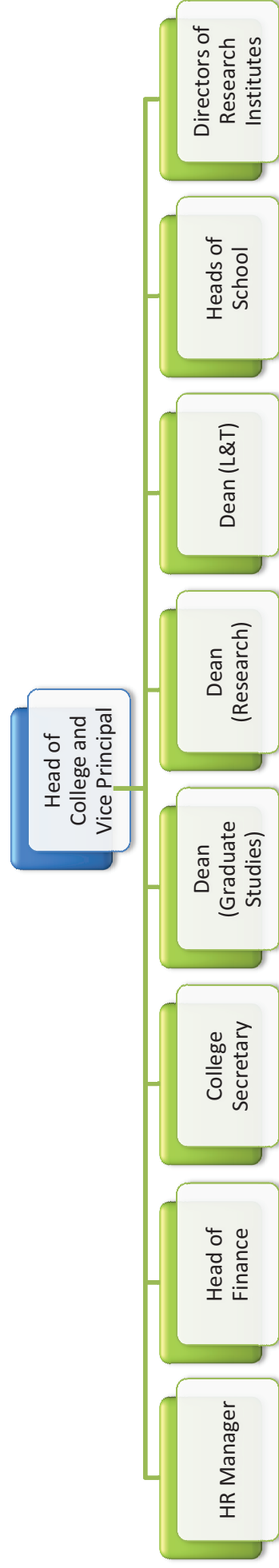
As these are not broadly substantive roles they will not be associated with additional remuneration; the duties should be taken into consideration as part of College workload allocation models. This role is likely to be assumed by someone with a substantive role as part of the management team.

Heads of College should ensure that, when they are absent from the University and their deputy is acting on their behalf, that information is communicated to the College management team and to the Principal's Office and the Secretary of Court's Office.

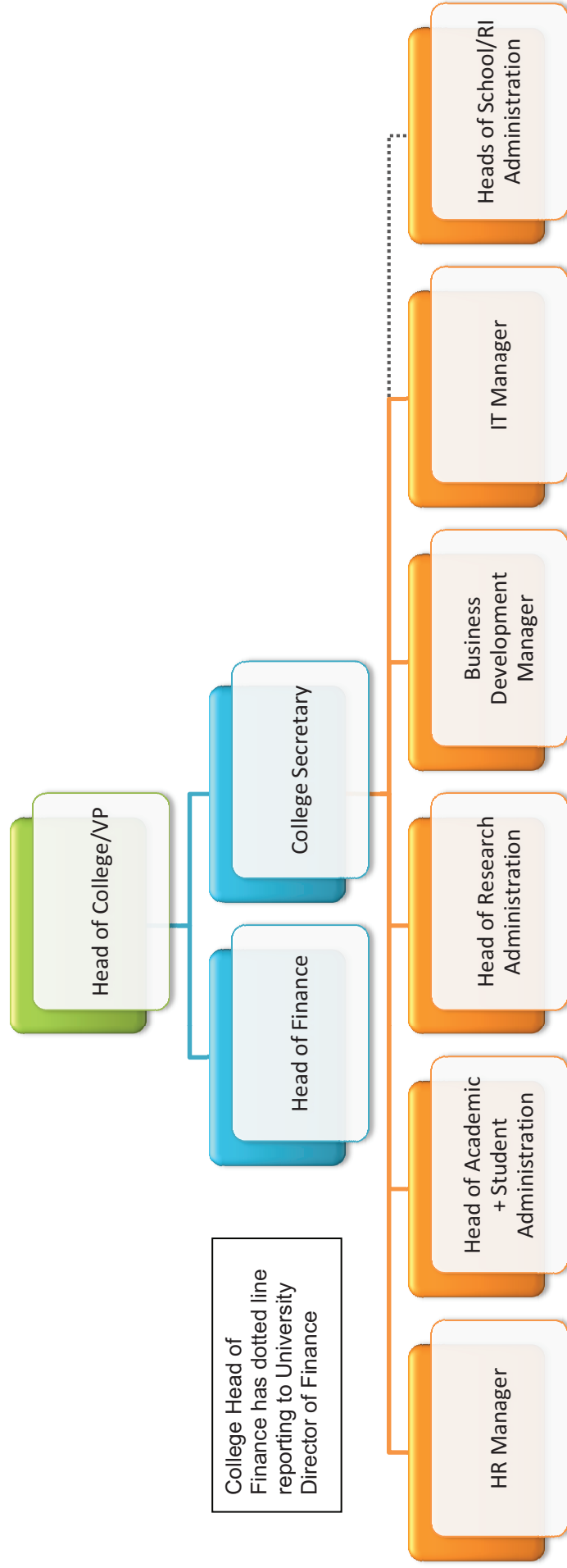
Any questions around the appointment of individuals to such roles, please consult and follow in principle the guidance that is available in Appendix 3C (developed for the appointment of School/RI functional support teams and also available at [http://www.gla.ac.uk/media/media\\_157204\\_en.pdf](http://www.gla.ac.uk/media/media_157204_en.pdf)) or contact the College Human Resources Manager.



**Roles and Responsibilities of the College, School (and subject) and Research Institute**



Appendix 2B ii) College Support Team



## **Appendix 2C: College Deans – Appointment Process Role and Responsibilities**

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The role of the College Dean occupies a key position in the leadership structure of the University. It carries with it a set of responsibilities for which he or she is responsible to the Head of College. These include a shared responsibility for College and University development and achievement of key goals. The College Dean will be line managed by the Head of College.

There will be 3 Deans in each College normally, a Dean of Learning & Teaching, a Dean of Research and a Dean of Graduate Studies. Each of the Deans roles will be 0.5 FTE appointments by default in the first instance but that this is kept under review by the Head of College in consultation with the respective post holder.

The appointment process for College Deans will be as follows:

- a) The position of Dean will be advertised internally with a defined job description and person specification. Candidates will be selected for interview on the basis of the fit against the person job description and person specification.
- b) The appointment panel will normally consist of:
  - o the Head of College
  - o a Head of School
  - o the College Secretary

## Roles and Responsibilities of the College, School (and subject) and Research Institute

### Dean of College (Graduate Studies) – Role and Responsibilities

<b>Grade</b>	Academic Level 9 or 10
<b>Duration</b>	The Dean of Graduate Studies will be appointed for 3 years in the first instance. The post is equivalent to 0.5 FTE.
<b>Reporting to:</b>	Head of College
<b>Appointment Process</b>	Normally an internal appointment following a competitive process.
<b>Role Summary</b>	<p>As Head of the College Graduate School, the Dean (Graduate Studies) will be responsible to the Head of College for:</p> <ul style="list-style-type: none"> <li>• Providing leadership and strategic direction to the College on all issues related to Graduate Studies.</li> <li>• Promoting the enhancement of the College's teaching and research training and the quality of programmes provided.</li> <li>• Implementing the University and College strategies that relate to Postgraduate education including the internationalisation agenda.</li> </ul> <p>The post-holder will be a member of the College Management Group (CMG), will chair the College Graduate School Board and will be a member of appropriate University committees, in particular the Deans of Graduate Studies Committee. Together with the other members of CMG, the post-holder will be responsible for ensuring that the College develops strategy to drive its growth and development in Postgraduate education in the medium term, and achieves its aims and objectives.</p> <p>The Dean may be supported by Academic Deputies with responsibility for areas of strategic importance (e.g. PGR, PGT and Internationalisation) and by administrative staff, responsible to the College Secretary or to another line manager as appropriate and by where appropriate.</p>
<b>Responsibilities</b>	The Dean of Graduate Studies more specific responsibilities will include:
1.	Lead the Development and delivery of a College PG strategy within the framework of the relevant University's strategies (R&KT, L&T and Internationalisation)
2.	Advise CMG on the strategic development of PG education in the College, with particular respect to curriculum, staffing and future strategic investment in scholarships.
3.	Work with other College Deans and providers to develop new PG degrees.
4.	Drive progress with respect to policy implementation. Including overseeing the implementation of the University's Code of Practice for PG Research and the development of appropriate local guidance.
5.	Oversee the strategic use of scholarship block grants, whether external (e.g. DTG) or internal (e.g. endowment funds)
6.	Lead bids for funding for PGR/T from external sources including the identification of new trans-national education and research training opportunities.
7.	Engage staff in the PG education agenda. In particular working with Heads of Schools / Research Institute Directors to identify and assign

## Roles and Responsibilities of the College, School (and subject) and Research Institute

	responsibilities to local PG Leads to ensure effective contribution of staff to the College's PG objectives.
8.	In close collaboration with RIO, provide leadership in the promotion and marketing of the College's PG opportunities to external partners and prospective students.
9.	Promote alliances and collaborations in pursuit of the College's aims for PG education.
10.	Contribute to the development of robust and transparent application and admissions policies for students applying to undertake PG studies in collaboration with Graduate School Administration
11.	Provide academic oversight of progress review and ensure local systems facilitate timely submission of the thesis.
12.	Leading in the continuous enhancement of the student experience: including reviewing annual induction processes and supervisor training and refresher workshops.
13.	Lead in the provision of research specific and generic / career development training opportunities for PGR students in liaison with relevant University Services. Working with School and Research Institute contacts to ensure engagement of supervisors and students in the training agenda
14.	Work with the Graduate School Administration Team to ensure proper use of systems and processes involved in data management and integrity, applications and admissions, submissions and examinations.
15.	Manage budgets as delegated
16.	To forge and maintain external relations essential to graduate studies in the College, promoting the University as required to external bodies and organisations and enhancing its reputation, profile and influence in Scottish, UK and international forums

## Roles and Responsibilities of the College, School (and subject) and Research Institute

### Dean of College (Learning & Teaching) – Role and Responsibilities

<b>Grade</b>	Academic Level 9 or 10
<b>Duration</b>	The Dean (Learning & Teaching) will be appointed for 3 years in the first instance. The post is equivalent to 0.5 FTE.
<b>Reporting to:</b>	Head of College
<b>Appointment Process</b>	Normally an internal appointment following a competitive process.
<b>Role Summary</b>	<p>The Dean (Learning &amp; Teaching) (L&amp;T) will be responsible to the Head of College for:</p> <ul style="list-style-type: none"> <li>• leading the development of strategies to promote and enhance the College's performance in L&amp;T, and for supporting the development of staff in L&amp;T in association with the Heads of Schools.</li> <li>• developing and implementing a Learning and Teaching plan for the College within the University's L&amp;T strategic framework, with the aim of building on the high quality teaching and learning and student experience within the College.</li> </ul> <p>The post-holder will be a member of the College Management Group (CMG), will chair the College L&amp;T committee and will be a member of University committees, in particular the Education Policy &amp; Strategy Committee (EdPSC). Together with the other members of CMG, the post-holder will be responsible for ensuring that the College develops strategy to drive its growth and development in L&amp;T in the medium term, and achieves its aims and objectives.</p> <p>The Dean (L&amp;T) will be encouraged to use his/her power of delegation; s/he will be supported in their managerial and administrative roles by support staff, who will be responsible to the College Secretary or to another line manager as appropriate.</p>
<b>Responsibilities</b>	The Dean (L&T) more specific responsibilities will include:
1.	Develop the College L&T strategy within the framework of the University L&T strategy.
2.	Be responsible for the development of an annual L&T plan as part of the College corporate plan.
3.	Engage staff in development of the College L&T strategy and associated objectives.
4.	Advise CMG on the strategic development of L&T in the College, with particular respect to staffing, curricular and financial requirements.
5.	Advise CMG on budget allocation to College L&T programmes, and oversee its administration.
6.	Chair the College L&T committee.
7.	Oversee and promote enhancement and innovation in the curriculum.
8.	Lead the development of new degrees in association with the Dean of Graduate Studies, other College Deans, Heads of School and other providers.

## Roles and Responsibilities of the College, School (and subject) and Research Institute

9.	Promote alliances and collaborations in pursuit of the College's aims in L&T.
10.	Work with Heads of Schools to ensure effective contribution of staff to the College's L&T objectives.
11.	Liaise with the Heads of Schools to ensure effective mentoring for new staff and ongoing staff training and development in L&T.
12.	Oversee the use and development of L&T metrics for internal use and external profiling.
13.	Ensure effective communication of College L&T activities to all staff.
14.	Liaise with the School QA officers to assure the quality of College teaching activities.
15.	Ensure the effective management of the Student Advising System and receive periodic reports from College Chief Adviser(s)
16.	Contribute to the development and application of robust and transparent admission policies for students on to taught programmes.
17.	Advise the Head of College, and CMG on the equitable distribution of resources for staff undertaking teaching activities within the College.
18.	Advise CMG on the use and development of teaching space.
19.	Contribute to the development of information technology within the college liaising with the IT coordinator and central IT functions to ensure effective use of systems in support of teaching and learning.
20.	Manage budgets as delegated.
21.	To forge and maintain external relations essential to learning and teaching within the College, promoting the University as required to external bodies and organisations and enhancing its reputation, profile and influence in Scottish, UK and international forums.

## Roles and Responsibilities of the College, School (and subject) and Research Institute

### Dean of College (Research) – Role and Responsibilities

<b>Grade</b>	Academic Level 10
<b>Duration</b>	The Dean for Research will be appointed for 3 years in the first instance. The post is equivalent 0.5 FTE
<b>Reporting to:</b>	Head of College
<b>Appointment Process</b>	Normally an internal appointment following a competitive process.
<b>Role Summary</b>	<p>The Dean (Research) will be responsible to the Head of College for:</p> <ul style="list-style-type: none"> <li>• Leading the development and implementation of the College Research &amp; Knowledge Transfer Strategy.</li> <li>• Working with the Schools and Institutes to deliver their strategic targets to ensure a year-on-year improvement in the quality and quantity of the University's research including research grant income in line with University and College targets.</li> <li>• Leading on the development of policies and procedures that promote, and enable staff to undertake, internationally renowned research.</li> </ul> <p>The post-holder will be a member of the College Management Group (CMG), will chair the College Research &amp; Knowledge Transfer Committee and will be a member of University committees, in particular the Research Planning &amp; Strategy Committee (RPSC). Together with the other members of CMG, the post-holder will be responsible for ensuring that the College develops strategy to drive its growth and development in R&amp;KT in the medium term, and achieves its aims and objectives.</p> <p>The Dean will be supported by administrative staff, responsible to the College Secretary or to another line manager as appropriate.</p>
<b>Responsibilities</b>	The Dean of Research's more specific responsibilities will include:
1.	Lead the College's development and implementation of a Research & Knowledge Transfer Strategy within the framework of the University R&KT Strategy
2.	Be responsible for the development of an annual R&KT plan as part of the College corporate plan.
3.	Engage staff in the College's R&KT ambitions. Working with representatives from the Schools and Research Institutes to ensure effective contribution.
4.	Work with the Schools and Institutes to deliver their strategic targets to ensure a year-on-year improvement in the quality and quantity of the University's research in line with University and College targets.
5.	Interacting with research funders at a strategic level to promote the College's research interests
6.	Advise CMG on the strategic development of R&KT in the College, with particular respect to investment requirements
7.	Working closely with the Dean of Graduate Studies to contribute to the formulation of strategy and policy for research student management for the College.
8.	Chair the College R&KT committee.
9.	Identify & develop opportunities for interdisciplinary research with colleagues



## Roles and Responsibilities of the College, School (and subject) and Research Institute

	within the College and in other Colleges (through RPSC)
10.	Lead the College's preparations for the REF. Including identifying and working to address issues that impact on the international profile of the College's research.
12.	Oversee the use and development of R&KT metrics for internal use and external profiling.
13.	Manage budgets as delegated.
14.	To forge and maintain external relations essential to the College's research, promoting the University as required to external bodies and organisations and enhancing its reputation, profile and influence in Scottish, UK and international forums.

