

University of Glasgow

Organisational Structures: Proposals for Change

Executive Summary

This paper sets out current proposals for organisational change to best position the University of Glasgow for the future. It is recognised that restructuring in itself will not '*enhance our position as one of the world's great, broad based, research intensive universities, second to none in Scotland*' (vision for Glasgow; draft strategic plan 2010 and beyond). However, it is a key step which will enable a range of developments to be delivered in the context of a new strategic plan, improved systems and service support, improved support for staff throughout their careers and more effective recognition and reward procedures.

This paper sets out the drivers for change and opportunities and benefits to be realised as a result of restructuring together with objectives against which to measure the success of the proposals. It also outlines key risks and costs. A wide consultation was completed over October and November 2009 and feedback received is summarised. Feedback indicated good support for the four College structure and devolution of key services. There was concern raised about aspects of the School structure which primarily related to the potential for subject disciplines to lose their identity in larger Schools. The detailed Schools structures will be agreed by SMG at its meeting on 12 January 2010, but current indicative structures are described in this document. Initial indications of how the new Colleges will be supported is given although it is recognised that this will be fully developed as part of the implementation phase from January to July 2010 should the proposals be agreed by Court. Finally, an outline timetable is included together with a number of appendices.

1. Introduction and background

For the last 8 years the University has operated with 10 budget units, comprising nine Faculties and University Services. During these years the University has grown incrementally and improved its performance in many of its key performance indicators. The University has performed very well in terms of student satisfaction (as measured by the National Student Survey [NSS] and the International Student Barometer [ISB]), has a good student staff ratio, high entry standards, attracts significant research income, produces research of high quality and has grown its overseas and postgraduate student populations. In the last 4 years we have broadly risen in the Leagues Tables to sit within the top 20 in the UK and the top 100 in the world.

The University has ambitions to be in the world's top 50 Universities, 'second to none in Scotland'. To achieve this we need to make a step-change in some areas of activity. Compared to those Universities currently in the world's top 50 we have relatively poor international and postgraduate student numbers, our research is not published consistently in journals with high impact factors, we have a gap in high-end research outputs, and our research capability is not regarded as highly by our peers as we believe our citations suggest it should be.

An initial paper¹ proposing a restructuring of Faculties and Departments as a critical step to enable the University to reach its ambition was presented to Court on 7 October 2009 and, following approval in principle, circulated widely in the University for comment.

¹ http://www.gla.ac.uk/media/media_133028_en.pdf

The original paper proposed:

- Restructuring the academic budgetary units from 9 Faculties to 4 Colleges
- Reducing the number of academic operational units from 45 Departments to 20-25 Schools
- Providing dedicated administrative support (academic, Human Resources [HR], finance, research) to the Heads of College

A consultation process has taken place with the University community since then, involving open meetings, use of existing governance structures (e.g. Faculty Management Groups [FMGs], Faculty meetings, Heads of Graduate School Forum, Learning and Teaching Committee), and targeted meetings. In addition comments were invited on the proposals more generally by email (consultation@gl.a.ac.uk). The project to develop and take forward the restructuring proposals is being overseen by the Senior Management Group [SMG]. A Project Board has been established together with a small Project Team as follows:

Project Board

Professor Andrea Nolan (Senior Vice-Principal and Project leader)
Professor Steve Beaumont (Vice-Principal Research & Enterprise)
Professor Neal Juster (Vice-Principal Strategy and Resources)
Mr Robert Fraser (Director of Finance)
Mr Ian Black (Director of Human Resources)
Dr Dorothy Welch (Deputy Secretary and Project Manager)
Ms Susan Stewart (Director of corporate Communications)
Mr David Newall (Secretary of Court and Director of Administration)
Mr David Ross (Court member)
Mr David Anderson (Court member)
Professor Muffy Calder (Senate Assessor on Court)
Ms Laura Laws (SRC President)
Mr David Anderson (UCU representative)
Mrs Margaret Ann McParland (Unison representative)
Project Co-ordinator (Secretary) - Wendy Muir

Project Team

Project Director	Professor Andrea Nolan
Project Manager	Dr Dorothy Welch
Project Co-ordinator	Ms Wendy Muir
HR Officer	Mr David Tedman
Communications Officer	Mr Ray McHugh

2. Drivers for change

Major changes in the external environment have occurred, particularly recently. The Higher Education (HE) market has become significantly more competitive as universities seek to promote their reach and reputation nationally and internationally. Competition for funding, talented students and staff has intensified at all levels, and we are competing in an international arena.

Research: The research funding landscape is becoming increasingly competitive as research funders react to the introduction of full economic costing, exchange rate movements, government demands for more strategic research that addresses major societal challenges and research that has 'impact'. The effect of the recession is also being felt. Research charities have already reduced their funding and this has increased the volume of applications to research councils. Furthermore, despite assurances to the contrary, it cannot be guaranteed that research council budgets will be sustained in future. The Scottish Government has made it clear that Universities are expected to contribute to increased economic growth by working in partnership with other agencies, industry, and policy makers to deliver economically valuable outcomes. A significant stream of funding has been re-directed at this objective.

The effect of these changes is to increase funding to i) individuals of the highest calibre ii) initiatives which respond to funder priorities iii) interdisciplinary research teams, and iv) universities capable of setting strategic priorities in partnership with funders (including industry and Regional Development Agencies [RDAs]) on a broad front.

Education: The potential impact of changes externally on education is less clear; change is happening on many fronts. Students and their families from regions where Glasgow recruits its 'home' student population are likely to have less available income, and graduate employment generally is likely to be volatile. Demographic data indicate that Universities throughout the UK, and particularly in Scotland will be competing for a reducing school-leaving population from 2012 onwards. The impact of fees in parts of the UK has given a voice to students that was previously less well heard and so their demands for better 'value' are being heard by government – thus contact hours, employment prospects, student facilities and student satisfaction are openly and widely discussed. While in Scotland the alignment of SFC funding to support the Government purpose suggests more focus on work based learning and skills development that match economic need.

