

# AVENUES OF DIALOGUE

## APPENDIX

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# APPENDIX A

## PARTICIPANT INFORMATION SHEET

### PARTICIPANT INFORMATION SHEET



#### **Title of study**

Avenues of Dialogue

#### **Invitation Paragraph**

You are invited to take part in a research project exploring Participatory Design approaches and community engagement between The Glasgow School of Art and its local neighbourhoods.

#### **What is the purpose of the study?**

The purpose of this study to explore how Participatory Design approaches can be used to facilitate the co-creation and co-realisation of a community engagement framework between the neighbourhoods of Garnethill and Blythswood and The Glasgow School of Art (GSA) based around shared values. Collaborating with residents, businesses and staff and students at GSA, this study will use participatory methods and tools to identify shared values and develop opportunities of engagement and partnership amongst these stakeholders. The data collected will shape and design the engagement framework as well as inform the objectives of my role as Community Engagement Officer at GSA.

#### **Why have I been invited to take part?**

Non GSA - You have been asked to take part in this project as you are an active member of the Garnethill or Blythswood areas. You have experience and knowledge that can provide insights into the neighbourhood and contribute to the development of a community engagement framework that is sustainable and mutually beneficial for the neighbourhoods of Garnethill and Blythswood and the GSA.

GSA - You have been asked to take part in this project as you are an active member of The Glasgow School of Art. Your experience and knowledge of GSA will provide insights into how the institution currently runs and you can contribute to the development of a community engagement framework that is sustainable and mutually beneficial for the neighbourhoods of Garnethill and Blythswood and the GSA.

#### **Do I have to take part?**

It is not compulsory for you to take part in this project and any participation is voluntary. You are free to stop taking part at any point along the process. To stop taking part, please contact me and inform me of your decision in writing (including by email).

#### **What will happen if I choose to take part?**

If you choose to take part in this project, you will be asked to attend a minimum of two sessions. The first session will be a one-to-one meeting with a series of questions, taking up to 40 minutes. The questions will be about the local area and GSA, communication and values.

The second session will be a group workshop of up to 15 different stakeholders, both internal and external to GSA, focused around an identified shared value. The session will

## PARTICIPANT INFORMATION SHEET



take up to 1.5 hours and will consist of interactive group activities. More information on activities will be supplied once the fieldwork has started.

### **What are the possible benefits and risks of taking part?**

The benefit of taking part will be the opportunity to have an active role in shaping how GSA and the citizens and organisations of Garnethill and Blythswood engage and partner closer together. This project is part of a response to the impact of the Mackintosh Fire last year and will directly inform the community engagement strategy between GSA and the local area. In collaboration, you will be directing a process to identify and develop new initiatives to promote and support community renewal, resilience and vitality between different stakeholders. You will also have the opportunity to meet and work with a range of active members in the area from both Garnethill, Blythswood and GSA.

Non GSA - Due to the context of this study, there is potential for personal and sensitive opinions and subjects to be covered during the first stage of meetings. In order to remove the risk of sensitive data being shared outside of these meetings, there will be no audio and video recording of the first stage of meetings. I will also check that each participant is happy with the data collected after each session by reviewing notes with them. All data collected will be anonymised and participant's personal details kept securely.

GSA - Due to the context of this study, there is potential for personal and sensitive opinions and subjects to be covered about GSA in the first stage of meetings. In order to remove the risk of sensitive data being shared outside of these meetings and to enable participants to feel they can be honest, there will be no audio and video recording of any of the meetings and workshops. I will also check that each participant is happy with the data collected after each session by reviewing notes with them. All data collected will be anonymised and participant's personal details kept securely.

### **Will my taking part be kept confidential?**

Yes your personal details will be kept confidential and securely stored, with all data collected anonymised through pseudonyms. The group workshops will be audio recorded for data collection and will be kept anonymised through analysis and dissemination. Photographs will be taken during the sessions, but these will not include faces and will not include any personal information. If you have any questions about this aspect of the research, please do not hesitate to contact me.