**Appendix 3A: Head of School – Role, Responsibilities and Appointment Procedure**

<b>Grade</b>	Professor
<b>Duration</b>	The Head of School will be appointed for a period of 4 years, renewable normally for 2 years.
<b>Reporting to</b>	The Head of College
<b>Appointment Process</b>	Normally an internal appointment but may be advertised externally where there is a strategic reason. Appointment will be by the University Court, upon the recommendation of the Head of the College, with a panel convened by the Principal or his/her nominee. The staff of the School will be consulted and represented in the selection process.
<b>Role Summary</b>	The School is the fundamental unit for research activity, teaching provision, planning and resource allocation, investment and development and is the home for academic staff. Each School will be led by a Head of School who reports to the Head of College and is a key member of the College Management Group (CMG). The Head of School will ensure the strategic development of the School and contribute to the success of the College and the University.
<b>Responsibilities</b>	The Head of School will:
1.	Give academic leadership to the School, embracing the range of subjects and disciplines represented in the School, by providing a coherent academic vision and by inspiring the highest standards of research and teaching in the School;
2.	Develop agreed School strategies and associated financial and operational plans in partnership with staff, with clear objectives, targets and associated measurements;
3.	Manage the School's portfolio through identification, development, and promotion of the School's strengths including supporting cross School and College developments, allocating resources accordingly;
4.	Encourage, support and facilitate entrepreneurial activity, identifying and pursuing external funding and income-generating activities for the School;
5.	Enhance the quality of the student experience at undergraduate and postgraduate levels, ensuring that students are engaged fully as partners in developing the learning experience and are appropriately supported;
6.	Lead and manage the School with clear and effective delegation lines as appropriate while maintaining overall responsibility, supporting the research and scholarly activities of the academic staff by ensuring <ul style="list-style-type: none"> <li>o A stimulating, creative and effective environment;</li> <li>o New staff and early career researchers are appropriately mentored;</li> <li>o Non-academic tasks are streamlined;</li> <li>o Workloads are managed and distributed appropriately;</li> <li>o The provision of development opportunities for staff;</li> </ul>
7.	Attract, manage and retain staff to achieve academic excellence, supported by Performance and Development Review processes, and contribute to the successful development of the School and the College;
8.	Appoint and monitor the performance of Advisers of Study and ensure the School's workload of (Chief) Advisers reflects their advisory responsibilities;
9.	Forge and maintain external relations essential to the School's business, promoting the University as required to external bodies and organisations, and enhancing its reputation, profile and influence in Scottish, UK and international forums;
10.	Ensure compliance with all University policies and procedures by all members of the School;
11.	Manage effectively a budget devolved from the Head of College and ensure the efficient use of the School's resources
12.	Fully engage the School with University and College services.

### A. Appointment of Deputy

The Senior Management Group agreed that Heads of College, Heads of Schools and Directors of Research Institutes should appoint a deputy/ies to assume responsibility in their absence.

It should be understood in appointing individuals in this capacity that the nature of the duties that may be expected and associated with any temporary responsibility is not expected to be onerous. Specific activities might include - acting as authorised signatory; taking short term operational decisions; convening a School Committee; representing the School both within the University and externally and so on.

As these are not broadly substantive roles they will not be associated with additional remuneration; the duties should be taken into consideration as part of College workload allocation models. This role is likely to be assumed by someone with a substantive role as part of the management team.

Heads of School should ensure that, when they are absent from the University and their deputy is acting on their behalf, that information is communicated to the School management team and the Head of College's Office and College Secretary's Office.

Any questions around the appointment of individuals to such roles, please consult and follow in principle the guidance that is available in Appendix 3C (developed for the appointment of School/RI functional support teams and also available at [http://www.gla.ac.uk/media/media\\_157204\\_en.pdf](http://www.gla.ac.uk/media/media_157204_en.pdf)) or contact the College Human Resources Manager.

### B. Procedure for the Appointment of Heads of Schools (approved by University Court 10 February 2010)

1. The role of Head of School occupies a central position in the leadership structure of the University. It carries with it a significant set of accountabilities for which he or she is responsible, through the Head of College, to the Principal and, ultimately, the University Court. These include a shared responsibility for College and University interests as well as statutory and legal responsibilities. Equally importantly, the role embodies a set of responsibilities to, and for, academic staff and students in the School.
2. The appointment process for Heads of School is as follows:
  - i) These will be Court appointments.
  - ii) They will normally be recommended to the Court by the Head of College.
  - iii) The position of Head of School will be advertised at least internally with a defined job description and person specification. There may be circumstances where external advertisement is chosen for strategic reason providing that (a) a post is fully funded from within the existing salary budgets and (b) that the initial period as Head of School is limited to the same period as for internal appointments (although the underlying academic appointment would be open-ended). Where a vacancy exists, the Head of the College, in consultation with the Principal, will determine through review and consultation whether the position should be advertised externally.
  - iv) The appointment panel will normally consist of:
    - o The Principal or his/her nominated Vice-Principal (Convener)
    - o the Head of College,
    - o a cognate Head of School
    - o a representative from the School
    - o a Senate Assessor on Court.

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Process for identifying School representative: The School will elect the staff member of the panel (level 9 or 10); it will be for the School to organise any election. Staff in Schools will be made aware of applicants for the role before interview. The elected representative on the interview panel is expected to consult with staff in School thereby enabling the School representative to feed in the views of the School staff to the panel.

- v) The appointment will be for 4 years, subject to satisfactory performance, and may be renewed on a mutually agreeable basis, normally for 2 years.
- 3. Details of remuneration for Heads of School are included in Appendix 6.
- 4. A Head of School appointment may be terminated in the event of poor performance, as evidenced *inter alia* through performance and development review (P&DR). Such a recommendation to Court will normally be made by the Head of College with support from the Principal.

Appendix 3B: School Executive



## **Appendix 3C: Guidance for the Appointment of School and Research Institute Functional Support Teams**

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### **Introduction**

It is essential that a fair, transparent and equitable process is followed for the appointment of functional support roles to Schools and Research Institutes (RI) within Colleges. It should be borne in mind that these are informal assignment/roles in title only and do not attract any form of remuneration although engagement in such roles will be taken into consideration as part of College/School workload allocation activities/models.

Due process should be followed to ensure appropriately qualified and experienced appointments are made at School/RI level for these strategically significant roles but without it being overly complicated and cumbersome.

### **Job Descriptions**

A series of generic job descriptions have been developed which represent a School version of Dean of College roles in relation to Research, Learning & Teaching and Graduate Studies. These are annexed to this guidance.

### **Inviting Applicants/Advertising Roles**

Expressions of interest should be invited through an e-mail communication or some other recognised form of communication/media operating within existing departmental/divisional structures. The mechanism adopted to publicise these opportunities should be well known and available to all members of Research & Teaching staff at the levels at which these appointments are sought, to enable effective dissemination and allow eligible members of staff to put themselves forward should they wish.

### **Recruitment Process**

Heads of School and Directors of RIs should arrange an informal discussion with each individual expressing an interest in any of these roles based around their skills/ experience and ability to undertake the associated duties/responsibilities as outlined in the job description.

In addition potential candidates will require to demonstrate :-

- evidence of high quality academic experience;
- a proven track record of working towards and delivering on KPIs;
- ability to facilitate and implement change, in particular commitment to the opportunities arising from University restructuring;
- excellent communication and interpersonal skills;
- ability to work effectively as a member of a team;
- understanding of and commitment to the equality and diversity agenda.

Heads of Schools and Directors of RIs will be expected to consult widely on proposed candidates and not limit such consultation to management groups, home departments (where this is applicable), etc.

### **Appointment process**

Appointment decisions will be made on satisfaction of the criteria as outlined above i.e. skills, experience and abilities to undertake the associated duties/responsibilities detailed in the job description. The Head of School/ and Director of RI should be mindful of achieving a balance within

## **Roles and Responsibilities of the College, School (and subject) and Research Institute**

the team in making appointments with regard to gender and other equality considerations, where possible, as appropriate to any recruitment and selection process.

### **Duration of Appointment**

Such appointments will normally be made for 4 years in the first instance. However, it would not be wise to appoint all Conveners for the same period of office, since this would mean all demitting at the same time.

This guidance is also available at [http://www.gla.ac.uk/media/media\\_157204\\_en.pdf](http://www.gla.ac.uk/media/media_157204_en.pdf)

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### Annex

#### Convenor of Research – School/RI of XXXX – Role and Responsibilities

<b>Grade</b>	Ideally academic Level 9 or 10
<b>Duration</b>	Appointed for 4 years in the first instance. Fractional appointment.
<b>Reporting to:</b>	Head of School/Director of Research Institute (RI)
<b>Appointment Process</b>	Normally an internal appointment.
<b>Role Summary</b>	<p>The Convenor of Research will be responsible to the Head of School/ RI Director for:</p> <ul style="list-style-type: none"> <li>• Leading the development and implementation of the School/RI's Research &amp; Knowledge Transfer Strategy.</li> <li>• Working with the Research Centres and Groups to deliver their strategic targets to ensure a year-on-year improvement in the quality and quantity of the School/RI's research including research grant income in line with University, College and School/RI targets.</li> <li>• Leading on the development of policies and procedures that promote, and enable staff to undertake, internationally renowned research.</li> </ul> <p>The post-holder will be a member of the School/RI Management Group, will chair the School/RI Research &amp; Knowledge Transfer Committee and will be a member of College Research &amp; Knowledge Transfer Committee.</p> <p>Together with the other members of School/RI Management Group, the post-holder will be responsible for ensuring that the School develops strategy to drive its growth and development in R&amp;KT.</p> <p>The Convenor of Research will be supported by administrative staff, responsible to the School/RI administrator or to another line manager as appropriate.</p>
<b>Responsibilities</b>	The Convenor of Research's more specific responsibilities will include:
1.	Lead the School/RI's development and implementation of a Research & Knowledge Transfer Strategy within the framework of the University and College R&KT Strategy.
2.	Be responsible for the development of an annual R&KT plan as part of the School/RI corporate plan.
3.	Engage staff in the School/RI's R&KT ambitions. Working with representatives from the Research Centres and Groups to ensure effective contribution.
4.	Work with the Research Centres and Groups to deliver their strategic targets to ensure a year-on-year improvement in the quality and quantity of the University's research in line with University, College and School/RI targets.
5.	Interacting with research funders at a strategic level to promote the School's research interests.
6.	Advise School/RI Management Group on the strategic development of R&KT in the School/RI , with particular respect to investment requirements.
7.	Act as REF Champion for the School/RI in consultation with colleagues and the Dean of Research, who will have overall oversight of REF.
8.	Chair the School/RI R&KT committee.
9.	Identify & develop opportunities for interdisciplinary research with colleagues within the School/RI, College and across Colleges as relevant.
10.	Oversee the use and development of R&KT metrics for internal use and external profiling.



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11.	Manage budgets as delegated.
12.	To forge and maintain external relations essential to the School's research, promoting the University as required to external bodies and organisations and enhancing its reputation, profile and influence in Scottish, UK and international forums.

## Roles and Responsibilities of the College, School (and subject) and Research Institute

### Convenor of Learning and Teaching - School/Institute of XXXX – Role and Responsibilities

<b>Grade</b>	Ideally academic Level 9 or 10
<b>Duration</b>	Appointed for 4 years in the first instance. Fractional appointment.
<b>Reporting to</b>	The Head of School//Director of Research Institute (RI)
<b>Appointment Process</b>	Normally an internal appointment.
<b>Role Summary</b>	<p>The Convenor of Learning and Teaching will be responsible to the Head of School/RI Director for:</p> <ul style="list-style-type: none"> <li>• leading the development of strategies for enhancing learning and teaching within the School/RI</li> <li>• managing the provision of high-quality teaching and associated professional activities within the School/RI</li> <li>• establishing consistent practices and policies and useful synergies in School curricula and teaching activity</li> </ul> <p>This includes both the undergraduate and taught postgraduate provision.</p> <p>The post-holder will be a member of the School/RI Management Group, will chair the School/RI Learning and Teaching committee, and will be a member of College and University committees. Together with the other members of School/RI Management Group, the post-holder will be responsible for ensuring that the School/RI develops strategy to drive its growth and development in Learning and Teaching in the short to medium term, and achieves its aims and objectives.</p> <p>The Convenor of Learning and Teaching will work in association with the Heads of Subject Areas and/or programme directors at subject level will be encouraged to use powers of delegation. She or he will be supported in the managerial and administrative roles by support staff, who will be responsible to the School/RI Administrator or to another line manager as appropriate.</p>
<b>Responsibilities</b>	The Convenor of Learning and Teaching's more specific responsibilities will include the following.
1.	Give academic leadership to teaching within the School/RI and promote its wider recognition
2.	Develop a strategy for Learning and Teaching within the school, including staffing, curricular and financial requirements, and articulating with the strategies of the College and University
3.	Be responsible for the development of an annual Learning and Teaching plan as part of the School/RI corporate plan
4.	Convene the School/RI's Learning and Teaching committee and coordinate teaching in the various disciplines within the school
5.	Oversee the allocation of teaching and associated administrative duties, informed by a workload model and in collaboration with the Head of School/RI Director, Heads of Subject Areas
6.	Manage devolved budgets, advising the School/RI and College on the distribution and use of resources
7.	Advise the School/RI and College on the management and development of space for learning and teaching, including the provision of laboratories and information technology
8.	Line manage staff devoted to teaching, including the School/RI's University Teachers and Senior University Teachers
9.	Contribute to the development and application of effective policies for recruitment and admission in conjunction with the Dean of Learning & Teaching.
10.	Lead development and delivery of the School/RI's curriculum and teaching, learning and assessment, including review of the overall provision to ensure that

## Roles and Responsibilities of the College, School (and subject) and Research Institute

	it meets the needs of students and employers
11.	Represent the School/RI on College and University committees, coordinating and enhancing the wider delivery of teaching
12.	Liaise with the School/RI's QA officers to enhance the quality of the student experience in the subject at undergraduate and postgraduate levels, such that students are engaged fully as partners in developing the learning experience and are appropriately supported
13.	Coordinate the activities of academic staff in the subject as they design, develop and deliver undergraduate and taught postgraduate degree programmes and contribute relevant courses for agreed interdisciplinary degree programmes, all to the necessary standards
14.	Coordinate the appointment and support of appropriate external examiners at undergraduate and postgraduate levels
15.	Contribute to the School/RI's international academic profile and enhance its international recruitment and partnership development in line with the University's Internationalisation strategy
16.	Maintain close links with the relevant professional, statutory and regulatory bodies for the subject, and lead the School/RI in meeting the required quality, accreditation, training and development needs of the profession
17.	Ensure the Head of School/RI Director and the School/RI Management Team are made aware of any issue which could have a major impact on the School/RI, College or University
18.	Forge and maintain external relations relevant to the subject, promoting the University as required to external bodies and organisations and enhancing its reputation, profile and influence in Scottish, UK and international forums
19.	Contribute as a member of the School/RI Management Group to the academic management of the School/RI , supporting the development of a stimulating, creative, and collegial working environment
20.	Undertake specific projects and duties as requested by the Head of School/RI Director

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### Convenor of Graduate Studies – School/Institute of XXXX – Role and Responsibilities

<b>Grade</b>	Ideally academic Level 9 or 10
<b>Duration</b>	Appointed for 4 years in the first instance. Fractional Appointment
<b>Reporting to</b>	Head of School/ Director of Research Institute (RI)
<b>Appointment Process</b>	Internal appointment.
<b>Role Summary</b>	<p>The Convenor of Graduate School will be responsible to the Head of School/RI for:</p> <ul style="list-style-type: none"> <li>• Providing leadership and strategic direction to the School on all issues related to Graduate Studies.</li> <li>• Promoting the enhancement of the School's teaching and research training and the quality of programmes provided.</li> <li>• Implementing the University, College and School strategies that relate to Postgraduate education including the internationalisation agenda.</li> </ul> <p>The post-holder will be a member of the School Management Team (SMT), and will be a member of appropriate College committees, in particular the College Graduate Studies Committee.</p> <p>Together with other members of SMT, the post-holder will be responsible for ensuring that the School develops strategy to drive its growth and development in Postgraduate education e.g. PGR, PGT and Internationalisation) in the medium term, and achieves its aims and objectives.</p> <p>The Convenor of Graduate Studies will work in association with the Heads of Subject Areas and their postgraduate representatives will be encouraged to use powers of delegation. She or he will be supported in the managerial and administrative roles by support staff, who will be responsible to the School/RI Administrator or to another line manager as appropriate.</p>
<b>Responsibilities</b>	The Convenor of Graduate Studies specific responsibilities will include the following.
1.	Lead the Development and delivery of School/RI PG strategy within the framework of the relevant University/College strategies (R&KT, L&T and Internationalisation)
2.	Advise SMT on the strategic development of PG education in the School/RI, with particular respect to curriculum, staffing and future strategic investment in scholarships.
3.	Work with other School/RI Heads of Graduate Studies and providers to develop new PG degrees in the context of College and University policy.
4.	Drive progress with respect to policy implementation. Including overseeing the implementation of the University's Code of Practice for PG Research and the development of appropriate local guidance.
5.	Oversee the strategic use of scholarship block grants, whether external (e.g. DTG) or internal (e.g. endowment funds) in conjunction with Heads of School/RI Directors to which the endowment relates.
6.	Engage School/RI staff in the PG education agenda to identify and agree responsibilities to ensure effective contribution.
7.	In close collaboration with the Dean of Graduate Studies and RIO, provide leadership in the promotion and marketing of the School/RI's PG opportunities to external partners and prospective students.
8.	Promote alliances and collaborations in pursuit of the College/School/RI aims for PG education.