The downturn in the economy has the potential to increase the demand for postgraduate training from students at home and abroad as students seek to differentiate themselves for potential employers. The value of Postgraduate Taught (PGT) degrees must be evident in terms of the benefit they bring to students' career prospects and, in particular, they must be valued by employers. Glasgow does not perform well compared to its peers in the Russell Group in terms of its postgraduate student population and its PGT programme provision. This is clearly an area for growth and development.

Internationalisation: Internationalisation is the watchword of most progressive Universities, both in the UK and around the world. Glasgow faces competition on a number of fronts: locally in Glasgow, nationally in Scotland and throughout the UK, and internationally from other leading universities. The UK has an excellent reputation for quality in education and currently recruits 11% of the total mobile student market internationally. Sustaining this in to the future will be a challenge. There is significantly increased competition for this mobile population from a range of countries (e.g. Germany; Japan, Singapore). Many of which invest or are committed to investing significantly more in their HE teaching infrastructure than the UK, offering excellent facilities, and increasingly programme delivery in English, and the USA is opening its doors to new international possibilities in Higher Education. Glasgow currently performs poorly compared to its peers in the Russell Group in terms of international student recruitment (we recruit c. 60% of average international student numbers across Russell Group universities), and in terms of our formal partnerships and collaborative degree delivery.

In seeking to be a top 50 University, second to none in Scotland, we need to be confident of attracting not only the most talented students but also highly talented staff. To maintain and, even more so, to improve our attractiveness to staff as we seek to bridge the gap in delivering research at the highest level (identified from Research Assessment Exercise [RAE] 2008), we must compete effectively internationally and be seen as a key player on the international stage; this is likely to be a challenge given the likely funding scenarios described in more detail below. Our approach requires to change, making use of and growing our key strengths and attracting international visitors and scholars.

Finance: All current credible economic forecasts are predicting a cash reduction in public spending over the medium term. When the commitment, being made by both major political parties, to preserve spending on Health is overlaid on this significant cuts in funding for other areas must be the result. This will impact not only direct funding from the Scottish Funding Council (SFC) but also funding through the Research Councils, which brings the largest contributions to overheads. The situation prevailing in Scotland has an added layer of uncertainty with potential for the Scottish Government to further reprioritise spending based on local needs. In addition, the implementation of SFC's Horizon Fund, agreed before the scale of the economic crisis was fully apparent and carved from existing core funding, is likely to result in further cuts in existing revenue streams that institutions have grown to rely on over recent years. Without a step change in revenue generation the net result of these

deteriorating circumstances, even if costs can be held flat, will be a rising number of financial deficits at many institutions across the sector.

This changing landscape outlined briefly above (internationalisation, research challenges, student 'power', choice and mobility, economic environment) provides significant challenges for Universities in the next decade. That said there are real opportunities for universities who understand these challenges, can identify opportunities and have the capability, drive, and flexibility to grasp these.

3. Opportunities

- i) Glasgow has committed staff covering a breadth of academic disciplines that cannot be matched by many UK peers. Such breadth enables us to create cross disciplinary teams able to tackle the priorities of UK Governments and funders of research, including the EU.
- ii) Multi-disciplinary teams can also create new postgraduate and undergraduate programmes that will educate the workforce needed in the UK and further afield. Furthermore, with no cap on postgraduate level fees, the opportunity to generate additional income from PGT level programme provision exists, while playing to our strengths in research.
- iii) Glasgow can grow and diversify our international student community to increase income, enhance the student experience and broaden our international profile, reach and reputation. Glasgow currently has approx 2,300 non-EU students (cf Russell Group mean of c. 4,500) with a total international population of c. 4,000 students. We have the ability to increase in a targeted manner programme provision at PGT level in particular and to increase our PGR population.
- iv) 'Realise' our brand. There is evidence that Glasgow is not perceived internationally as well as our 'actual' research and teaching performance would suggest it should be.
- v) Reorganisation should promote wider understanding and awareness of research within and across colleges

4. Perceived barriers to capitalising on the opportunities

- o Perceived fragmentation of budgets, giving little headroom for cross-disciplinary investment in initiatives, especially in year
- o Poor communication between researchers in different organisational units
- o Lack of visibility of major interdisciplinary research themes at senior management level
- o Fragmented departmental structure has focused academic attention on internal issues
- o Lack of administrative support in some units for supporting development (e.g. PGT development).

5. Benefits

It is recognised that restructuring in itself will not deliver a step change in our targeted key performance areas. However, it is a critical step which will enable a range of developments to be delivered in the context of a new strategic plan, improved systems and service support, improved support for staff throughout their careers and more effective recognition and reward procedures. In this context, the primary benefits to be realised through the restructure are:

Research

- o Increased ability to stimulate inter- and multi-disciplinary activities that currently straddle Faculty boundaries, reducing transaction and co-ordination costs and delays
- o Ability to form large teams for strategic bids and significant programme grants
- o Increased numbers of staff holding research funds (to improve on the current level, 50%). By bringing more staff into clusters and groupings and reducing fragmentation,

involvement in grant submission will be improved to encourage involvement in submissions.

- Alignment with Research Excellence Framework (REF) thereby offering opportunities for an improved submission and performance
- Improved communication of research activities and interests
- Improved environment and support for postgraduate researchers/graduate schools

Education

- Enhanced collaboration & inter-disciplinarity to develop more targeted and marketable PGT provision
- Streamline teaching infrastructure and provide more effective organisation and management of teaching for students
- Promote internationalisation - proactive approach to partnership development at School and College level

Management

- A smaller Senior Management Group where the academic budget holders have a stronger voice enabling a closer relationship between the Principal and a smaller number of direct line reports
- Greater engagement of Heads of School with strategic developments
- Larger budgets better able to absorb negative budget variances, to make strategic investments and to make more effective use of any in-year positive budget variances
- Less complex top-level budget allocation allowing new methods of resource allocation to support cross-budget initiatives i.e. more fluid research structures including research centres/institutes leading to greater agility in responding to external opportunities and threats

Administrative support

- Streamlined administrative support located in Colleges to support their development and sustainability, reducing duplication of effort between the 'centre' and academic units
- Better dedicated administrative support for a smaller number of budget holders
- Greater opportunity for centralised services to provide proactive, focused support to the reduced number of budget holders
- Greater opportunities for career development and progression for administrative and other support staff

6. Objectives of restructuring

In order to meet the challenges, exploit the opportunities identified, and deliver the benefits, we must develop structures that are enabling, nimble, facilitate the creation of cross-disciplinary teams, and have the financial flexibility to allocate resources in-year and drive strategic development. The proposals for restructuring, creating a smaller number of budgetary units, must meet therefore the following objectives:

- 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
- In conjunction with implementation of the new student information system (Campus Solutions) improve administrative efficiency and support.