### **How is the project being funded?**

The project is funded by The Glasgow School of Art and is running alongside my role as Community Engagement Officer.

### **What will happen to the results of the study?**

The results from the study will be used to identify key areas of focus for community engagement and inform the direction and development of GSA's Community Engagement Strategy. The results will also be included in my Masters of Research Thesis and may be disseminated into reports for use at GSA and academic purposes. No personal data from participants will be included in these outputs.



## PARTICIPANT INFORMATION SHEET



### **Who should I contact for further information?**

If you have any questions or require more information about this study, please contact me using the following contact details:

Harriet Simms

Email: [H.simms@gsa.ac.uk](mailto:H.simms@gsa.ac.uk)

Telephone: 0141 566 1306

### **What if I have further questions, or if something goes wrong?**

If this study has harmed you in any way or if you wish to make a complaint about the conduct of the study you can contact GSA using the details below for further advice and information:

MRes Supervisors

Brian Dixon - [b.dixon@gsa.ac.uk](mailto:b.dixon@gsa.ac.uk)

Cara Broadley - [c.broadley@gsa.ac.uk](mailto:c.broadley@gsa.ac.uk)

**Thank you for reading this information sheet and for considering taking part in this research. Please keep this sheet for future reference**

# APPENDIX B

## PARTICIPANT CONSENT FORM

### Research Consent Form



Research Project Title : Avenues of Dialogue

Lead Researcher: Harriet Simms

Contact Details: [h.simms@gsa.ac.uk](mailto:h.simms@gsa.ac.uk)

*Please initial  
boxes*

1. I confirm that I have read and understand the participant information sheet for the above study; ☐
2. I have had an opportunity to consider the information, ask questions and have had these answered satisfactorily; ☐
3. I agree to being audio recorded during the group workshops and understand that this recordings will not be shared publicly and only used for analysis. ☐
4. I agree to being photographed as part of the research and understand that these images will be kept anonymous; ☐
5. I agree to photographs being made publicly available in publications, presentations, reports or examinable format (dissertation or thesis) for the purposes of research and teaching – I understand that these will remain anonymous; ☐
6. I agree to the results being used for *future* research or teaching purposes; ☐
7. I agree to take part in the above study. ☐
8. I agree that my personal contact details can be retained up to 3 months after the Masters of Research Project is complete in accordance with the Data Protection Act 2018. ☐

_____ Name of participant	_____ Date	_____ Signature
_____ Name of person taking consent (if different from researcher)	_____ Date	_____ Signature
_____ Researcher	_____ Date	_____ Signature

*Complaints about the conduct of this research should be raised with Brian Dixon, Masters of Research Supervisor - [b.dixon@gsa.ac.uk](mailto:b.dixon@gsa.ac.uk)*

## APPENDIX C

### WALKING INTERVIEW QUESTIONS

Where do you go to feel happy in Garnethill?

How would you describe the Garnethill?

What is your relationship to it?

What are you proud of in this neighbourhood?

Who do you have strong links with in the area?

What do you feel makes a healthy and vibrant neighbourhood community?

What would you like to see more of in the area?

What would you like to see less of in the area?

How would you describe GSA? What is your relationship to it?

Who do you have strong links with at GSA?

Do you feel GSA impacts the neighbourhood? If so, how?

Do you feel the neighbourhood impacts GSA? If so, how?

Do you feel GSA should have a greater or lesser role in the area? Why?

Do you feel GSA is connected to the local area? If so, how? If not, how do you feel the institution could be?

What would successful community engagement between GSA and the local area look like to you?

What are the main ways you source information in the neighbourhood? Analogue, digital?

Anything else you would like to add?

Prioritise Values

Any feedback on process

# APPENDIX D

## VISUAL REPORT - ANALYSIS OF WALKING INTERVIEWS

### AVENUES OF DIALOGUE

A research project exploring how Participatory Design methods can be used to co-design an engagement strategy between Garnethill and The Glasgow School of Art.