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9.	Contribute to the development of robust and transparent application and admissions policies for students applying to undertake PG studies in collaboration with Graduate School Administration.
10.	Provide academic oversight of progress review and ensure local systems facilitate timely submission of the thesis.
11.	Leading in the continuous enhancement of the student experience: including reviewing annual induction processes and supervisor training and refresher workshops in conjunction with the Dean of Graduate Studies.
12.	Lead in the provision of research specific and generic / career development training opportunities for PGR students in liaison with the Graduate School and the relevant areas of University Services. Working with School/RI contacts to ensure engagement of supervisors and students in the training agenda
13.	Work with the Graduate School Administration Team to ensure proper use of systems and processes involved in data management and integrity, applications and admissions, submissions and examinations.
14.	Manage budgets as delegated.
15.	To forge and maintain external relations essential to graduate studies in the School/RI /College, promoting the University as required to external bodies and organisations and enhancing its reputation, profile and influence in Scottish, UK and international forums
16.	Undertake specific projects and duties as requested by the Head of School/RI Director

**Appendix 4A: Director of Research Institute – Role, Responsibilities and Appointment Procedure**

<b>Grade</b>	Professor
<b>Duration</b>	The Director of Research Institute will be appointed for a period of 5 years, renewable normally for 2 years.
<b>Reporting to;</b>	Head(s) of College
<b>Appointment Process</b>	Advertised at least internally but may be advertised externally where there is a strategic reason. Appointment will be by the University Court, upon the recommendation of the Head of the lead College, with a panel convened by the Principal or his/her nominee. The staff of the Institute will be consulted and represented in the selection process
<b>Role Summary</b>	The mission of an Institute will be to establish international leadership in most if not all aspects of its thematic, multi-disciplinary research programme. Each Institute will be led by a Director who reports to the Head of the lead College and is a key member of that College Management Group (CMG). The Director will ensure the strategic development and sustainability of the Institute, manage the staff assigned to it, and contribute to the success of the College(s) and the University. A detailed job description is published separately.
<b>Responsibilities</b>	The Director of a Research Institute will:
1.	Give academic leadership to the Institute by providing a coherent academic vision and by inspiring the highest standards in research and teaching;
2.	Develop agreed Institute strategies and associated financial and operational plans in partnership with staff, with clear objectives, targets and associated measurements;
3.	Identify, promote and contribute resources to developing the Institute's strengths, managing its portfolio. This will include identifying and supporting opportunities for research and teaching programme developments internally, externally and internationally;
4.	Encourage, support and facilitate entrepreneurial activity, identifying and pursuing external funding and income-generating activities for the Institute, ensuring the achievement of targets;
5.	Enhance the quality of the student experience, ensuring students are engaged fully as partners in the learning experience and are appropriately supported;
6.	Lead and manage the Institute with clear and effective delegation lines as appropriate while maintaining overall responsibility and ensuring good links with the relevant Heads of Schools, supporting the research and scholarly activities of the academic staff by ensuring <ul style="list-style-type: none"> <li>o A stimulating, creative and effective environment;</li> <li>o New staff and early career researchers are appropriately mentored;</li> <li>o Non-academic tasks are streamlined;</li> <li>o Workloads are managed and distributed appropriately;</li> <li>o The provision of development opportunities for staff;</li> </ul>
7.	Attract, manage and retain staff to achieve academic excellence, supported by Performance and Development Review processes, and contribute to the successful development of the Institute and the College(s);
8.	Forge and maintain external relations essential to the Institute's business, promoting the University as required to external bodies and organisations, and enhancing its reputation, profile and influence in Scottish, UK and international forums;
9.	Ensure compliance with all University policies and procedures by all members of the Institute;
10.	Manage effectively a budget devolved from the Head of College and ensure the efficient use of Institute's resources
11.	Fully engage the Institute with University and College services.

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### A. Appointment of Deputy

The Senior Management Group agreed that Heads of College, Heads of Schools and Directors of Research Institutes (RI) should appoint a deputy/ies to assume responsibility in their absence.

It should be understood in appointing individuals in this capacity that the nature of the duties that may be expected and associated with any temporary responsibility is not expected to be onerous. Specific activities might include - acting as authorised signatory; taking short term operational decisions; convening a RI Committee; representing the RI both within the University and externally and so on.

As these are not broadly substantive roles they will not be associated with additional remuneration; the duties should be taken into consideration as part of College workload allocation models. This role is likely to be assumed by someone with a substantive role as part of the management team.

Directors of RIs should ensure that, when they are absent from the University and their deputy is acting on their behalf, that information is communicated to the RI management team and the Head of College's Office and College Secretary's Office.

Any questions around the appointment of individuals to such roles, please consult and follow in principle the guidance that is available in Appendix 3C (developed for the appointment of School/RI functional support teams and also available at [http://www.gla.ac.uk/media/media\\_157204\\_en.pdf](http://www.gla.ac.uk/media/media_157204_en.pdf)) or contact the College Human Resources Manager.

### B. Procedure for the Appointment of Director of Research Institute (RI) (approved by University Court 10 February 2010)

1. The role of Director of Research Institute occupies a central position in the leadership structure of the University. It carries with it a significant set of accountabilities for which he or she is responsible, through the Head of College, to the Principal and, ultimately, the University Court. These include a shared responsibility for College and University interests as well as statutory and legal responsibilities. Equally importantly, the role embodies a set of responsibilities to, and for, academic staff and students in the Institute. The role holder has the same status in the University as Head of School.
2. The appointment process for Heads of Research Institute is as follows:
  - i) These will be Court appointments.
  - ii) They will normally be recommended to the Court by the responsible Head of College.
  - iii) The position of Director of Research Institute will be advertised at least internally with a defined job description and person specification. There may be circumstances where external advertisement is chosen for strategic reason providing that (a) a post is fully funded from within the existing salary budgets and (b) that the initial period as Director of RI is limited to the same period as for internal appointments (although the underlying academic appointment would be open-ended). Where a vacancy exists, the responsible Head of College, in consultation with the Principal, will determine through review and consultation whether the position should be advertised externally
  - iv) The appointment panel will normally consist of:
    - o The Principal or his/her nominated Vice-Principal (Convener)
    - o the Head of College
    - o a Head of School
    - o RI staff representative
    - o a Senate Assessor on Court.

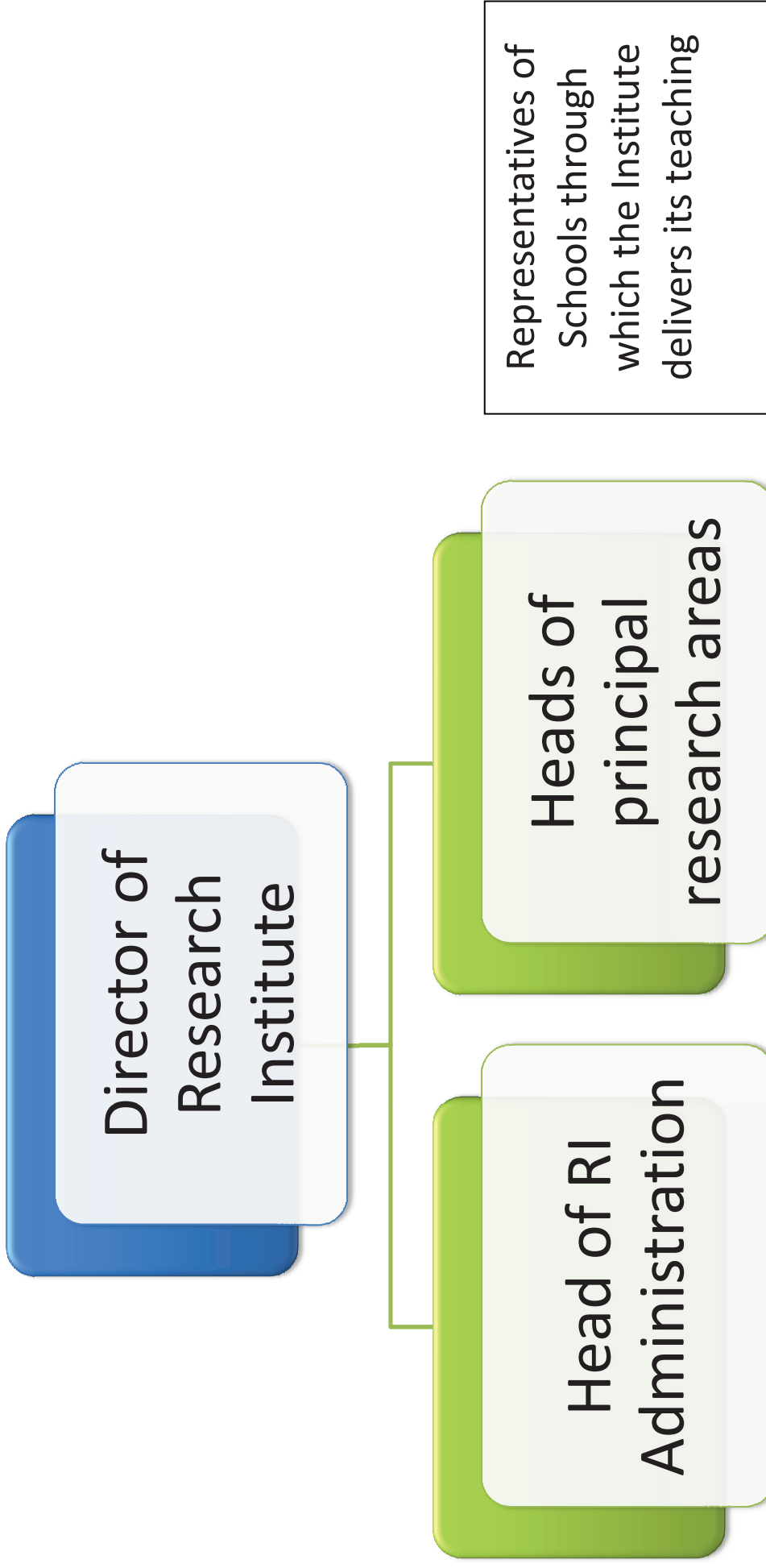
## **Roles and Responsibilities of the College, School (and subject) and Research Institute**

Process for identifying RI representative: The RI will elect the staff member of the panel (level 9 or 10). Staff in RI will be made aware of applicants for the role before interview. The elected representative on the interview panel is expected to consult with staff in RI thereby enabling the RI representative to feed in the views of the RI staff to the panel.

- v) The appointment will be for 5 years, subject to satisfactory performance, and may be renewed on a mutually agreeable basis, normally for 2 years.
3. Details of remuneration for Directors of RI are included in Appendix 6.
  4. A Director of RI appointment may be terminated in the event of poor performance, as evidenced *inter alia* through performance and development review (P&DR). Such a recommendation to Court will normally be made by the responsible Head of College with support from the Principal.



Appendix 4B: Research Institute Management Group



## Appendix 5: Head of Subject – Role and Responsibilities

<b>Grade</b>	Ideally Professor, Reader, or Senior Lecturer in the relevant Subject area.
<b>Duration</b>	Fractional Appointment
<b>Reporting to</b>	The Head of School
<b>Appointment Process</b>	The Head of Subject will be appointed from among the academic staff by the Head of School following consultation with staff and approval by the School Executive.
<b>Role Summary</b>	The Head of Subject will provide leadership in the development and maintenance of the Subject both within and outside the University, under the direction of the Head of School. They will be responsible to the Head of School and have due regard to the requirements of the relevant Degree Programmes.
<b>Responsibilities</b>	The Head of Subject will:
	1. Provide academic leadership for the development of the Subject within and outside the University.
	2. Provide leadership with School management in the development and delivery of the Subject's curriculum, teaching and assessment methods.
	3. Oversee the content, outcomes and quality of courses offered in the Subject.
	4. Support the Head of School in developing, maintaining and managing the highest standards in the delivery of teaching and learning at graduate and undergraduate level in the School.
	5. Support the Head of School and Programme / Course Leaders in the provision of the courses necessary to ensure the quality of the programmes that include the subject.
	6. Stimulate the development of research and scholarship within the Subject.
	7. Support the Head of School in mentoring and developing the staff associated with the Subject.
	8. Support the development of a stimulating, creative and collegial working environment within the School.
	9. Undertake such other duties as may be assigned by the Head of School.

The appointment procedure should comply with Guidance for the Appointment of School and Research Institute Functional Support Teams (Appendix 3C and see [http://www.gla.ac.uk/media/media\\_157204\\_en.pdf](http://www.gla.ac.uk/media/media_157204_en.pdf)).

## **Appendix 6: Remuneration of College and School Academic Managers**

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### **1. General Approach**

Heads of College will be appointed through open competition and their salaries will be determined by an appointing panel. However, most academic management posts within Schools and Colleges will be filled by an internal member of academic staff, who will take on management responsibilities for a 4- or 5-year period. For all such appointments, the member of staff should retain his/her existing salary and, for the period of appointment, this should be enhanced by a responsibility allowance.

### **2. Heads of School and Directors of Research Institutes**

- .1 Heads of School and Directors of Research Institutes will receive a salary enhancement in one of 3 bands, reflecting the scale of the management job.
- .2 Amounts paid annually will be: Band A £5,000; Band B £7,000; Band C £10,000.
- .3 The responsibility allowance will be superannuable, but will not be consolidated into future salary.
- .4 Heads / Directors will participate in the annual professorial review exercise. They will receive any general, University-wide, cost-of-living salary increase, and will be considered for performance-based awards, in respect of their performance in the role of Head of School / Director of Research Institute.
- .5 Heads of School (but not Directors of Research Institutes) will be entitled to a year's sabbatical in the year following the period of office; details to be agreed with the Head of College.
- .6 In the year following the period of office, and subject to the Head of College receiving satisfactory reports on sabbatical activity, the former Head/Director will receive a transitional payment equivalent to 50% of the responsibility allowance (i.e. £2,500; £3,500; £5,000).