7. Feedback on the proposed model

The initial paper (considered by Court on October 7th) proposed that the University restructure into four Colleges, giving five major budget centres, with each College consisting of a number of Schools as the basic academic unit. The respective sizes of the different Colleges is replicated in Annex 1. These major budgetary units would therefore be as follows, albeit that the names are yet to be considered:

1. Arts
2. Medical, Veterinary and Life Sciences (consolidation of FBLS, Medicine and Vets)
3. Engineering, Mathematical and Physical Sciences (Engineering, FIMS, Physical Sciences)
4. Law, Business, Social Sciences and Education (LBSS, Education) and Glasgow University Dumfries
5. University Services

The budget holder for the budgets 1-4 would be the Head of the respective College, with Vice-Principal status. The University Services budget would continue to be held by the Secretary to Court and all of these major budget holders would be members of SMG. The Vice-Principal/Head of College posts would be new posts within the University. It was further proposed that each College would be supported by a dedicated management support team including finance, HR and research administration.

That proposal has been open for consultation since early October. During that period, Deans were asked to consider with colleagues the College 'boundaries' and lead discussion on the optimal School structure within the proposed Colleges. The School structure currently proposed is detailed below (Section 7.4)

While the remainder of this paper concentrates on the proposed College and School structures, it should be noted that connectivities must and will exist between these units. The newly formed SMG will include membership of all of the heads of College who will have Vice-Principal status, and all strategic developments will be agreed in this forum. A significant role is played by the University's committee structure in which discussion and debate regarding cross-disciplinary, often University-wide, activities and prioritisation takes place – covering student learning, research, and knowledge exchange. In addition, structures for cross-College initiatives will exist and continue to be developed and promoted.

7.1 Consultation process:

Wide consultation, inviting responses to the proposals from all staff as well as more specific discussion using existing Committees took place as follows:

OCTOBER

- All staff e-mail inviting input to consultation@gla.ac.uk – sent to staff on October 7.
- Principal's open meetings held on 15, 26 and 30 October.
- Deans consulted through their Faculty Management Groups
- Senate, 15 October.
- Consultation with Faculty Secretaries on College-level support – 26 October
- SMG Away Days – 28 / 29 October

NOVEMBER

- All Deans consult through Faculty Management Groups and Faculties
- Consult with students through the Students Representative Council
- Learning and Teaching Committee – 19 November

- Heads of Graduate School – 5 November
- University Services Management Group – November 5
- Research Policy and Strategy Committee – November 19
- SMG – 25 November
- College consultation meetings (one per nascent College) on sub-College structure – 25, 26, 27 November

DECEMBER

- Consult with Trades Unions
- Senate, December 10
- Court – December 16

7.2 General feedback

There have been c. 130 responses through the email address (consultation@gla.ac.uk), in addition to feedback provided to Deans through FMGs, through discussion at University Committees, and by individuals to the project team members. Over 400 staff attended the open meetings.

College structure: The majority response has been recognition of the benefits of the proposal to establish the Colleges as outlined in the consultation paper. In particular, it is recognised that the existing nine Faculty structure provides some barriers to multi-disciplinarity and flexibility. There is good support for improving administrative support for Colleges and for Schools, including devolution of some key functions.

School structure: The area of greatest concern lies with the School structure in some parts of the University, in particular the potential loss of subject visibility and profile, and the academic coherency of some Schools. This has been particularly concerning to staff in the proposed College of Arts, the Department of Statistics, the Department of Electronics and Electrical Engineering, and the Departments of Accounting and Finance, and Economics. Other feedback suggested that in some areas the school structure may not be radical enough. The initial school structure proposed for the Med/Vet/ Life Sciences grouping (para 7.4.2) provided much feedback in relation to how matrix management would work and professional accreditation would be protected.

Some concern has been expressed by administrative and support staff with respect to the process of job matching in the new structure and uncertainty around their roles.

Concern has also been expressed over the timescale of implementation.

There has been good feedback on a range of issues which has been captured and is being catalogued by the project team. While that feedback is summarised in this paper, the intention is to make all responses more widely available, subject to agreement from those providing the feedback. Notes of the feedback and discussion from the four open meetings held in proposed 'College' Groupings are available on the website²

7.3 Feedback on the proposal for four Colleges

The majority response has been a welcoming of the proposed Colleges and specific support was expressed for a single Graduate School for each College. Devolution of key support functions to Colleges was recognised as a means of improving effective support for core functions, including HR and Finance, and was widely welcomed (see below). Some staff

² <http://www.gla.ac.uk/myglasgow/restructure/consultation/consultationfeedback/>.

have questioned the need for change citing a lack of evidence that the structure proposed would better position the University for the future; these are in a minority.

Common Themes

- Reform concept at strategic level is impressive
- Appreciate reducing the number of units
- Opportunity to participate in consultation is very welcome
- There are currently too many faculties
- Many existing departments are too small
- Removal of departments will improve management
- Restructuring is well overdue
- Welcome the Graduate Schools concept for each college
- Timescale for change is too rapid
- Departments are important academic units
- Questions over the Head of College/School roles
- Co-location of Schools and Colleges as much as is practicable is vital
- Research and teaching must be given equal value – much of the restructuring discussion has focussed on improving research
- Need to incentivise research activity – restructuring alone won't achieve improvement
- School structures should/should not map onto REF subject groupings
- Relevant senior academics must be involved in Head of College appointment process
- Restructuring is well overdue
- Welcome the Graduate Schools concept for each college
- Some comment about location of Glasgow University Dumfries in College with LBSS and Education
- Need to ensure that mechanisms for ensuring cross College developments in research, teaching and learning and knowledge exchange exist.