### FIELDWORK ANALYSIS

For the first stage of fieldwork I conducted sixteen one-to-one interviews with Participants living and working in Garnethill (GH) and The Glasgow School of Art (GSA), in order to gain an understanding of how Garnethill and GSA are perceived and experienced, how each community is perceived as impacting the other and what the role of GSA Community Engagement could look like. I collected this data through a series of open questions as well as a guided walk based around the question of 'Where do you go in Garnethill to feel happy?'. The data has been analysed using thematic analysis to highlight the key and shared themes running through the participants' responses.

## THEMES

## POWER

## VISIBILITY

## IMPACT OF CREATIVITY

## TRAUMA AND CHANGE

## COMMUNITY SPIRIT

## DIVERSE AND TRANSIENT

COMMUNICATION AND  
RELATIONS

## POWER

GSA is seen as 'One of the most powerful art institutions in Scotland', it was an aspiration for some participants to study there and it has a reputation for innovative creative work being produced. However, with this power GSA is seen, by Participants from all groups, as dominating the area.

## GSA

## ELITIST

"Got too big for it's boots" GH Resident  
"Based here, but not of here" GH Organisation

A major theme from interviews was a feeling that GSA was an elitist and arms length institution. Following this, a sub-theme of **Class Issues** came up with Participants from GSA and GH, grouping GSA with St Aloysius School as upper-middle class institutions, or 'Gilded Palaces', not representative of the diversity of the rest of Garnethill.

## POWER OVER, NOT WITH

Some Participants felt that GSA has had too much power or impact in the area. Participants said people feel unheard and that GSA changes things in the neighbourhood easily, with no consideration for neighbours.

## PHYSICAL

The physical presence and campus of GSA majorly impacts the area.

## GARNETHILL

## LOW IMPACT

"Dread to think... so little (impact) on an institution that effects them (GH) day to day"  
GSA Participant

All Participants were clear about the impact of GSA on Garnethill, but in contrast the majority of Participants, including all GSA Participants, either felt Garnethill had little to no impact on GSA or were unsure of the impact.

## VISIBILITY

With its reputation and recent events, GSA has become “very visible”. However, there is a conflict of perceptions on the size of the institution on both a physical and capacity level. One GSA Participant said “we are very visible, but we are very small”, whilst another GSA Participant felt “we are not small, we need to stop keeping this narrative going”.

This conflict of visibility is also apparent with some Participants feeling that GSA is a hidden asset in Glasgow, only accessible during Degree Shows or if you already have a relationship to it.

Garnethill similarly is seen by a number of Participants as an area full of rich history and culture, but it is hidden or difficult to access.

GSA

### ONLY BUILDINGS

When asked to describe GSA, a GSA and a GH Participant both felt that GSA is only seen or experienced as a set of buildings. People regard the Reid or the Mackintosh as GSA, and do not realise the extent of the campus or what happens within the buildings.

### HIDDEN ASSET

A key theme from the interviews was that GSA is producing important and innovative research, student work and teaching making it a “massive asset” to Glasgow, but “everything exciting happens indoors, from the outside you can’t really see”. A GH Participant felt that the Degree Shows were an overload and that there needed to be more evidence of GSA in the city. Within GSA, Participants felt there should more value and recognition in the institution of the work and partnerships that staff and students are creating.

GARNETHILL

### RICH BUT HIDDEN

Participants described Garnethill as rich with different communities, buildings and history, but this richness has not been properly explored or celebrated. A GSA Participant felt that thresholds in the area caused boundaries that were difficult to cross and spaces did not always feel welcome.

## IMPACT OF CREATIVITY

Garnethill is a neighbourhood with a long established history of creativity. Whether this due to the presence of GSA is not certain, but this deep relationship to the arts has meant that the area has a strong culture of creative projects and interventions, initiated by residents and organisations in the area.

### ENTANGLED WITH THE ARTS

With many of the main cultural institutions based in Garnethill, Participants felt that the area was closely linked and “entangled” with arts, heritage and culture. The area is known for being creative and artsy, with one GH Participant reflecting that they have found children and parents are particularly creative and there is a strong and established creative culture in Garnethill.