### **3. Deans of Colleges**

- .1 Each College will have Dean of Learning & Teaching, a Dean of Graduate Studies and a Dean of Research.
- .2 Deans will be expected to retain an academic home in their School and to contribute a proportion of their time (most likely 50%) to College duties.
- .3 The central College budget will fund the cost of the time (most likely 50%) devoted to College duties, so providing the relevant School with funds to finance additional teaching support.
- .4 Deans will receive a responsibility allowance (superannuable) of £3,000 per annum.
- .5 Annual salary review for Deans will consider their performance across the full range of their College and School duties.

*as approved by Remuneration Committee, 15.3.10*

**Appendix 7A: College and School Quality Officers – Role and Responsibilities**

**College Quality Officer – Role and Responsibilities**

<b>Grade</b>	Academic Staff
<b>Duration</b>	Fractional Appointment (normally 3 years in the first instance)
<b>Reporting to</b>	Dean (Learning & Teaching)
<b>Appointment Process</b>	<p>The Head of College should invite expressions of interest and follow the general guidance issued for the Appointment of School and Research Institute Functional Support Teams (see <a href="http://www.gla.ac.uk/media/media_157204_en.pdf">http://www.gla.ac.uk/media/media_157204_en.pdf</a>).</p> <p>Potential candidates should have: a good understanding of the University's Academic Quality framework including enhancement and assurance (QE&amp;A) mechanisms; and a commitment to promoting and developing the consistency of the College's engagement with quality processes to enhance the student learning experience.</p>
<b>Role Summary</b>	<p>The College Quality Officer will advise the Head of College, the Dean (Learning &amp; Teaching) and School Quality Officers on matters relating to Quality Enhancement and Assurance for undergraduate and taught postgraduate provision.</p> <p>The postholder will:</p> <ul style="list-style-type: none"> <li>○ provide leadership in the development, implementation and monitoring of QE&amp;A processes across the College in line with University expectations and the requirements of external bodies</li> <li>○ have particular responsibility for the annual monitoring process</li> <li>○ work with the School Quality Officers to improve the consistency of quality processes within the College to enhance the student learning experience.</li> <li>○ promote good practice arising from quality assurance and enhancement activity</li> <li>○ be a member of the University Quality Officers Forum and a member of relevant College committees (eg Learning &amp; Teaching Committee, Staff-Student Liaison Committee)</li> <li>○ attend the relevant meeting of the Academic Standards Committee by invitation to present the College-level Annual Monitoring Report</li> <li>○ contribute to the preparation for Enhancement-led Institutional Review (ELIR) on a cyclical basis, including the Reflective Analysis</li> </ul>
<b>Responsibilities</b>	The College Quality Officer's specific responsibilities will include:
1.	To oversee the College's engagement with internal and external QE&A, University Codes of Practice and the Scottish Funding Council/QAA Scotland enhancement themes with the aim of maintaining academic standards and enhancing the student learning experience;
2.	To meet with School Quality Officers to promote a cohesive approach to QE&A and College-wide sharing of effective practice and good practice;
3.	To oversee the management of the annual monitoring process within the College. Prepare a College-level Report for consideration by the College Learning and Teaching Committee and subsequent submission to the Academic Standards Committee. Feedback to School Quality Officers on agreed actions

## Roles and Responsibilities of the College, School (and subject) and Research Institute

	and prepare action plan to progress unresolved issues;
4.	To raise matters relating to College-owned learning and teaching space with the College Secretary as they arise to enable them to be taken forward in the College's routine meetings with Estates and Buildings;
5.	To review School Quality Enhancement/Quality Assurance Statements (which set out how institutional practice operates at the local level) to ensure they are appropriate, consistent with University and College policies and up-to-date;
6	In consultation with the Dean (Learning & Teaching) ensure that the College Learning & Teaching Committee is advised of the outcomes of internal and external reviews and that there are opportunities to discuss them at relevant College meetings;
7.	To engage proactively with the work of the University Quality Officers Forum;
8.	To attend and contribute to the University's induction workshop for Quality Officers and any associated seminars/workshops that may be arranged from time to time;
9.	Represent the University or College at national conferences or events to keep up to date with national developments and to gain and share information, knowledge and working practices in the higher education context.
10.	To undertake such other duties as are reasonable in relation to quality assurance policy and good practice.

<b>Dimensions</b>	<p>The key processes within the University's Academic Quality Framework of which the College Quality Officer will be expected to have a good understanding are :</p> <ul style="list-style-type: none"> <li>• Programme and Course Approval</li> <li>• Collaborations Approval</li> <li>• Annual Monitoring</li> <li>• External Examiner System</li> <li>• Periodic Subject Review</li> <li>• The involvement of students in University quality processes</li> </ul> <p>Working with guidance and support from the College Quality Officer and the Senate Office, the School Quality Officer will be expected to promote and improve staff awareness with the above internal QE&amp;A processes and to assist with preparations for external QE&amp;A processes, including accreditation by Professional, Statutory or Regulatory Bodies (PSRBs). Of the above, it is annual monitoring which will require the most significant input from the College Quality Officer to ensure timely and effective completion and a reflective and proactive approach. This will include:</p> <ul style="list-style-type: none"> <li>• Promotion of the importance of the annual monitoring process in             <ul style="list-style-type: none"> <li>○ monitoring student performance and progression;</li> <li>○ the maintenance of academic standards;</li> <li>○ evidencing progress with the College's strategic plan and good practice;</li> <li>○ identifying effective practice.</li> </ul> </li> <li>• consulting with the Dean (Learning &amp; Teaching) on the inclusion of relevant questions in the Annual Monitoring proforma aimed at gathering evidence of progress with aspects of the College Learning &amp; Teaching Plan;</li> <li>• ensuring that the key topics from the Learning &amp; Teaching Strategy, identified by the Vice Principal (Learning &amp; Teaching), are included in the Annual Monitoring proforma;</li> <li>• establishing and communicating College deadlines for the timely completion of the annual monitoring process. Liaising with School Quality Officers over</li> </ul>
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## Roles and Responsibilities of the College, School (and subject) and Research Institute

	<p>School deadlines as necessary;</p> <ul style="list-style-type: none"> <li>• compiling a College-level Annual Monitoring Report, derived from the summary reports compiled by School Quality Officers, for presentation to the College Learning and Teaching Committee (a report template will be provided by the Senate Office);</li> <li>• Submission of the College-level Annual Monitoring Report for discussion at the Academic Standards Committee (ASC), together with a note of the conclusions of the College Learning &amp; Teaching Committee and agreed actions, and attendance at the relevant meeting of ASC by invitation;</li> <li>• ensuring that responses from the College and/or the University to matters identified for their attention in School Annual Monitoring Summaries are communicated to School Quality Officers and that a plan of action is identified to progress unresolved issues;</li> <li>• supporting School Quality Officers to improve annual monitoring reporting where practice is found to be incomplete or less effective than desirable.</li> </ul>
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<b>Key references</b>	<ul style="list-style-type: none"> <li>• University of Glasgow: Glasgow 2020 - A global vision <a href="http://www.gla.ac.uk/media/media_176004_en.pdf">http://www.gla.ac.uk/media/media_176004_en.pdf</a></li> <li>• Learning &amp; Teaching Strategy 2010-15 (under development)</li> <li>• University of Glasgow: Academic Quality Framework – a Guide (under review) <a href="http://www.gla.ac.uk/services/senateoffice/qae/aqfguide/">http://www.gla.ac.uk/services/senateoffice/qae/aqfguide/</a></li> <li>• University of Glasgow: Code of Practice on the Annual Monitoring Process (under review) <a href="http://www.gla.ac.uk/media/media_102603_en.doc">http://www.gla.ac.uk/media/media_102603_en.doc</a></li> <li>• University of Glasgow: Code of Practice on obtaining and responding to feedback from students <a href="http://www.gla.ac.uk/services/senateoffice/qae/studentfeedback/">http://www.gla.ac.uk/services/senateoffice/qae/studentfeedback/</a></li> <li>• University of Glasgow: Code of Practice on Student Representation <a href="http://www.gla.ac.uk/media/media_152973_en.pdf">http://www.gla.ac.uk/media/media_152973_en.pdf</a></li> <li>• University of Glasgow, Enhancement-led Institutional Review (ELIR) 2009, Reflective Analysis <a href="http://www.gla.ac.uk/media/media_127510_en.pdf">http://www.gla.ac.uk/media/media_127510_en.pdf</a></li> <li>• ELIR Report, University Glasgow, April 2010 <a href="http://www.qaa.ac.uk/reviews/reports/methodlist.asp#G">http://www.qaa.ac.uk/reviews/reports/methodlist.asp#G</a></li> <li>• ELIR Action Plan (under development)</li> <li>• Enhancement Themes website <a href="http://www.enhancementthemes.ac.uk/">http://www.enhancementthemes.ac.uk/</a></li> </ul>
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The appointment process for the College Quality Officer should be as follows:

- a) The position of College Quality Officer will be advertised internally with a defined job description and person specification. Candidates will be selected for interview on the basis of the fit against the person job description and person specification.
- b) The appointment panel will normally consist of:
  - the Dean (Learning & Teaching)
  - a Head of School
  - the College Secretary

The rest of the appointment procedure should comply with Guidance for the Appointment of School and Research Institute Functional Support Teams (Appendix 3C).

## Roles and Responsibilities of the College, School (and subject) and Research Institute

### School Quality Officer – Role and Responsibilities

<b>Grade</b>	Academic Staff
<b>Duration</b>	Fractional Appointment (normally 3 years in the first instance)
<b>Reporting to</b>	The Head of School
<b>Appointment Process</b>	The Head of School should invite expressions of interest and follow the guidance issued for the Appointment of School and Research Institute Functional Support Teams (see <a href="http://www.gla.ac.uk/media/media_157204_en.pdf">http://www.gla.ac.uk/media/media_157204_en.pdf</a> ). Potential candidates should have: a good understanding of the University's Academic Quality framework including enhancement and assurance (QE&A) mechanisms; and a commitment to promoting and developing the School's engagement with quality processes to enhance the student learning experience
<b>Role Summary</b>	<p>The School Quality Officer will advise the Head of School and School colleagues on matters relating to Quality Enhancement and Assurance Assurance for undergraduate and taught postgraduate provision. School Quality Officer will work closely with the College Quality Officer and with the School's Convener of Learning and Teaching.</p> <p>The postholder will:</p> <ul style="list-style-type: none"> <li>○ provide leadership in the development, implementation and maintenance of QE&amp;A processes in the School in line with University and College expectations and the requirements of external bodies</li> <li>○ have particular responsibility for the annual monitoring process.</li> <li>○ be a member of relevant School committees (eg Learning &amp; Teaching Committee, Staff-Student Liaison Committees)</li> <li>○ work with the College Quality Officer to improve consistency of practice within and across the Schools within the College</li> <li>○ build useful synergies and promote good practice in quality assurance and enhancement activity</li> </ul>
<b>Responsibilities</b>	The School Quality Officer's specific responsibilities will include:
1.	To lead on and promote within the School staff engagement with internal and external QE&A, University Codes of Practice and the Scottish Funding Council/QAA Scotland enhancement themes with the aim of maintaining academic standards and enhancing the student learning experience. Where appropriate, liaise with Heads of Subject to promote a cohesive approach to quality processes throughout the School;
2.	To work with the College Quality Officer to improve consistency of practice within the School and within the College, and build useful synergies and good practice in quality assurance and enhancement activity;
3.	To oversee the annual monitoring process to ensure timely and effective completion in accordance with the Code of Practice on the Annual Monitoring Process. Prepare a School-level Report for consideration by the School Learning and Teaching Committee and onward reporting to the College Quality Officer. Feedback to academic colleagues on agreed actions;
4.	To review and update the School's Quality Enhancement/Quality Assurance Statement <sup>5</sup> periodically to reflect any changes in requirements by the University, the QAA or the Scottish Funding Council, as advised by the Senate Office;
5.	To strengthen student involvement in quality procedures within the School (eg student representation and the effective operation of staff student liaison

<sup>5</sup> The School's Quality Enhancement/Quality Assurance Statement sets out how institutional practice operates at the local level.

## Roles and Responsibilities of the College, School (and subject) and Research Institute

	committees; engagement with the Student Feedback Questionnaire and other mechanisms for providing feedback to staff on their learning experience);
6.	To monitor the operation and effectiveness of the School's mechanisms for obtaining and responding to feedback from students and provide guidance to colleagues as necessary;
7.	To attend the University's induction workshop for Quality Officers and any associated seminars/workshops that may be recommended from time to time by the College Quality Officer;
8.	To contribute to the preparations for periodic internal and external reviews as directed by the Head of School (eg Periodic Subject Review, Accreditation by Professional, Statutory and Regulatory Bodies (PSRBs));
9.	To liaise, where relevant, with colleagues who have responsibility for the accreditation of the School's programmes and courses to ensure that the outcomes of accreditations by PSRBs are routinely reported to the College Learning & Teaching Committee and that the formal report and School action plan (where relevant) are copied to the Senate Office;
10.	To ensure that staff and students are advised of the outcomes of internal and external reviews and that there are opportunities to discuss them at relevant School meetings, including student meetings.