Interest has been expressed in the names of the Colleges; we need to find clear titles that describe well the work of each of the Colleges to all stakeholders; equally identity (more clearly expressed at school level – see below) was seen to be important to some key groups. Titles of the Colleges require resolution (timescale to be agreed). The location of the department of Psychology in the College structure has not been finalised – discussion is ongoing.

RECOMMENDATION 1: the University proceeds to implement a new structure on 1 August 2010 based on the four College constituencies as outlined above, with College names being agreed by SMG.

RECOMMENDATION 2: There will be one Graduate School in each College.

7.4 Feedback on the adoption of a School structure:

It was agreed that the shape of each College internally would be considered and developed by staff within the College, with discussion led by Deans. The SMG considered criteria in research and teaching for agreeing School structure at its away days on 28/29 October alongside preliminary School structure proposals from Deans. The drivers for this re-shaping were to maximise the opportunities for collaboration and development in research and teaching and to optimise administrative support. The initial proposals identified that a suitable target for the number of Academic units (i.e. Schools) could be between 20 and 24 Schools - as opposed to the current 45. Further discussion on the school structures took place at SMG on 25th November.

Discussions have taken place within and between Faculties, at open meetings on 25, 26 and 27 November and are continuing. The final School structure will be agreed by SMG at its meeting on 12 January 2010. The following are the current proposals for Schools:

7.4.1. Arts

Four Schools should be formed as follows:

- History, Classics, Archaeology (including GUARD), Celtic and Gaelic, HATII, and Philosophy
- English and Scottish Language and Literature, Theology and Religious Studies
- Modern Languages and Cultures
- Theatre, Film, and Television Studies, Music, History of Art.

N.B. The names of these Schools require to be decided; work is progressing through the constituent groupings with input from Corporate Communications.

Within this model, special consideration needs to be given to a number of topics including GUARD's role within the 1st School above, the position of the developing Institute for Art History within the 4th of the above Schools, and the role of ArtsLab across the College. However, perhaps the largest issue raised in discussion was the sub-school structure and the need to visibly retain the identities of subject disciplines, particularly where the current Glasgow department is distinct and/or where the discipline is not represented in secondary school curricula.

Feedback from staff of the proposed School structure was as follows:

- Some schools are not academically coherent and are too large
- Subject integrity is vital in arts
- Some concern that several good RAE results could be compromised in the future
- Proposed schools will not promote inter-disciplinarity
- Some concern raised about the consultation process

The overwhelming majority of comments (written and verbal) relating to the College of Arts were focussed on the change from departments to schools, the potential for loss of subject identity and the subject make-up of the proposed schools

Feedback from the open meeting of the College of Arts (attended by c. 80 people) was relayed to the Dean and FMG which considered this in light of the School structure proposed above. The FMG recommendation is to maintain the structure above.

7.4.2. 'Medical, Veterinary and Life Sciences'

The proposal presented to the SMG and to the open meeting of proposed College staff was based on a matrix structure with four professional schools

- Medical School
- School of Veterinary Medicine
- Dental School
- School of Biological Science

underpinned by around 5 research schools / institutes

- School of Biological Science
- School of Cancer Studies
- School of Cardiovascular Sciences
- School of Infection, Inflammation and Immunology
- School of Community and Population Health Sciences

A School of Psychology and Neuroscience is being considered depending on the outcomes of ongoing discussion with staff.

Feedback from staff in the proposed College was as follows:

- Many staff supported the structure, provided that issues (many of which are outlined below) could be addressed
- Confusion over relationship between schools and research institutes
- Concern about a research school of institute
- Concern about professional accreditation requirements of e.g. Veterinary School, Nursing etc.
- Disease-based research themes dominate the structure, leaving some existing themes, particularly in Biomedical and Life Sciences and Veterinary Medicine, 'orphaned'
- Concern about how staff would be allocated to research schools – what about those who did not fit?
- Concern at 'ossification' of research schools
- Concern that professional schools would be perceived as research-inactive, with implications for staff in these Schools
- Opportunity for better support of academic staff
- Good access to equipment across the College and longer term efficient use of internal and external investment
- Location of Dental School/Nursing School
- Line management structures
- Concern about budget flows

Subsequently, an alternative model was proposed by the relevant Deans which is currently under discussion. The alternative proposal is a modulation of the previous proposed College structure in response to feedback and the timescale for restructuring. It proposes simplification of the transition by creating four Schools with focus of effort on the establishment of College-wide Research Institutes in areas of established research strength and priority. Head of Research Institutes would lead their Institute's College-wide research strategy and, along with Heads of the Schools, would serve on the College Management Board. Under the direction of the Head of College there would be continued evolution of the structure to secure the achievement of the Research Institutes.

7.4.3. 'Engineering, Mathematical and Physical Sciences'

The proposal structure of 7 (6) Schools retains a discipline-based schools structure; this was presented alongside a College research committee which would have a dedicated budget to best secure short term and long term inter- and multi-disciplinary growth. This structure takes account of the need to maintain strength in single disciplines, aligned to the REF Units of Assessment (UoAs), allowing robust line management as well as the need to maintain the dynamic nature of cross-cutting themes. It is intended that the College should be composed as follows:

- School of Chemistry
- School of Computing Science
- School of Engineering
- School of Geographical and Earth Sciences
- School of Mathematics and Statistics
- School of Physics and Astronomy
- *School of Psychology.*

It is acknowledged that discussions are currently ongoing between the psychologists and neuroscientists regarding possible synergies in forming a school/research institute, possibly in

the 'medical, veterinary and life sciences' College. A recommendation will be brought to the January meeting of SMG.