### CREATIVE ACTIVISTS

An impact of creativity in the area has led to a high level of grass root and community based work, with a GH Participant saying “Everyone I know from Art School is doing community benefit”.

## TRAUMA AND CHANGE

Garnethill has gone through a lot of change both historically and recently. A GH Participant described the change “from a run down inner city neighbourhood to a good place to live”. Garnethill has gone through trauma before the two Mackintosh Fires and the community in the area has continued to change.

## IMPACT OF MACKINTOSH FIRES

A number of Participants felt that the two Mackintosh fires have and are still greatly impacting Garnethill. There was a recognition that the fires have created extraordinary circumstances, with one GSA Participant saying they are embarrassed to say to local businesses that they work at GSA due to the impact of the fires. Some Participants felt the fires have also impacted how GSA connects or communicates with the area.

## DEFENSIVE

GSA is seen as being in “a position of defensiveness” after the two Mackintosh fires and negative criticism. It is seen as being resilient in the face of adversity. With this, a GSA Participant felt it was a hard and unforgiving institution.

One GH Organisation felt that Garnethill residents can be protective of the area due to being attacked by this constant change, whilst a GSA Participant felt that residents have been “incredibly tolerant” of GSA’s impact on the area before and after the Mackintosh Fires.

## CHAOTIC AND SHIFTING

GSA as an institution is seen as complex. It has gone through a lot of change, especially recently, and this had led to a feeling that it is chaotic and shifting. Participants see it as troubled, confused and divided. One GH Organisation felt that their relationship with GSA constantly fluctuated between GSA being distant and then taking control of decisions, creating tension and a lack of stability.

## COMMUNITY SPIRIT

Both residents and local organisations were proud of the generosity and neighbourliness they’ve experienced in the area. There is a willingness and openness to take part, with one GH Participant being proud of their work in balancing negativity by enabling people to be active together.

## URBAN VILLAGE

“It’s called a village, let’s make it one”  
GH Resident

Garnethill was referred to as an Urban Village by GH Participants, a unique urban area which has a clear identity due to its geography and boundaries of the M8 and Sauchiehall Street - “it’s an actual place”. It is also seen as a green place and as a conservation area, with a GH Participant feeling people should approach the area with more awareness that it is a conservation area.

## CLOSE KNIT

There is a strong and established community, some GH Participants ‘deeply know’ the area and feel proud of the connections they have there. One GH Participant felt there are very strong women in Garnethill who are the ‘pillars of the community’.

## COMMUNITY ACTION

Participants are proud of the many grassroots and community led projects that have been successfully in the area. Projects like the Garnethill Multicultural Centre and FROGGS provide “community cohesion with a focus” and for one GH Participant it was important that they could visually see the benefit of these initiatives. One GH Participant felt communities should have a strong sense of imagination and projects like the Bread Oven were an example of this.

## DIVERSE AND TRANSIENT

Garnethill is described as being dynamic, complex and diverse. Participants felt the area had a genuine and tolerant community with many different cultures living together.

## TRANSIENT

The area is seen to have a duality, in contrast to the established community there is also a sense of loneliness and transience. GH Participants felt people seeing Garnethill as a 'pass through' and with Garnethill being so central in the city, the area is used by lots of different people visiting and studying adding to this sense of transience.

## DEMOGRAPHIC

A key theme was that GSA profoundly effects the demographic of the area with the number of students and visitors that come to Garnethill, with one GSA Participant asking if there are more students studying at GSA that residents living in the area. Issues were raised about students not connecting to the area and not having any intention of staying in the city. Also that this changing of demographics can cause a clashing of audiences, such as children playing around student's litter and the impact of the Degree Show party.

## COMMUNICATION AND RELATIONS

GSA is seen to be distant to some GH Participants and they do not feel it has any relevance to them. An interesting insight from one GH Participant is that they felt the relationship between GSA and the area has significantly changed over the last 15 years, becoming more distant and less connected to the area. There is a desire for GSA to be more connected and develop relationships.