<b>Dimensions</b>	<p>The key processes within the University's Academic Quality Framework of which the School Quality Officer will be expected to have a good understanding are:</p> <ul style="list-style-type: none"> <li>• Programme and Course Approval</li> <li>• Collaborations Approval</li> <li>• Annual Monitoring</li> <li>• External Examiner System</li> <li>• Periodic Subject Review</li> <li>• Graduate School Reviews</li> <li>• The involvement of students in University quality processes</li> </ul> <p>Working with guidance and support from the College Quality Officer and the Senate Office, the School Quality Officer will be expected to promote and improve staff awareness with the above internal QE&amp;A processes and to assist with preparations for external QE&amp;A processes, including PSRB accreditation events. Of the above, it is annual monitoring which will require the most significant input from the College Quality Officer to ensure timely and effective completion and a reflective and proactive approach. This will include:</p> <ul style="list-style-type: none"> <li>• Promotion of the importance of the annual monitoring process in             <ul style="list-style-type: none"> <li>○ monitoring student performance and progression;</li> <li>○ the maintenance of academic standards;</li> <li>○ evidencing progress with the College's strategic plan and good practice;</li> <li>○ indentifying effective practice.</li> </ul> </li> <li>• Liaising with the College Quality Officer in establishing a realistic completion date for the School's Annual Monitoring Reports (AMRs);</li> <li>• Encourage the preparation of draft undergraduate course and postgraduate taught programme AMRs at the conclusion of teaching to permit early identification of key issues;</li> <li>• inform the College Quality Officer as soon as possible of any substantive issues relating to College-owned learning and teaching space and/or centrally provided learning and teaching resources identified in Semester 1 AMRs;</li> <li>• prepare the School's Annual Monitoring Summaries (SAMS) for undergraduate courses and postgraduate taught programmes and present</li> </ul>
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## Roles and Responsibilities of the College, School (and subject) and Research Institute

	<p>them for scrutiny and approval at the School Learning and Teaching Committee (a report template will be provided by the Senate Office);</p> <ul style="list-style-type: none"> <li>• forward the approved SAMS to the College Quality Officer by the due date;</li> <li>• ensure that responses from the College and/or the University to matters identified for their attention in SAMS are communicated to staff and students as appropriate</li> <li>• ensure that the individual course and programme AMRs are disseminated/made available to relevant interested parties (eg students, External Examiners, PSRBs, collaborating Schools or institutions) and are retained for inclusion in the documentation for Periodic Subject Review (formerly DPTLA);</li> <li>• with the support of the College Quality Officer seek to improve annual monitoring reporting where practice is found to be incomplete or less effective than desirable.</li> </ul>
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<p><b>Useful references</b></p>	<ul style="list-style-type: none"> <li>• University of Glasgow: Glasgow 2020 - A global vision <a href="http://www.gla.ac.uk/media/media_176004_en.pdf">http://www.gla.ac.uk/media/media_176004_en.pdf</a></li> <li>• Learning &amp; Teaching Strategy 2010-15 (under development)</li> <li>• University of Glasgow: Academic Quality Framework – a Guide (under review) <a href="http://www.gla.ac.uk/services/senateoffice/qae/aqfguide/">http://www.gla.ac.uk/services/senateoffice/qae/aqfguide/</a></li> <li>• University of Glasgow: Code of Practice on the Annual Monitoring Process (under review) <a href="http://www.gla.ac.uk/media/media_102603_en.doc">http://www.gla.ac.uk/media/media_102603_en.doc</a></li> <li>• University of Glasgow: Code of Practice on obtaining and responding to feedback from students <a href="http://www.gla.ac.uk/services/senateoffice/qae/studentfeedback/">http://www.gla.ac.uk/services/senateoffice/qae/studentfeedback/</a></li> <li>• University of Glasgow: Code of Practice on Student Representation <a href="http://www.gla.ac.uk/media/media_152973_en.pdf">http://www.gla.ac.uk/media/media_152973_en.pdf</a></li> <li>• University of Glasgow, Enhancement-led Institutional Review (ELIR) 2009, Reflective Analysis <a href="http://www.gla.ac.uk/media/media_127510_en.pdf">http://www.gla.ac.uk/media/media_127510_en.pdf</a></li> <li>• ELIR Report, University Glasgow, April 2010 <a href="http://www.qaa.ac.uk/reviews/reports/methodlist.asp#G">http://www.qaa.ac.uk/reviews/reports/methodlist.asp#G</a></li> <li>• ELIR Action Plan (under development)</li> <li>• Enhancement Themes website <a href="http://www.enhancementthemes.ac.uk/">http://www.enhancementthemes.ac.uk/</a></li> </ul>
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The appointment procedure should comply with Guidance for the Appointment of School and Research Institute Functional Support Teams (Appendix 3C).

## Appendix 7B: Chief Adviser Remit and Role

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### *Introduction*

The Chief Adviser is a member of academic staff with experience of advising and is selected from the advising team for the degree programme. He/she has the key role of leading and coordinating a team of Advisers of Studies in supporting students in their degree programme.

### *Key Tasks*

1. Acknowledging and upholding the University of Glasgow Principles for the Provision of Advice and Information to Students
2. Leading and coordinating the team of Advisers of Studies
3. Developing, maintaining and enhancing the knowledge, skills and practice relevant to their role, by engaging with:
  - centrally provided training, workshops and seminars
  - College, School or service specific events and activities in or outwith the University
  - guidance and advice from experienced colleagues
  - opportunities for sharing good practice
4. Keeping abreast of University policies, procedures and codes of practice
5. Providing formal training and instructions to Advisers of Studies
6. Providing advice and support to Advisers of Studies
7. Providing information and advice to staff and students about the Advising Service
8. Representing the degree programme at meetings of Chief Advisers
9. Participating in induction sessions for students
10. Organising and chairing meetings of Advisers of Studies
11. Liaising with University Services
12. Monitoring and supporting the introduction and development of online registration and enrolment (ie Student Lifecycle project)
13. Working with administrative and secretarial staff, where provided, to ensure the smooth operation of face-to-face meetings of Advisers of Studies with the appropriate students
14. Monitoring the performance of Advisers of Studies and taking appropriate action to address identified issues
15. Periodic monitoring, evaluation and review of the degree programme's Advising Service [every 5 years suggested]
16. Working with staff in other services to ensure that all information and support provided to students (eg on the University's website, and in electronic and print media) is consistent and up-to-date
17. Co-operating with those charged with the development, monitoring, evaluation and review of initiatives aimed at enhancing the student experience
18. Change of programme plan
  - Approve significant changes of Program Plan (eg involving change of College)

### *Programme-specific functions*

[The definitive role and remit for each degree programme will include the additional key tasks that are specific to that programme here.]

More information on the Undergraduate Advisory System is available at

<http://www.gla.ac.uk/services/senateoffice/academic/recentpolicychanges/ugstudentadvisorysystem/>

## **Appendix 7C: Assistant Chief Adviser Remit and Role**

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The Assistant Chief Adviser will be experienced in undergraduate student advising and, in addition to the Assistant Chief Adviser role, will have a personal Adviser of Studies caseload (typically 25 advisees). In addition to the generic duties listed below, the Assistant Chief Adviser may be required to undertake other duties which are specific to a particular undergraduate programme(s).

1. To deputise for the Chief Adviser, as necessary, in the management of the Advising System and the provision of advice to Advisers of Studies
2. To provide continuity of knowledge and experience during any transitional period between Chief Adviser appointments
3. To assist in the induction of new Advisers of Studies
4. To respond to enquiries from applicants, newly admitted students, parents or school teachers
5. To assist with Open Days and Applicant Visit events as well as informal applicant visits arranged by the Recruitment and International Office (RIO)
6. To interview applicants as directed by the Chief Adviser
7. To interview students applying for internal or external transfer as directed by the Chief Adviser
8. To assist the Chief Adviser to provide cover for students whose Adviser of Studies is on a short period of study leave or absent for health reasons
9. To take responsibility for advising a proportion of the students with difficult cases who have been passed on by Advisers of Studies
10. To provide advice for students referred to the Progress Committee, whose Adviser of Studies is not available
11. To qualify students for graduation with designated degrees prior to graduation ceremonies and 'in absentia' graduation
12. To be a member of relevant committees and selection panels

## Appendix 7D: Adviser of Studies Remit and Role

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The following are essential in supporting students in their degree programme:

1. Acknowledging and upholding the University of Glasgow Principles for the Provision of Advice and Information to Students
2. Developing, maintaining and enhancing the knowledge, skills and practice relevant to the role, by engaging with:
  - centrally provided training, workshops and seminars
  - College, school or service specific events and activities in or outwith the University
  - guidance and advice from experienced colleagues
  - opportunities for sharing good practice
3. Keeping abreast of and abiding by University policies, procedures and codes of practice (<http://www.gla.ac.uk/services/senateoffice/academic/>)
4. Providing explicit information to students about your availability and how you may be contacted
5. Encouraging face-to-face meetings at least twice a year and being available for additional student contact
6. Providing support, information and impartial advice to students in relation to curriculum choice, where available, and academic progress
7. Providing pastoral support to students by:
  - listening to students
  - knowing where support is to be found (<http://www.gla.ac.uk/students/>; <http://www.glasgowstudent.net/advice/>)
  - signposting students to specialist support and advice for specific issues
8. Responding to concerns re attendance or other issues from staff within the framework of University policy
9. Documenting all advising contacts (see Checklist for compliance with DPA for Advisers of Studies <http://www.gla.ac.uk/services/dpfooffice/a-ztopics/advisersofstudies/>)
10. Liaising with course organisers and other staff re students' progress where necessary
11. Liaising with the wider support network within the College and the University
12. Informing relevant individuals of decisions and advice of a non-confidential nature
13. Attending team meetings
14. Encouraging and reminding students, where appropriate, to engage with Personal Development Planning (PDP)
15. Change of programme plan
  - Approve changes to Program plan
  - Subsequent to approval, update student record (may be done by Administrative Support)
16. Leave of absence
  - Discuss with student and authorise update of student record before the leave of absence

## Appendix 8: Academic Governance in Colleges, Schools and Research Institutes

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College *ex officio* postholders and nominated representatives are members of Senate committees. A summary of the College, School or RI representatives on these committees is detailed in Table 8.1.

Standard remits and compositions are provided for the following:

- College Councils
- College Learning & Teaching Committees
- College Boards of Studies
- College Research & Knowledge Transfer Strategy Committees
- College Graduate School Boards

The remits of the School Learning & Teaching and Research and Knowledge Transfer Strategy Committees should reflect those of the equivalent College Committees

The Code of Procedure for Appeals to a College Appeals Committee applies to the operation and composition of College Appeals Committees (see [University Calendar](#) or contact [Senate Office](#)).

Senate agreed that Fitness to Practise procedures will operate within the new School structures as there is a straightforward alignment of the current professional faculties into new Schools, and this is the level at which the professional subject expertise lies (see [University Calendar](#) or contact [Senate Office](#)).

Information and guidance on the operation of Staff Student Liaison Committees and student representation, including a generic remit for SSLCs, is available at

<http://www.gla.ac.uk/services/senateoffice/qae/studentrepresentation/>

Diagrammatic representations of the committee structures are also provided – see Diagrams 8A-C.

## Roles and Responsibilities of the College, School (and subject) and Research Institute

Table 8.1 College Membership of Committees of Senate

Committee	College Members
<i>Senate</i>	The composition of Senate is dictated by an Ordinance <sup>6</sup> . Senate has agreed that a fresh Ordinance is required. In the meantime, it has been agreed that, if not already members of Senate, all Heads of academic units (Heads of College, Heads of School, Directors of Research Institutes, Deans of Learning & Teaching, Research and of Graduate Schools, Heads of Subject and (in the School of Engineering) Heads of Discipline) will invited to attend Senate, and that the only Senate activities they are excluded from are appointments as Senate representatives on other bodies and formal voting at Senate meetings.
<i>Education Policy &amp; Strategy</i>	Head of College Dean (L&T).  The Convener of the Directors of Graduate Schools Forum.  College Secretaries will receive papers and may attend for matters relevant to College business.
<i>Learning &amp; Teaching</i>	Dean (L&T)  Three other representatives, who are expected to be the Conveners of L&T Committees and who must have the necessary executive authority to ensure effective delivery of the Learning & Teaching Strategy within Colleges and Schools
<i>Academic Standards</i>	Three academic representatives from each College (by nomination)
<i>Quality Enhancement &amp; Assurance Officers</i>	College Quality Officers School Quality Officers, by invitation
<i>Research Strategy &amp; Planning</i>	Deans for Research  The Convener of the Directors of Graduate Schools Forum.  A number of additional members will be co-opt, likely to include Research Institute Directors and Network leads
<i>Deans of Graduate Studies</i>	Dean of Graduate Studies
<i>Researcher Development Committee</i>	Representative(s) from each College Graduate School  Representative(s) from Postdoctoral Researcher Community (1 from each College)
<i>Library</i>	To include two or three representatives from each College
<i>Senate Appeals</i>	Five representatives from each College (by nomination). Members of College Appeals Committee may not serve on the Senate Appeals Committee

<sup>6</sup> Details of the current composition is available at <http://www.gla.ac.uk/services/senateoffice/committees/senate/senateanintroductionfornewmembers/#Who%20is%20Senate?>

**Roles and Responsibilities of the College, School (and subject) and Research Institute**

<b>Committee</b>	<b>College Members</b>
<i>Senate Discipline</i>	Five representatives from each College (by nomination) who are persons of experience and members of the Senate, one of whom shall retire annually.
<i>Honorary Degrees</i>	Head of College  Two professorial and one non-professorial member of Senate from each College
<i>Academic Dress</i>	One representative from each College

## Roles and Responsibilities of the College, School (and subject) and Research Institute

### Committee Remits

#### College Council

*Convener:* Head of College

**Remit:**

1. Each College shall establish a College Council<sup>7</sup> which is a forum for the consideration of College business and for consultation and communication with staff and associated student representatives in the Colleges on academic planning.

*Remit:*

- To provide a forum for the discussion of College strategies, plans, policies and performance
  - To help facilitate the fulfilment of the agreed duties of Colleges
  - To the foregoing ends, the College Council will receive for discussion reports from members of the College Management Group on the development and delivery of College strategy and of performance against existing targets. The Council may also receive for discussion associated University-level plans and reports.
2. The Head of College should convene the College Council. It is suggested that discussion is led by the Head, together with the Deans of College as appropriate. Consideration could be given to the Vice-Principals who are not Heads of College attending to present associated University strategic planning updates on an annual basis.
  3. The Council's composition should be: all staff of the College, together with the associated student representatives.
  4. The Council should meet twice each academic session.
  5. Formal responsibility for academic activity in each College should be discharged in accordance with the agreed statement of Roles and Responsibilities of Colleges. In so doing, the functional committees within the College Learning & Teaching and Research & Knowledge Transfer Strategy Committees, etc, will correspond with their Senate equivalents, and will be overseen by the College Management Group.
  6. The effectiveness of the remit and operation of College Councils should be reviewed two years after their establishment.

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<sup>7</sup> The term 'College Council' has been adopted partly to help avoid confusion and distinguish such College fora from the Colleges as a whole.



## College Learning & Teaching Committee

### Composition:

*Convener:* Dean of Learning & Teaching

*Ex officio:* The Head of College

Membership: *n* representatives from each School within the College (including conveners of School L&T Committees/equivalent); College Chief Adviser(s); Cognate College Dean of Learning & Teaching as appropriate; College Quality Enhancement & Assurance Officer, other College office bearers as appropriate; College SRC Convener or alternate; *n*. College students, representing the range of programmes embraced by the Committee.

### Remit:

To discuss, advise and make recommendations to College on all matters relating to teaching across the College, including educational policy, strategy and resource issues in relation to the development and enhancement of Learning and Teaching activities.

Specifically to:

1. Contribute to and implement the College Learning and Teaching Plan.
2. Disseminate and recommend implementation of good practice in relation to Learning and Teaching, with reference to the development and delivery of key themes identified in the University's Learning and Teaching Strategy.
3. Review, develop and progress the implementation of Learning and Teaching strategies and action plans, e.g. employability, retention, internationalisation.
4. Highlight and promote innovations in learning, teaching and assessment which enhance the student learning experience and promote effective and efficient use of resources.
5. Respond to consultations, to disseminate information and to implement recommendations from Education Policy and Strategy Committee (EdPSC), Academic Standards Committee (ASC), Learning and Teaching Committee (LTC) and the research Planning & Strategy Committee.
6. Develop and maintain effective communications about Learning and Teaching matters with staff and students in the College and Schools.
7. Receive reports and to review and disseminate best practice in relation to student advising, student progress, student transfers, student study off-campus and appeals and complaints from undergraduate and taught postgraduate students.
8. Consider and make recommendations to College in relation to proposals for new taught degree programmes within the College, with appropriate dialogue with the Graduate School.
9. Receive periodic reports from the College Quality Enhancement & Assurance Officer, and other College office bearers as appropriate.

### Reporting:

The Committee reports to the College Management Group.

## Board of Studies

### Composition:

*Convener:* Dean of Learning & Teaching

*Ex officio:* Head of College

Membership: *n.* representatives from each School contributing to teaching in the programmes within the coverage of the Board (normally including the School representative on the College Learning & Teaching Committee); Chief Adviser(s) of Studies in the area concerned; *n.* representatives of other College Boards of Studies; College SRC Convener or alternate, *n.* student representatives studying on programme(s) embraced by the Board of Studies.

### Remit:

To discuss, advise and make recommendations to College on all matters relating to the taught provision within the scope of the Board. To consider, monitor, review and maintain academic standards and the quality enhancement and assurance of educational provision on the associated degree programme(s).