Feedback indicated

- Resistance to a single School of Engineering, primarily from some staff in the Department of Electronics and Electrical Engineering
- Resistance to Mathematics and Statistics coming together – concern about loss of subject identity of Statistics
- Question over management of a school the size of Engineering.

7.4.4. 'Law, Business, Social Sciences and Education'

The proposed College structure comprises 5 potential Schools as follows:

- School of Education
- School of Law
- School of Social Sciences
- Glasgow University Dumfries
- Business, Economics, Accounting and Finance (Business School)

A School of Economic and Financial Studies was suggested by Economics and Accounting & Finance; the SMG considered that there were merits in a Business School to link Management with Economics and Accounting & Finance and to considering its links to Law. These issues remain under consideration, with SMG to outline its approach as a basis for further discussion with the departments before 12 January.

The cross College Graduate School arrangements and the ESRC Doctoral Training developments will also facilitate interdisciplinary training and graduate level research contacts.

A cross-College Adam Smith Research Foundation is intended to promote multi-disciplinary research. Discussions are continuing on the precise research themes. An open process of consultation will be undertaken to seek ideas and proposals for interdisciplinary research and to establish the mechanisms to facilitate research collaborations.

Feedback from staff in the proposed College was as follows:

- Recognition that bringing these elements of the University together will be an evolutionary process
- Need to develop mechanisms and structures to promote inter-disciplinarity across College and Schools in planning and implementing restructuring
- Proposed school structure could be more radical
- Support for proposed school structure as consistent with REF, student experience and external profile requirements given timescale for restructuring
- Other potential School options not widely circulated amongst staff
- Ensuring attention given to gender/equality issues throughout restructuring
- Concern expressed from two departments about the coherence of bringing together the 3 departments outlined above in to a business school
- Interdisciplinary work can only flourish in the presence of strong disciplines
- Opportunity to reform teaching and teaching loads
- Differing views on the extent and form of centralisation of administrative support.

7.5 Each Head of College will be supported by a dedicated team

The original paper proposed that Heads of College be given dedicated support to help solve operational and planning problems in management accounting, human resources, student administration, knowledge transfer, and research grant application and administration. Acknowledging that the size of academic activity within each College will vary, and each may have particular and/or unique needs, it was proposed that, as a minimum, the following staff be allocated to each budgetary unit:

- College Secretary
- Head of Academic Administration
- HR Manager
- Management Accountant or Head of Finance (title to be confirmed)
- Research Manager/Coordinator

A matrix management structure was proposed to be introduced, where the staff above report on a day-to-day basis within the College and report to the appropriate University Services Director for personal and professional development. It would be expected that P&DR would be led from within the College, with input from the relevant central service.

It was further proposed that significant policy and strategic oversight for research, learning and teaching, student recruitment, marketing, development, internationalisation, estates, IT infrastructure, staffing and finance will remain at the "centre".

Feedback on these proposals as part of the general consultation suggest that, in addition to the above, Colleges should also have in place

- Business Development Manager
- Co-ordinated IT management, although the lead role in this area is yet to be defined.

The Business Development Manager should have a role in developing PGT business as well as research and knowledge exchange.

Two related matters have also arisen: i) the size and scope of the College Support Team and ii) reporting relationships of members of the College Support Teams.

i) With respect to the size and scope of College Support Teams, the *raison d'être* for their existence is to support the Head of College in leading and managing the College and developing its academic potential. The numbers of staff in each of the above areas will vary according to the differing needs of the different Colleges. Some current Faculties already have staff working in the above areas (particularly in HR administration, Finance, research grants management, and IT) and it will be crucial to include that activity (together with the staff supporting it) in discussions when forming the College Support Teams.

ii) Members of the College Support Teams must be 'owned by' and managed within the College; likewise they must have good professional reporting lines to the Head of the relevant University Service, not least for career development purposes. It is proposed that the College Secretary should head the College Support Team, effectively acting as the College 'chief operating officer', responsible for the team delivering what is required in the best interests of the development and sustainability of the College's activities. There has been suggestion that some officers, notably Finance and HR, should report directly to the Head of College.

RECOMMENDATION 3: It is proposed that College Support Teams are established in each College consisting, as a minimum, of a Head of Academic Administration, HR Manager, Management Accountant/Head of Finance, Research Manager, Business Development Manager, IT Manager, headed by a College Secretary (reporting lines for Finance, HR to be confirmed). As part of the implementation of the proposals, consideration of the precise make-up of College Support Teams needs to be given on a College by College basis.

7.6 College Governance Structures

The opportunity to establish similar governance structures in all Colleges, aligned to University governance structures, should be taken. A schematic of the suggested mapping of College and School activities is included as Appendix A. It is expected, therefore, that each College will establish the following committees:

- College Learning and Teaching Committee
- College Graduate School Committee
- College Research Committee

Further discussion is required on the need for and shape of other College level committees e.g. Board of Studies / QA committee, Ethics committee, recognising that colleges may have differing requirements, and whether school committees are more appropriate for some core functions. The interface and reporting of College and School level committees with 'University' committees similarly requires further consideration. The membership of existing University committees requires examining in light of restructuring – work on this has begun through existing committee structures and will be reported on in due course.

Although not specifically included as part of the initial proposals, discussion is required on the academic management posts required to support the Head of College. It is proposed that, as a minimum, the College Management Group will comprise a Dean of Research, a Dean of Learning and Teaching, and a Dean of Graduate Studies. These three post-holders, together with the Heads of Schools, College Secretary, Management Accountant / Head of Finance, and HR Manager should form the College Management Group under the convenership of the Head of College.

7.7 Timescale for introducing change

A number of staff expressed concern about the speed of the restructuring, requesting that more time be spent on debating how structures might be optimised. However other, contrary, concerns have been expressed about the impact of uncertainty on staff and students. The project team is currently drafting a roadmap for implementation identifying the critical changes that must occur before the 1st August 2010, and recognising that implementation will carry on beyond this date. The roadmap will be reported through the Project Board to SMG for approval and will be publicised to staff as soon as possible.