Specifically to

1. Undertake the College and University processes for scrutiny and approval of changes to degree programme provision overseen by the Board. In operating this process, scrutinise and approve on behalf of College proposals for new courses and changes to courses contributing to the associated degree programme(s) and minor changes to the associated degree programme(s). Scrutinise and endorse on behalf of College major changes to associated degree programme(s) and forward such proposals to the Programme Approval Group (PAG) of Academic Standards Committee (ASC) for approval on behalf of Senate.
2. Consider proposals for changes to associated degree programme(s) in light of the College and University Learning and Teaching Strategies.
3. Revise and develop academic regulations in relation to the associated degree programme(s), taking account of the University's academic regulatory policy and processes.
4. Provide information that may contribute to the formulation of Draft Resolutions with regard to revision of associated degree programme(s) as required by Academic Standards Committee (ASC).
5. Consider any other relevant matters that may be remitted by College or Senate.

### Reporting:

The Committee reports to the College Management Group.

### College Research & Knowledge Transfer Strategy Committee

The remit of the Committee focuses on research and knowledge transfer activity across the College as a whole. The Committee reports to the College Management Group and meets approximately every [x] months. It is chaired by the Dean for Research.

#### **Composition**

- Dean for Research (Chair)
- College Research Administrator (Clerk)
- Head of College
- VP (Research & Enterprise)
- College Secretary
- College Head of Finance
- Research Institute Directors or an appropriate representative
- Heads of School or appropriate representative
- Dean for Graduate Studies
- Director of Research & Enterprise
- Others as appropriate

#### **Remit**

1. To define, promote and implement the College's Research and Knowledge Transfer Strategy with reference to the University's Research & Knowledge Transfer Strategy
2. To monitor progress towards the delivery of the College's Research and Knowledge Transfer Strategy.
3. To identify key areas of research and oversee the strategic use of investment to ensure they are developed in the future.
4. To make recommendations to the College Management Group to enable the delivery of the Research and Knowledge Transfer Strategy.
5. To co-ordinate the College's return to the Research Excellence Framework
6. To report to RPSC through Dean for Research
7. To consider Institute / School research strategies and ensure that the College has a balanced and affordable research portfolio supported by a management structure endorsed by the College Management Board
8. To promote issues relating to knowledge transfer and ensure that cross-linkage between Schools provide best value
9. Working with Research Institutes / Schools to deliver funding based on their Research & Knowledge Transfer Strategy and supported by the College Management Board
10. Monitoring post description and ensuring representation on appointment panels to facilitate the best quality staff members are recruited
11. Annual review of the Research and Knowledge Transfer Strategy in conjunction with the College Management Board and the University Research Planning and Strategy Committee
12. Transparent reporting at the grass roots level
13. To liaise with appropriate services on matters relating to the Research and Knowledge Transfer Strategy
14. To help advise on the strategic allocation of Equipment and Scholarship Funds when appropriate
15. To act as an advisory body on applications for large pieces of equipment
16. To promote collaboration with other Colleges and external organisations directly and through the Research Planning and Strategy Committee

### College Graduate School Board

The Graduate School Board is accountable to the College Management Group for policy, procedures and practice in relation to the Graduate School. The Board provides oversight on behalf of the College to ensure PGR and PGT programmes are in-line with the College strategic objectives relating to PG Education. The Board provides reports to, and receives reports from, the College Research & Knowledge Transfer Strategy Committee and College Learning & Teaching Committee.

The Board is responsible for ensuring that policy and procedures are followed in relation to higher degrees including progress and selection of examiners. In some Colleges these tasks may be delegated to a Higher Degrees Committee. The Graduate School Board considers proposals for new PGT development in collaboration with the College L&T Committee.

#### Composition

- Dean of Graduate Studies
- Academic Deputies (for PGR, PGT, Internationalisation)
- School / Institute PG (R/T) Conveners (or their equivalents)
- Administrative Lead for Graduate School
- SRC representative with a PGR focus
- SRC representative with a PGT focus
- Others as appropriate (including representatives from RIO, or other central services as required)

#### Remit

1. To provide coordination and oversight of all Graduate School matters
2. To promote, implement and monitor compliance with relevant University and College strategies and policy relating to PG students.
3. To identify opportunities to enhance the College PGT portfolio and to advise and work with the Schools, Research Institutes and the College Learning and Teaching Committee in taking these forward.
4. To oversee the provision of generic and research skills training for PGR students.
5. To ensure appropriate training is provided for PG supervisors and programme coordinators.
6. To contribute to the definition of University and College strategies and policies in relation to PG students.
7. To determine the strategic allocation of PGR scholarship funds for cross-college schemes.
8. To maintain a high-quality, distinctive, Graduate School environment by overseeing all aspects of the postgraduate experience within the College from induction to graduation.
9. To work with Schools, Research Institutes and other College Graduate Schools to enhance practice in all areas of postgraduate delivery.
10. To coordinate/advise on PG recruitment and publicity activities (with RIO), including maintaining Graduate School web-pages.
11. Where appropriate, to coordinate reporting on PGR and PGT matters, with committees and university services.
12. To periodically review and update College Codes of Practice for Postgraduate Research Degrees.
13. To establish working groups as may be necessary to fulfill the Board's remit and to receive reports from them.
14. Establish systems and monitor performance relating to PGT student experience, including examiners and advisers; progress and assessment; and student induction.
15. Establish systems and monitor performance relating to PGR student experience, including admissions; the appointment of supervisors, examiners and advisers; supervisor training; examinations, progress and assessment; and student induction.
16. To consider proposals for amendments to regulations.
17. To approve the prima facie case for candidature for higher degrees (including by published work)

## **Roles and Responsibilities of the College, School (and subject) and Research Institute**

18. To approve the appointment of the examiners for all postgraduate research degrees
19. To review the reports and recommendations of examiners, approve awards, and appoint third readers of theses as appropriate.
20. To consider applications for research furth of Glasgow and requests for early or late submission of theses for examination.
21. To monitor the progress of all supervised research students by means of an annual reporting mechanism

## Roles and Responsibilities of the College, School (and subject) and Research Institute

### College Graduate School

The Graduate School has responsibility for implementing and monitoring policy, procedures and practice in relation to postgraduate students and for monitoring the quality and consistency of the of PG student experience. It is led by the Dean for Graduate Studies.

#### Remit

1. Working with College Deans to develop and enhance the learning experience of PGT and PGR students through the establishment of a College postgraduate community.
2. Utilising established surveys (e.g. ISB, PRES, PTES) and external benchmarks to monitor, evaluate and enhance the PG student experience and to contribute to the development and refinement of relevant University and College strategies and policies where appropriate.
3. Ensuring that PGR student admissions; the appointment of supervisors, examiners and advisers; supervisor training; research and generic training; examinations, progress and assessment; and student induction are all undertaken according to University policy.
4. Develop and deliver provision for PG students including: training; and promotion and support for student initiatives in the development of a postgraduate culture.
5. Manage, and account for the expenditure of, funds allocated to and/or awarded through the Graduate School including the coordination of, and timely administration for, College studentships.
6. Engage with internal and external initiatives to maintain and enhance the experience of supervisory staff and postgraduate students undertaking research degrees.
7. Working with Schools and Research Institutes to ensure that accurate and up-to-date records for PG students are maintained to facilitate internal and external reporting.
8. To administer the application process for postgraduate research programmes including: maintaining accurate and up to date web-pages; acting as a point of contact for information; collating and distributing applications; and monitoring the progress of the application to ensure decisions are made in a timely manner.

#### Graduate School Team

The Graduate School Administrator works closely with College Head of Academic and Student Administration and the Dean of Graduate Studies to ensure the effective management of all postgraduate matters within the College including data accuracy and student administration.

#### Roles And Responsibilities

The following key roles and responsibilities should be covered by the Graduate School Team and must be explicit in the job descriptions of those responsible.

Those identified as responsible will form the key contact for communications.

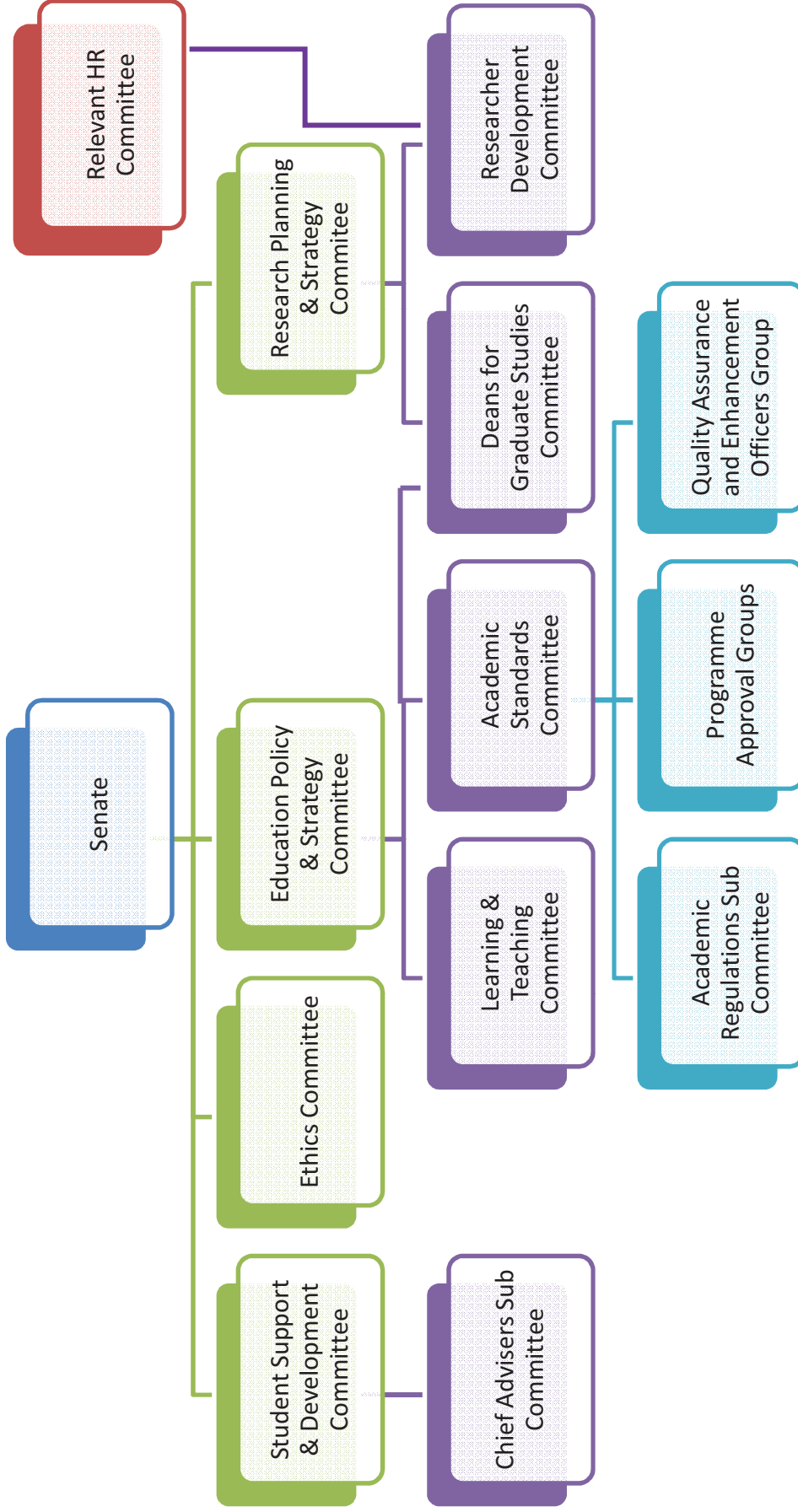
Role	Responsible
Development and delivery of a College PG strategy within the framework of the relevant University strategies including internationalisation	DoGS
Together with the Head of College, Dean of Learning and Teaching and RIO, leading the development, implementation and monitoring of Graduate School recruitment strategies to meet the College's strategic objectives and targets for all PG students	DoGS
Assisting College staff in identifying and exploiting new trans-national education and research training opportunities with partners of strategic importance	
Chair of the Graduate School Board and other appropriate Graduate School Committees.	DoGS
Membership of College Management Committee and College Research & Knowledge Transfer Committee and College Learning & Teaching committee	DoGS
Member of Deans of Graduate School (DOGS) Committee and other appropriate	

## Roles and Responsibilities of the College, School (and subject) and Research Institute

committees and working groups	
Working with Schools and Research Institutes to ensure accurate and up-to-date records for PG students are maintained to facilitate internal and external reporting, including ensuring details of Research Council funded students are added to Je-S in accordance with RC UK requirements	
Ensuring applications for PGR admissions are tracked within College to facilitate a decisions being made within 4 weeks of receipt of a complete application and ensuring appropriate conversion activity is undertaken to secure the highest quality students	
Providing support for the promotion and marketing of the College's PG opportunities including the maintenance of relevant web-pages	
Working with staff in the College and University Services to develop and promote College postgraduate opportunities	
Working to facilitate the dissemination of College and University Senior Management level decisions relating to postgraduate matters within the College and ensuring these are implemented as appropriate.	
Reviewing, revising and providing advice to staff on Postgraduate Taught programme development in collaboration with the College Learning & Teaching Committee and relevant Board(s) of Study	
Developing, reviewing and enhancing processes relating to the student experience, including: annual induction of new students; generic/transferable skills training programme for postgraduate students; supervisor training and refresher workshops.	
Working with the College / School QA Officer(s) to ensure appropriate consideration is given to feedback from PG students in identifying actions and developments in support of enhancing the student experience	
Working to ensure the implementation of the University's Code of Practice for PG Research and related policy developments and developing and communicating local variations.	

**Roles and Responsibilities of the College, School (and subject) and Research Institute**

*Diagram 8A –Key Functional Committees of Senate*

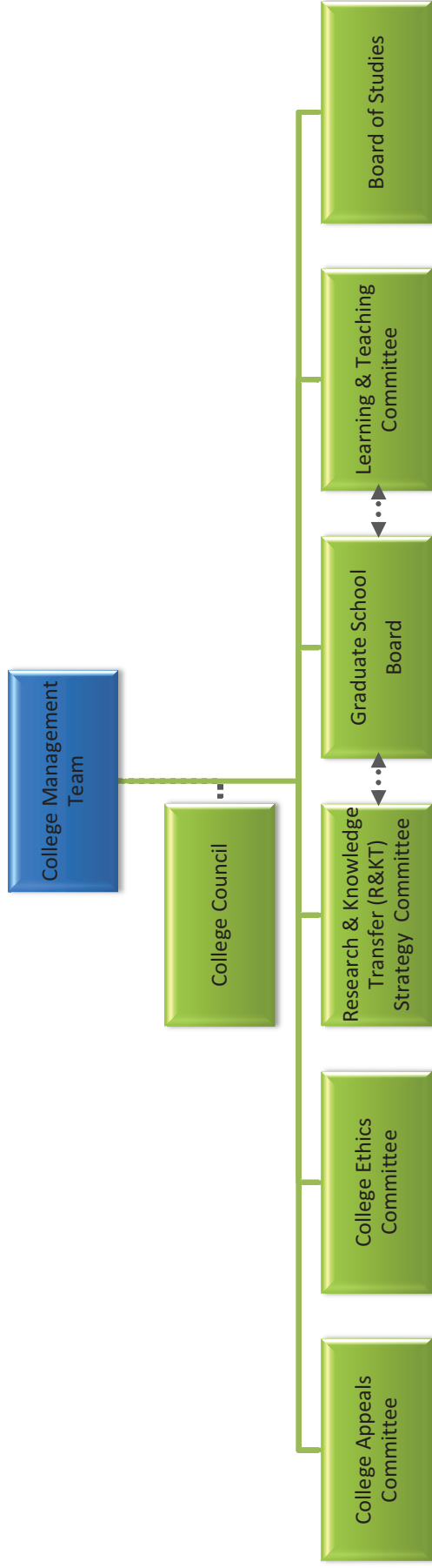


Only the key functional committees of Senate are illustrated above. For a full list of Senate Committees see <http://www.gla.ac.uk/services/senateoffice/committees/senatestructure/#d.en.100185>



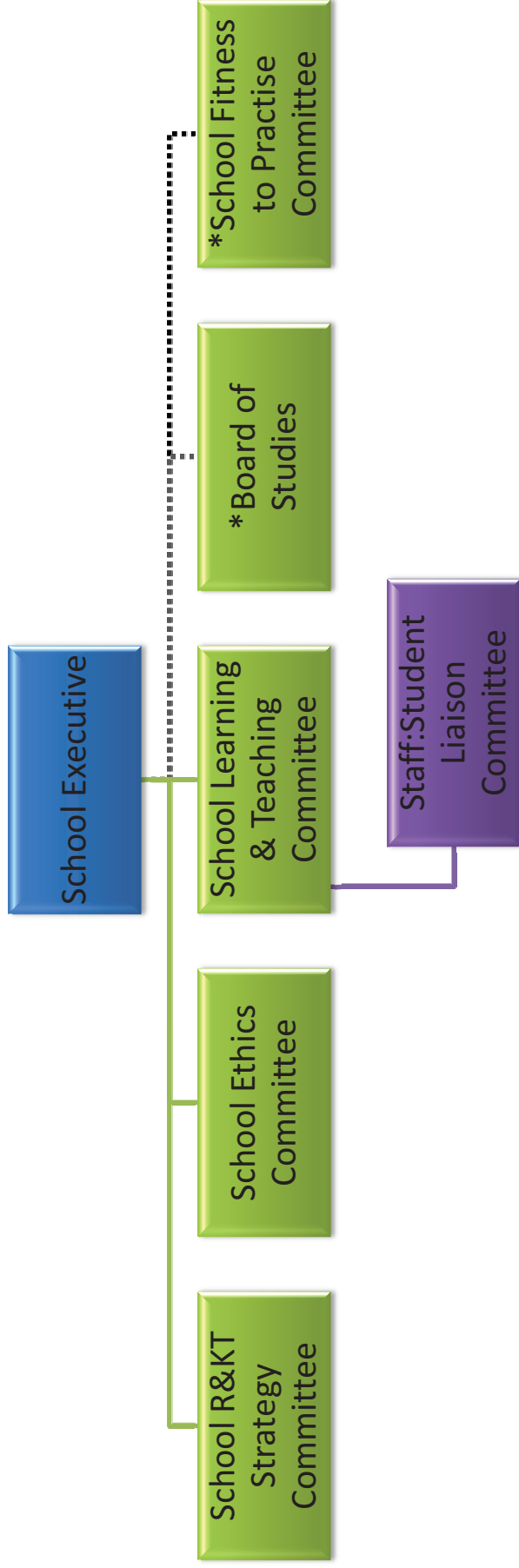
**Roles and Responsibilities of the College, School (and subject) and Research Institute**

*Diagram 8B – Key Functional Committees of Colleges*



Only the key functional committees of Colleges are illustrated above. It is recognised that other committees may be established.

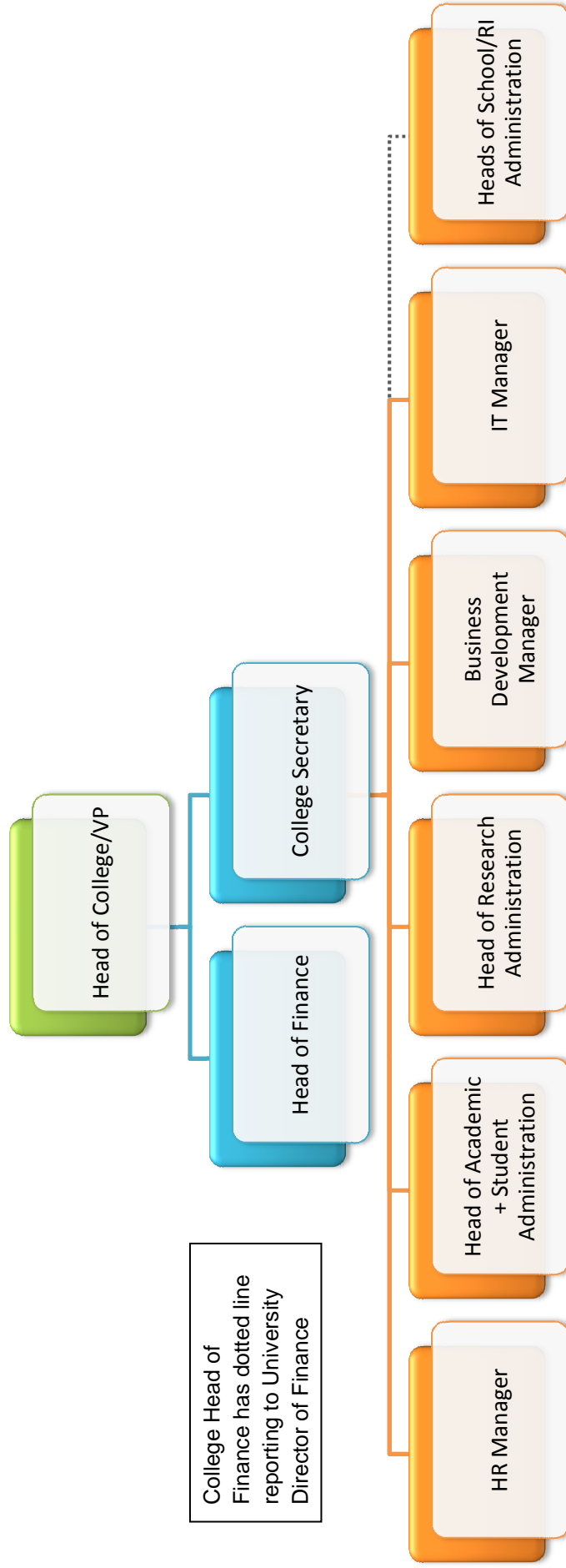
Diagram 8C –Key Functional Committees of Schools



Only the key functional committees of Schools are illustrated above. It is recognised that other committees may be established.  
\* only as appropriate to the School.

# College Support

## Appendix 3





Valuta

## Valuta Independent Review

### **PROJECT: University of Glasgow Restructuring Project**

Review Type: Independent Review

Project Owner: Professor Andrea Nolan

Review Date: 9 - 13 May 2011

Status of report: Final

### **Review Team:**

William Harrod	Valuta
Jackie Wright	Valuta

## **Foreword by Professor Andrea Nolan**

In October 2009, the Principal of the University announced that the organisation would restructure. The concept saw the existing Faculty/Department structure replaced by a College/School structure. At the outset only the fact that there would be four colleges was defined, and the 'then' Faculty Management Groups, supported by Vice Principals overseeing developments on a nascent College basis was tasked with designing the number and composition of the Schools within each College.

The drivers of the restructuring project were:

- The need to enhance the University's competitiveness
- The need for greater collaboration and multi-disciplinarity
- To increase the quality of our research outputs and grow income from research
- The need to become more efficient
- To reduce the number of high level budget holders, and reduce the size of Senior Management Group

The objectives of restructuring were to

- Facilitate collaboration, multi-disciplinarity and joint working
- Enhance efficiency and effectiveness of academic units
- Facilitate improved research performance
- Improve communication to stimulate creativity
- Enhance the postgraduate research student environment
- Support strategies to improve student success
- Build on the high quality student experience
- Improve administrative support and efficiency

The project timescale was very short, with the new structure in place on 1st August 2010. Within this timescale it was recognised that the new College support staff structures would need to be developed further during the first year of operation and thus College Secretaries (new roles) were tasked with reviewing these as the new structure was brought in to operation over the first year. The outcomes of their considerations will be the subject of a separate report. During the year implementation of an organisational development plan, agreed by the Restructuring Project Board, was begun by Staff Development Service. The progress to date will be reported as part of the overarching review.

A commitment was made to review the success of restructuring after its first year of operation as well as after three and five years. To give independence to the first stage of the review we invited Valuta to speak with a range of staff across the University, mainly in or having been in leadership positions, as well as with the SRC and to feed back to us: this report is the outcome of these discussions.

It is important to set this first year review in context as the University's restructuring is one element of a broader package of change aligned with the Strategic Plan, Glasgow 2020: A Global Vision. This also includes:

- Review of reward and incentivisation of performance
- Improved career support for staff
- Major investment in corporate systems to improve management information and services to students and staff
- Improved efficiency of administrative support.

In addition, the University has had to respond to budgetary pressures and the deteriorating economic climate and public funding situation. As a consequence, there was 'downsizing' in some areas of the University. During March – July 2010, as the restructuring project was progressing, downsizing was conducted in two of the then Faculties. In December 2010, as the new structure was being brought to life within Colleges, Schools and Research Institutes, the Court approved a recommendation from the SMG to cut the cost base of the University by £20m over three years as a result of pressure on public spending, together with the introduction of a Voluntary Severance and Early Retirement (VSER) scheme. In February 2011, a series of consultations was launched around a proposal to re-shape further areas of activity across the University, reviewing certain academic units to ensure strategic alignment going forward.

Thus there are a number of factors, both external and internal, impacting upon the University of Glasgow at this time. Given this, the recommendations arising from the first year review will reflect key development steps to progress delivery of our broad package of change.

## **1. Purpose, Scope and Conduct of the Review**

The purpose of this Independent Review is to understand the impact of the restructuring project by seeking input from a cross-section of key stakeholders and reviewing project documentation, and to make practical recommendations for action in support of successful delivery. All interviews were carried out in a confidential environment and the comments made in this report are representative of the combined views of interviewees and are not attributable to any individual. This report recognises that the University of Glasgow is in the early phases of a journey of major change, and that restructuring was one element of this. The journey will see it build on a lengthy period of success in a largely stable environment to create a more agile organisation able to compete in a dynamic period of global change.

The Scope for the review is as follows:

- To identify the benefits of restructuring to date with reference to research, teaching and learning and internationalization
- To identify any remaining internal barriers to the implementation of the restructuring and advise the University on steps it might take to address such barriers
- To explore communication and decision-making frameworks and perceptions of these with a view to providing a commentary on communication channels/networks post-restructuring and the clarity or otherwise of decision-making processes
- To comment on any cultural issues identified
- To identify opportunities for accelerating the achievement of the University's objectives particularly as restructuring impacts on those
- To make recommendations.

An initial planning meeting was held on the 27<sup>th</sup> April 2011 at the University. The Review was carried out on the 9 – 13<sup>th</sup> May 2011, also at the University.

A group of project documents was provided in advance for review preparation. During the review, 32 people were interviewed and 2 focus group meetings were held. The review team are grateful for the cooperation and support of all interviewees. We are exceptionally grateful for the administrative support provided by Lee McClure.

## **2. Benefits of Restructuring**

2.1 Glasgow 2020: A Global Vision clearly outlines to students, staff and the wider community, the University's vision and objectives to be realised within the strategic planning period. The strategy describes the three main themes of Focus, Global Reach, and Multidisciplinarity along with a broad timetable for performance improvement with a single key milestone of 2015.

2.2 The review team found a general acceptance of the need for a strategic response to significant changes in the external funding environment, and also that a College and School structure is logical in a competitive university setting.

2.3 The creation of dedicated specialist support (Finance, HR, Business Development) at College level was welcomed. As in a number of areas, the pace and scale of change meant that benefits have been slow to be apparent within the new structure. However, there was an expectation that devolving the Finance function would increase the quality of management information and lead to improved quality and timing of decisions. This benefit is dependent upon the successful development and implementation to a sufficient level of financial management systems.

2.4 The review team also heard positive feedback on the new devolved HR structure, where devolved resource was expected to lead to a more detailed understanding of the HR requirements of each College and reduce the historic belief (expressed by both members of HR and other interviewees) that HR decisions were centrally controlled.

2.5 Interviewees said that the role of College Dean of Research was expected to support greater inter- and multi-disciplinary research by identifying external research funding opportunities and facilitating a coordinated University response once formal and informal lines of communication have become established. The former structure had developed its own networks of informal communications which had led to inter- and multi-disciplinary working, and which have naturally been disrupted through the restructuring. This point is also discussed in paragraph 4, "Communications and Decision Making", below.

2.6 The formation of four Colleges has successfully created bodies of scale as well as improving communication at SMG by reducing the size of the Senior Management Group.

#### **Recommendation:**

**1. SMG should promote the improvements already delivered across the University (including the successful implementation of the new structure, which has created a platform for the delivery of Glasgow 2020).**

#### **3. Barriers to delivering the objectives of restructuring**

3.1 Any complex project brings with it uncertainty, particularly when set against a historic and cultural background of relative stability. Such a project, let alone the broader package of change, may highlight organisational weaknesses in structure, capability, process or culture. While the implementation of the new structure went well, the review team identified three main barriers to optimising the delivery of the objectives of the new structure – leadership, communications and trust – each of which is explored in more detail below.

3.2 Major change places increased demands on leaders throughout the organisational structure, and nowhere more so than amongst senior management. As leaders of the University, SMG are responsible for the successful delivery of the restructuring project and should ensure that all leaders recognise, understand and commit to their leadership responsibilities in the University and within the



restructuring project. The challenges faced regarding leadership, communications and trust can only be resolved from the top down.

3.3 A number of factors seem to have highlighted the perception that the leadership at Head of School and Director of Research Institute levels felt somewhat disempowered. The majority of interviewees at this level described feeling unhappy with the new structure and the way it had been imposed. This group acknowledged that change was necessary in the face of a more challenging and competitive external environment. They were happy to talk about the challenges they were facing, but did not visualise or describe their role in solving them. Undoubtedly, much of the responsibility for the successful implementation of the new structure fell to Heads of School and Directors of Research Institute, and it is to their and their staffs' credit that business, and the student experience, continued undisrupted. SMG needs to reinforce the importance of these roles in the leadership structure of the University and in effecting changes in performance, and ensure that these roles are well supported.

3.4 The review team heard interviewees describe a low level of trust between Heads of School, Directors of Research Institute and the SMG. It appears that this has been caused by a couple of coincident events. During the development of the College/School structure, staff were tasked with designing the specific make up of each College. Interviewees described one example where their proposal was rejected by the nascent College leadership. This rejection led to the perception that the delegation of the design task had not been genuine. A second example, given by many interviewees, was that restructuring itself was not designed to deliver efficiency savings. However, the timing of a Voluntary Severance and Early Retirement scheme – announced during the restructuring transition period – led to a direct link in the minds of some staff.

3.5 Rebuilding trust is likely to take time, although the process of improvement can be enhanced through effective two-way communication, as well as ensuring clear messages are passed about future plans.

3.6 The process of major restructuring includes people moving jobs, new jobs being created and the introduction of new ways of working and lines of communication. These activities naturally disrupt both the formal and informal lines of communication across the organisation and it takes time for staff within the new structure to learn who does what, where to find them and how to interact with them. The review heard that most of the middle management interviewees were surprised at the level of disruption and that they spoke as if the situation could not be improved. It is possible that the messages around transition from the old to the new structure needed to include greater emphasis on the potential for disruption and guidance on the desired approach to tackling it.