8. Risks

The risks associated with the project are in the process of being captured and will be discussed with and monitored by the Project Board. The following present the Project Team's initial views of the main risks to the success of the reorganisation and it achieving the objectives set:

RISK	MITIGATING ACTION
1. The structure agreed is too conservative, resulting in failure to realise opportunities	Debate in SMG against criteria for re-organising schools
2. Staff do not engage in discussion and implementation of structure	Ensure good communications and promote opportunities for engagement. Discussion in relevant fora. Establishment of working groups
3. Key staff leave	Maintain P&DR. Ensure key staff engaged in identifying opportunities Ensure staff communications on process and

	implementation are timely and clear Early agreement of assimilation process.
4. Too much focus on process of restructuring and failure to implement strategic plan	Clear direction by SMG. Robust planning round. High profile awareness raising of research and teaching objectives. Monitoring of applications and awards; student satisfaction.
5. Inadequate support structure agreed	Involvement of key staff.
6. Resistance to change	Ensure staff concerns are listened to and addressed. Mainstream discussions. Wide communication.
7. Implementation of key milestones delayed	Agreement on project plan and milestones by SMG; regular monitoring by Project Board
8. Inability to recruit high quality leaders as Heads of College	Challenging and ambitious job descriptions; international search Wide engagement in candidate generation.
9. Insufficient resources available to support restructuring	Ownership by SMG.
10. Alienation of students and alumni	Good, targeted communications

9. Issues arising to be taken forward as part of implementation

9.1. Staffing

Many of the key issues to be taken forward as part of the implementation of the restructuring proposals relate to staff. In addition to preserving the identity of the broad range of disciplines offered by the University, care requires to be taken on the appointment of staff to new key roles and to how existing staff are assimilated. The following principles will be adhered to:

- Minimise disruption
- Appoint the best people to the key new jobs to deliver for the future
- Value our current staff, recognising the wealth of institutional knowledge
- Follow due process
- Achieve consistency of structure and practice as far as possible
- Achieve value for money.

The objectives of the restructure have been articulated in section 6 above. These do not include a reduction in the staffing compliment and, as such, flexibility will be required from management, staff side and individuals to assimilate people into posts. Recruitment decisions must be based on optimising the current staff resources. It is clear that the University restructure is not a vehicle to address performance management issues.

As we currently have no single policy that adequately addresses this level of change we will agree a fit for purpose assimilation process. Such a process will be devised in a way that minimises disruption and affords maximum flexibility within a controlled framework; we are consulting with trades unions on this process.

Process for assimilation of staff

Following confirmation of the new University Structure, work will be undertaken to create the substructures to support new Colleges and Schools. This work will require analysis of the key functions of Colleges and Schools (work underway) and scoping of job roles. Working groups will be established to identify needs for support for research, teaching, postgraduate research, and knowledge exchange as a minimum.

New roles: In those situations that require a completely new role, a new job description will be prepared which will outline the organisational structure and reporting lines, etc. and each will be graded in accordance with the University's pay and grading processes. The substructures will be published once agreed.

Some change of role: In those situations in which existing administrative job descriptions merely require some revision, including any amendments reflecting changes within the organisation structure and reporting lines, etc., these will be altered accordingly although may not require re-grading. It is recognised that many jobs will not change.

Following identification of each individual organisational structure, postholders will be assimilated to roles, initially from the existing faculties that combine to form the new colleges, using the following methodology;

- Completely new posts: Posts such as Head of College and College Secretary will be advertised externally.
- Posts with different roles: Posts will be confined in the first instance to within the same area (School/College replacing Department/Faculty) and at the same grade. Thereafter vacancies will open to staff from other areas at the same grade and finally open recruitment.
- Posts substantially the same – Some roles may experience minor changes. Where there are such occurrences and e.g. 70% of the *job content* remains the same the individual will be slotted in at the same level. If there are more staff than posts, ring fenced competition will apply as per bullet above. It is expected that most of the assimilation activity will occur within this principle. If the 70% *essential criteria* is not met then posts will be recruited to in the same manner as for new posts. It is recognised that existing staff may require some retraining in order to be able to undertake some duties in their new role.
- Staff who are displaced following the assimilation process will be treated in accordance with the existing Management of Organisational Change: Avoidance and Mitigation of Redundancy Policy.

It is expected that in all cases grade drift will be kept to a minimum. In order to ensure security of employment for existing staff, mainly within support functions, a freeze on open-ended contract recruitment is being considered. A proposal that all such posts should be filled with fixed term contracts until the assimilation process has been completed is being discussed. The practice of allowing staff to temporarily act-up into higher level posts, pending the completion of the assimilation process, will continue

In addition, required changes to how all support services are delivered are being progressed through the University Services Management Group. Regular reports will be made to SMG through the Restructuring Project Board.

9.2 Governance

The consultation process clearly identified concerns around promotion of subject identity and engagement in the life of the University. While further consideration needs to be given to this, it is proposed that subjects continue to have a presence at Senate through their Heads. Membership of existing University Committees requires review and alteration to map on to the new structures and consideration will also be given to the need for committees at College and School level.

10. Communications

It is recognised that effective communications, particularly internally but also to other stakeholders, are critical. A communications strategy for restructuring has been drawn up with the following objectives:

- To assist in the successful restructuring of the University of Glasgow.
- To ensure that the University community is involved in the process, and receives relevant information at key points.
- To allow staff to contribute, and feel that they have contributed, to the debate on the future of the University, and to effectively play their part in the restructuring.
- To produce a well-timed flow of relevant information to staff in a manner that they can access and understand.