3.7 The review team heard that the approach to establishing Research Institutes within the College of MVLS had caused some individual concerns in that membership had initially been based on the level of current research funding held by an individual. The concern raised to the review team was that current research funding was not an adequate measure of academic research performance and using it in this way had led to individuals feeling 'under threat'. The review team heard that the criteria for membership of a Research Institute had since been adjusted, although the sense of

disquiet remains and will contribute to the natural human trait of resistance to change experienced by managers and leaders in the new structure.

3.8 The dedicated finance resource at College level, while expected to deliver improved financial information allowing increasingly efficient operations, was not able to deliver its full value without improvements in the financial reporting systems reaching down into Schools and Research Institutes. The review team heard School-level management describe the new finance role as an additional overhead that would struggle to deliver value because historically, Glasgow has not had financial and other management reporting systems at a sufficiently detailed organisational level. This viewpoint, expressed by a number of interviewees, may illustrate limited understanding of change and the time it takes to deliver benefit, or a limitation in the communication channels used to guide the restructuring.

#### **Recommendation:**

**2. The University should implement a leadership development programme for all leaders.**

**3. The University should promote the success of staff in managing the change thus far and encourage leaders at all levels to work to achieve ongoing performance improvement.**

#### **4. Communications and Decision Making**

4.1 The review team heard interviewees describe a range of methods of communication used during the restructuring project. These included basic line management interaction, the Faculty committee structure, one-off meetings, nascent College based meetings, and online information (email and website). Despite the number of channels used to communicate with staff, there was a perception that decisions had been made without gathering sufficient information and communicated without providing sufficient justification for the chosen option. As a consequence, some Heads of School, DRIs and Deans perceived that they had little influence on decision making, which had led to the perception that University had moved away from a consultative leadership style to one of command and control. While this situation might be linked to the clarity of communication, the low levels of trust discussed above may also be a contributing factor.

4.2 It is clear that the University continued to deliver its business as usual throughout the restructuring project, and that the line management structures that existed in the old and the new environment remain key to ensuring effective communication and transparent decision making. In addition, a project of this scale inevitably increases the volume of communication required to guide, support, and reassure staff of the purpose of the project and their role within it. The review team heard that the University does not have a dedicated resource for internal communications, which might have provided a consistent set of key messages once the restructuring project team was stood down. An internal communications strategy would be complementary to the normal communication through the College line management structure.

4.3 There is a significant opportunity to create an internal communications strategy that engages written, verbal and digital channels. Many interviewees stressed the importance of the website for both external marketing and internal information management, including the identification of collaborative research opportunities. It is their belief that the current website renewal project had removed certain useful information and the necessary academic input to revise the website was excessive, which would lead to delays in populating essential pages for both internal and external users.

**Recommendation:**

**4. The University should develop and implement an internal communications strategy.**

**5. Cultural Issues**

5.1 Interviewees repeatedly informed the review team of the historic position and culture of Glasgow University. The organisational structure that has supported its success had evolved over many years, as had both formal and informal processes and lines of communication. The University's stable organisational culture was seen to make it an attractive place to work. Historically, the University has had low levels of staff turnover and a number of staff have dedicated many years of service to the organisation. The stable organisational culture, combined with low rates of staff churn, suggest that the University of Glasgow has experienced increased resistance to change which was expected.

**Recommendation:**

**5. SMG should continue to acknowledge the success of the 'old Glasgow' alongside the need for change driven by changes in the external environment.**

5.2 The Heads of School, Directors of Research Institutes and Deans are the essential middle management of the University. This group will put into practice the new ways of working that will deliver the necessary improved performance at the heart of restructuring. A culture of autonomous academic activity is not unusual in a University environment, and it is possible that this level of management has not been used to fulfilling the role of change agent, nor have their activities been so visible (or so overtly scrutinised) before. The review team experienced some resistance and lack of engagement in a number of interviews and both focus groups; it is recognised that the major task of delivering core business along with implementing the new structure during the last academic session has contributed to this in part.

**Recommendation:**

**6. The University should provide further guidance and support to individuals on leading and managing change.**

## **6. Opportunities for Accelerating Achievement of Objectives**

6.1 The review team believes that the strength of feeling expressed in many of the interviews suggests that such opportunities for open dialogue may be infrequent. Given the comments made by interviewees about the need to improve both communication and trust, there may be a need to ensure more one-to-one informal line management interaction, particularly between Heads of College and Heads of School and Directors of Research Institutes and an enhanced presence of leaders, particularly Heads of Colleges, within these units.

6.2 All of the interviewees who took part in this review have a leadership role of some sort. The review team believes that the creation of a leadership development programme will lead to significantly improved performance across the University. The programme needs to ensure individual leaders have a shared understanding of their role and how it can be delivered.

6.3 The short timescale for the implementation of restructuring did not allow for comprehensive process mapping of administrative roles, but rather broad frameworks for administrative support were developed and agreed. Assimilation was used to place all support staff within the College, School and Research Institute structure without seeking to make any efficiency savings in line with the agreement made with Unions not to use restructuring to reduce staff numbers. At the time of this review, one College had carried out a detailed assessment of its support requirements having identified the need to increase the capacity of administrators to meet the requirements of the College for higher quality work in all areas. It may be possible for other colleges to use this model as a baseline for developing their own support staff structures and processes. This work provides a route to addressing concerns that appropriate levels and capacity of the support staff resource is not yet in the right places within each college.

### **Recommendations:**

**7. Heads of College should consider how best to lead the delivery of performance improvement over the College unit.**

**8. Colleges should review their support staff structure and resource requirements as a matter of priority.**

## Appendix A

### LIST OF INTERVIEWEES

The following were the persons interviewed in order of review schedule:

<b>Name</b>	<b>Position/Role</b>
Professor Andrea Nolan	Senior Vice Principal/Deputy Vice Chancellor and Project Director
Dr Dorothy Welch	Deputy Secretary and Project Manager
Professor Rosa Greaves	Head of Law School
Professor Farhad Noorbaksh	Head of Business School
Professor Neal Juster	Vice Principal, Strategy and Resources
Mr Tommy Gore	SRC President
Dr Gordon Duckett	College Secretary, Science and Engineering
Dr Carol Clugston	College Secretary, MVLS
Professor Simon Wheeler	Infrastructure and Environment
Professor Ray Stokes	Economic and Social History
Professor Dan Haydon	Director, Biodiversity Animal Health and Comparative Medicine
Professor Joe Sventek	Head of School, Computing Science
Professor John Marsh	Head of School, Engineering
Ms Lesley Cummings	HR Manager
Mr Simon Wilson	HR Manager
Professor Adrienne Scullion	Dean of Research, Arts College
Ms Susan Stewart	Director of Corporate Communications
Ms Dianne Masson	Head of School Administration, Psychology
Ms Linda Boyle	Head of School Administration, School of Education
Mr Iain Forster	Head of School Administration, Medicine
Professor Werner Jeanrond	Theology and Religious Studies
Professor Simon Ball	Head of Humanities School
Mr Robert Speir	Group Financial Controller, Finance Office
Professor Anna Dominiczak	Head of College, MVLS
Professor Murray Pittock	Head of College, Arts
Professor John Chapman	Head of College, Science and Engineering
Professor Anne Anderson	Head of College, Social Sciences
Professor Frank Coton	Vice Principal, Learning and Teaching
Ms Fiona Docherty	Director, Recruitment and International Office
Ms Nancy Donald	College Secretary, Social Sciences
Dr Catherine Martin	College Secretary, Arts
Professor Steve Beaumont	Vice Principal, Research

## Glasgow University Staff Opinion Survey: year 1 of the new University Structure

### Summary findings

#### Introduction

This document is a summary report of the findings of a Glasgow University staff-wide survey. The survey asked staff for their views about the new organisational structure of the University, one year after its implementation.

#### Background

In October 2009, the University Court approved a proposal to restructure the University, replacing the Faculties and departments with four Colleges, nineteen Schools and seven Research Institutes. This type of structure has been adopted by several large research-intensive UK universities.

The Court heard that the new structure was designed to improve the University's competitiveness; increase academic collaboration and stimulate creativity. It was hoped that the structure would increase research income and improve research quality, as well as improve the student experience. Finally, the structure was intended to increase academic and administrative efficiency; and to slim the senior management team.

The new structure was put in place in August 2010. A commitment was given to review the progress of the new structure in meeting its goals in the first, third and fifth years of operation. The review process has several components, including a staff opinion survey: this report gives the outcomes of the survey, held in August 2011.

#### How the survey was organised

An electronic survey form was e-mailed to all staff in mid-August. Staff who did not regularly check e-mails were alerted by managers and invited to complete the form using University PCs. The opinions were given anonymously and stored electronically. When the survey closed, 865 staff had replied, a response rate of over 17%.

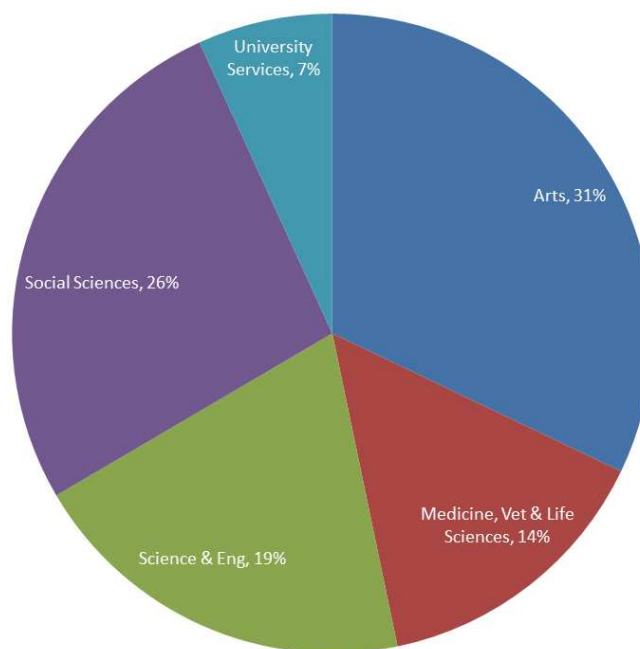


Figure 1: Survey Response Rate from Colleges and University Services

#### Questions staff were asked

The questionnaire<sup>1</sup> contained nearly 100 questions about: changes at work under the new structure, including their roles and responsibilities; the quality of work; involvement in decision-making; support received; communication; opportunities for collaboration and synergy; and how staff liked to be informed about and involved in change.

<sup>1</sup> The questionnaire can be viewed at: <http://www.gla.ac.uk/services/orgdev/2011newstructure/>

## Findings

The survey findings are divided into three sections a) areas where the change appears to be going smoothly b) areas where change or improvement is needed and c) findings which are specific to different Colleges or University Services.

### Areas where the changes are viewed favourably

#### *Commitment*

- Over 65% of staff are committed to the University's purpose, goals and values; this is in line with previous staff surveys;

#### *Support*

- Under the new structure, certain type of support are provided at School/Institute, College and University level, including student recruitment, learning & teaching, research, internationalisation, business development and so on. In general, around 60% of staff think that these types of support are greater than or the same as before the restructure, especially at School level. Support levels for internationalisation, business development and student recruitment scored highest.

#### *Communication*

- Communication with - and support from – colleagues and the local team is seen as very good. Over 90% of staff reported that they communicated well with colleagues in their work group; 75% said they were able to communicate effectively with their line manager. Communication within the subject/service area is also viewed as good (66%).

#### *Improvements since the restructure*

- 37% of the staff believe there has been some improvement since the restructure.

#### *Management of change*

- Staff want to hear about change plans and progress from local team meetings and line managers (70%).

### Areas where improvement is needed

#### *Commitment*

- Although over 65% of staff are committed to the University's purpose, goals and values; comments from respondents suggest a difference between staff interpretation of the University's values and management's.

#### *View of the new structure*

- The new structure is viewed as still unclear.
- Although 37% of employees believe there has been some improvement under the new structure, the majority of staff believe that the structure has not yet led to improvements.

*Support*

- As mentioned earlier, support for some functions (Student recruitment, Learning & Teaching, Research, Internationalisation etc) was thought to be the same or better by over 60% of staff. However, there was a widespread theme throughout the report of an urgent need for general administrative support, in particular more admin staff. Respondents complained that lack of admin support caused them to become stressed and to rush work, resulting in poor delivery quality.

*Communication*

- Although communication at local level is viewed as very good (90%), it is thought poor at School, College and University level. In general, opinion of communication gets worse with increasing distance from the local workgroup.
- Communication from the Senior Management Group is seen as poor (16%).

*Expectations in work*

- Although 50% of the staff are clear about what is expected of them in work, the rest are still not completely clear; this figure is down from the last staff survey.
- Many staff feel that more administrative support is needed.

*Job Satisfaction*

- At 46%, job satisfaction is lower than in the last staff survey.
- The Senior Management Group is seen as having some views that are not in line with those of the staff.

*Consultation and participation in decision-making*

- Opinion about the way decisions are reached is lukewarm; many staff feel that there is a lack of clarity about who to contact for a decision; only 10% believe that the new structure has improved decision-making.
- Only 34% feel involved in decisions that affect them. This involvement level is broadly comparable with a related question in the staff surveys of 2009 and 2007, in which around 35% of staff reported that they were never or rarely asked for their opinion before decisions affecting them were taken. In any event, the findings indicate room for improvement.

*Collaboration and synergy*

- 17% of staff feel that research synergy has arisen; however, in general opportunities are seen as few.
- Around 27% of staff feel that some teaching collaboration has arisen but opportunities were few.
- Only 10% felt that some administrative collaboration had arisen.

*Management of change*

- Only 21% of staff want to hear about change from the *MyGlasgow* staff information web site.



### **Staff opinion at College and University Service Level**

The findings in the previous section refer to the average view of all respondents. The survey findings also revealed differences between the views of staff at different Colleges and University services. In general, staff in the Colleges of Arts and Social Sciences expressed more unfavourable opinions than MVLS and Science & Engineering, or University Services.

#### *View of the new structure*

- 68% of University Services (US) staff are clear about their role in the new structure, more than twice the number reporting from Arts College (31%). The findings in other Colleges were Social Sciences (43%), MVLS (52%) and Science & Eng (57%).

#### *Consultation and participation in decision-making*

- Although 34% of all GU employees feel they are involved in decision-making, this fell to 22% in the Arts College; US staff felt most involved at 57%.
- The way in which decisions are reached could be measured in the survey by a basket of eight questions. The average GU score for this basket was 42%. For the Colleges and US, the scores were Arts (13%); MVLS (26%); Sc & Eng (31%); Soc Sc (26%); and US (51%).

#### *Communication*

- Despite large inter-College differences in the findings discussed above, the communications scores were similar across all Colleges and US.

**Andrea Nolan**

**12<sup>th</sup> October 2011**

**Organisational Development (OD) Plan - Summary**

<b>Organisational Development Objectives</b>	
1.	Develop SMG/CMGs etc communicate a compelling narrative around University Strategy, values & vision to help staff to understand where they fit and to improve staff engagement
2.	Support and maximise potential for Heads of College to deliver University and College Strategy
3.	Develop and support College Secretaries to deliver College and strategic agenda
4.	Support and build management and leadership capacity across the University
5.	Support and develop Deans to work collaboratively and encourage cross-functional collaborations
6.	Devise and implement programme to support Heads of School Administration to enhance their role in the delivery of College and University Strategy
7.	Increase Change Management Capability within Colleges & US to facilitate change management projects to successful completion
8.	Building College and US Teams to achieve working better together and enhance cross functional working
9.	Develop internal model of Coaching & internal pool of coaches to support staff
10.	Develop effective training programme to support implementation of Mentoring Framework
11.	Provide effective training and development interventions to support Performance Management culture across the University
12.	Implement programme to effectively promote and improve staff engagement across the Campus for University managers and leaders.