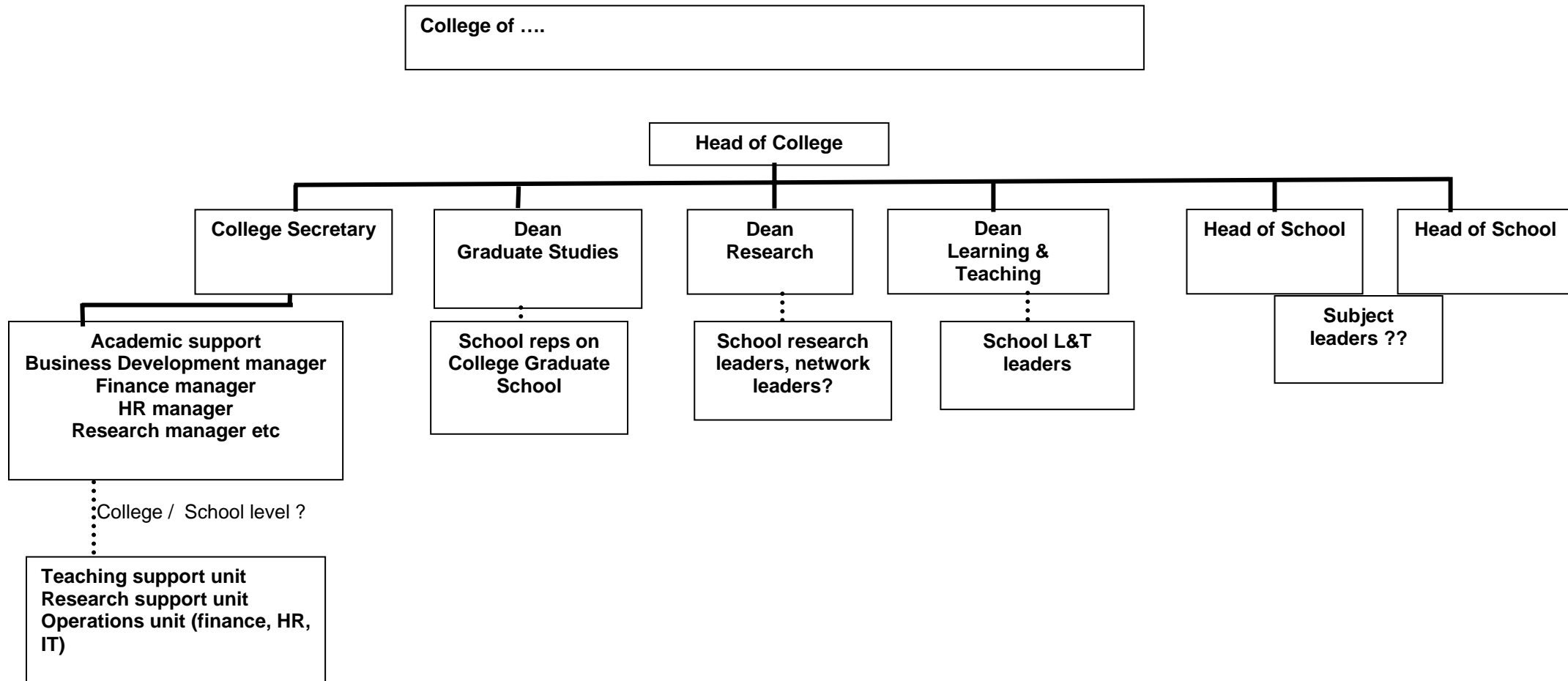
A commitment has been made to maintain the web pages on MyGlasgow with the most up to date information; however we will adopt a proactive and inclusive approach to communication in the best interests of transparency. A range of approaches to engaging staff in 'operationalising' the new structure are being developed and will be presented to the Project Board in January.

11. Timeline

The timeline for achieving the introduction of the College structure is outlined below. It is recognised that not all Heads of College may be in post on 1st August. Contingency plans will be developed to deal with this situation.

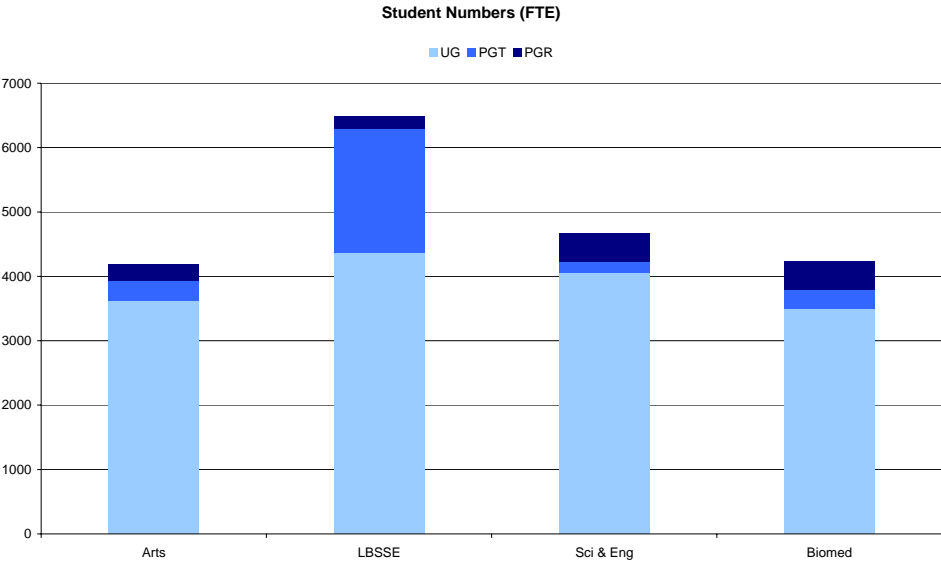
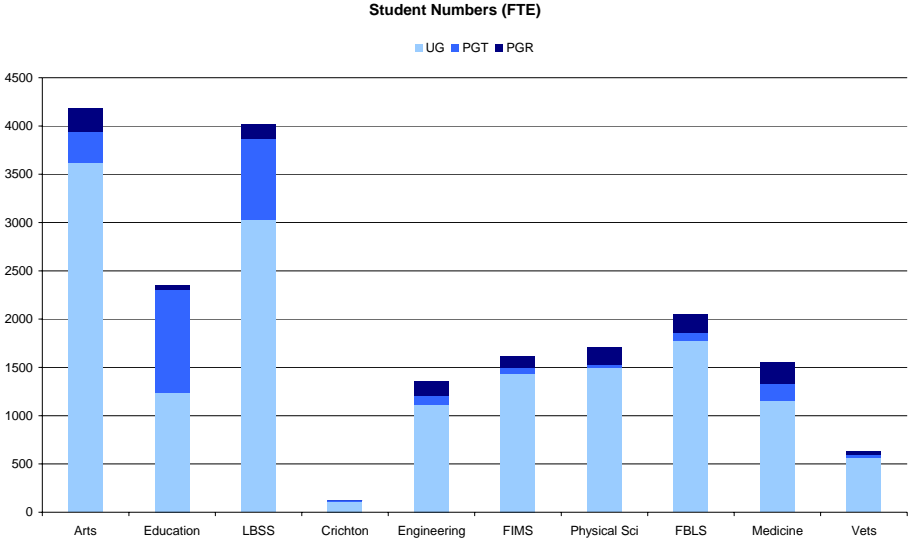
Date	Task
2009	
25 Nov	SMG meets to agree proposals for onward transmission to Senate and Court.
26 Nov	College of Engineering, Mathematical and Physical Sciences all staff meeting
	College of Law, Business, Soc Sci and Education all staff meeting
	College of Medicine, Vet Medicine, and Life Sciences all staff meeting
27 Nov	College of Arts all staff meeting
By end Nov	Determine outline job descriptions for Heads of College (HoC) Engage Head-hunters Determine interview timetable
10 Dec	Senate – Discuss proposed College / School Structure
16 Dec	Court – Final paper on proposed organisational structure for approval
By end Dec	
	Establish Working Group to draw up job description for Head of School, terms of appointment, and School operating structures – to report by mid-February
	Head-hunters visit the University to consult with range of staff to inform particulars of HoC appointment
	Appoint new VP (Learning and Teaching)
	Procedure for appointing College Support Team members agreed
	Assimilation process for staff agreed and published
2010	
Jan	Working group to determine HoS role and how Schools operate

12 Jan	SMG approves School structures
Jan	Advertise for Heads of College Job descriptions for College Support Teams determined
March	Advertise for College Secretaries; other College Support posts as required <i>Advertise for Heads of Schools –earlier if possible</i>
March	Interview for Heads of College
April	Interviews for College Support Teams <i>Interviews for HoS</i>
June	Appointment of Deans of Research, Learning and Teaching, and Graduate Studies.
3 June	Senate – approve Committee memberships
23 June	Court - Approve Heads of Schools
31 July	Required system changes made
1 August	New Colleges come into existence Formally switch to College budget structure. Formally commence new Schools. Commence new SMG structure.

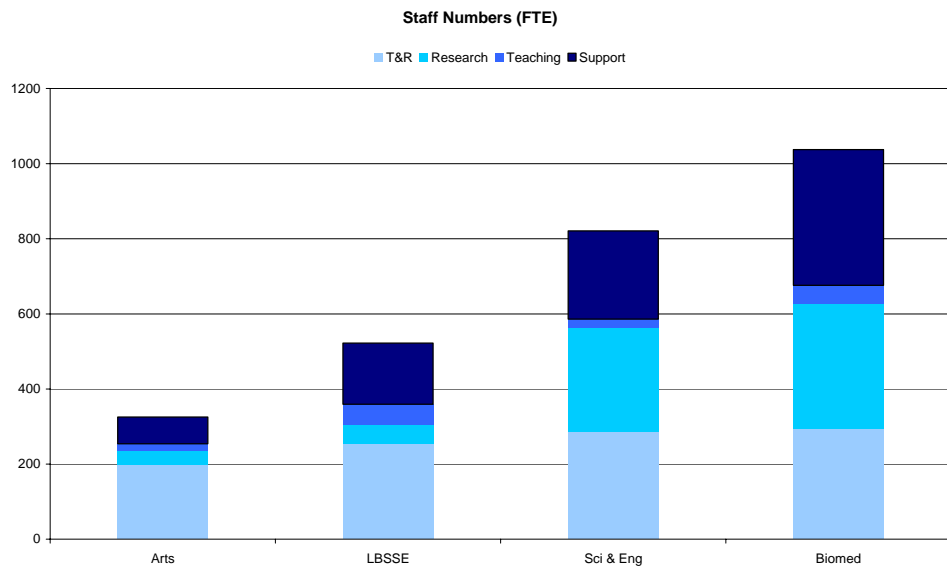
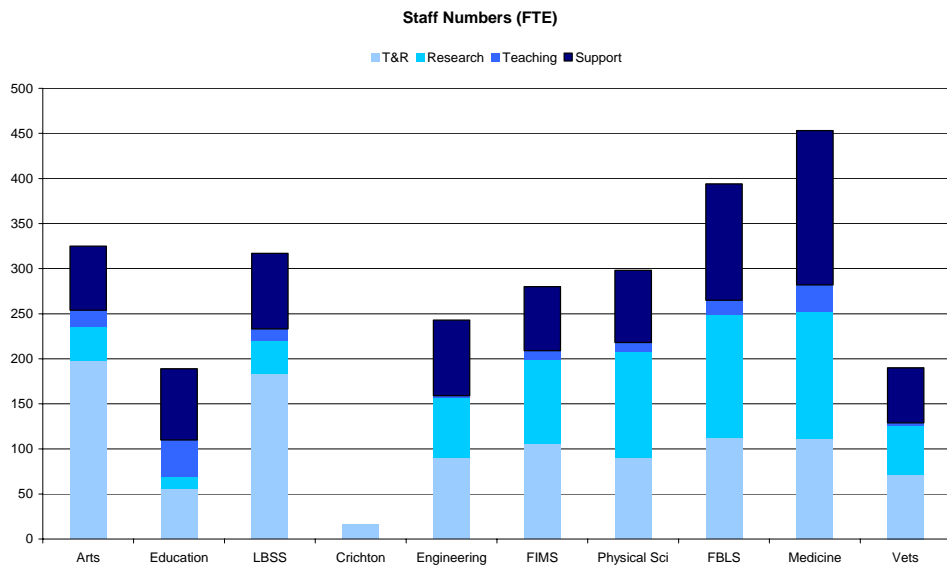


Size of Academic Activity

Student Numbers



Staff Numbers



Income