## NEGATIVE CRITICISM

The impact of negative and vocal criticism of GSA after the second Mackintosh fire has "created a negative atmosphere for GSA to exist". A GSA Participant felt there is a lack of morale within GSA due to newspaper articles and negative stories.

## LOCAL BUSINESSES

A GH Local Business felt that there was no real interaction between GSA and local businesses.

## COMMUNITY ENGAGEMENT ROLE

Some Participants felt that the appointment of the Community Engagement role has had an impact on how GSA communicates in the area and having an official presence and focused role on the area has been beneficial.



## ROLE OF GSA

When discussing the role of GSA within Garnethill, Participants felt GSA needed to become a “considerate institution”, with a long term strategy in partnership with Garnethill communities that demonstrates the benefits of living near and with GSA. The next pages show the six principles that were highlighted as essential to shape the role of GSA.

### CONSIDERATE INSTITUTION



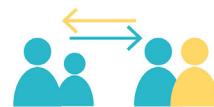
GREATER WITH MORE PURPOSE



CELEBRATE GARNETHILL



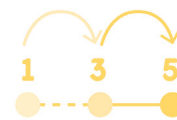
NEGOTIATED THROUGH  
DIALOGUE WITH LOCAL AREA



KNOWLEDGE AND  
SKILL SHARING



CONNECT NEIGHBOURHOOD



LONG TERM AND  
TRANSPARENT



### GREATER WITH MORE PURPOSE

Participants felt that GSA should have a greater role with less negative impact, but more purpose. There is a lot of potential, but it is not utilised. There should be more engagement and interest from senior management and the Board of Governors. One GH Participant felt that GSA is a unique institution and not an NGO, so it needs to be creative on what it can offer and how.



### NEGOTIATED THROUGH DIALOGUE WITH LOCAL AREA

GSA's role in the area must be developed through conversations with Garnethill. GSA needs to understand the area, listen to what the community wants for the area and develop the role together.



### CONNECT NEIGHBOURHOOD

GSA should act as a way of connecting different groups and organisations together in Garnethill, drawing threads between distant aspects of the neighbourhood. There should be a focus on encouraging diversity, to provide opportunities for different community groups to come together and aim to reduce segregation (i.e. multi-generational).



### CELEBRATE GARNETHILL

"Garnethill is a vital aspect to what GSA is" GSA Participant

Some Participants felt that GSA profits and benefits from its location within Garnethill and that GSA should give back to the area because of this. A GH Participant felt that it is rare to have a local community surrounding a higher education institution, these institutions are "normally surrounded by gates". There is an opportunity for GSA to celebrate the neighbourhood and see "it's a source of richness for us".



### KNOWLEDGE AND SKILL SHARING

It is important for GSA to recognise the talent, energy and skills with the Garnethill communities. There is an opportunity for knowledge sharing and for the community to contribute to the development of the institution and how it impacts Garnethill.



### LONG TERM AND TRANSPARENT

It is important that GSA's role within Garnethill is transparent and clear and there is a long term and stable strategy. Also that the role and strategy is open to feedback and criticism.

## ASSETS TO DEVELOP

A focus of the interviews was to find out what assets the participants shared and valued in Garnethill. Here are the key assets Participants felt were important in the area to create a vibrant and healthy neighbourhood.

### PARTNERSHIPS AND COLLABORATION

There is an abundance of opportunities for local organisations in the area to work in partnership, celebrating what each group has to offer and bring people together through the projects. We could lead on best practise policies with local partnerships. Meetings should be more localised, more efficient and meaningful structure should be used. There should be a focus on Networking, Shared Interests and Links to Businesses.

### AREA DEVELOPMENT

There are big issues with litter, waste and rats in the area and residents are keen to find ways of improving this. There is also the opportunity to collectively work on area development and planning as many groups and organisations are wanting similar improvements to the area.

### NON TERRITORIAL / OUTDOOR SPACES

Garnethill Park and the Community Garden are seen as places of nourishment, there is a need to create more spaces like this in the area. Participants felt that the area needed more of these "gateways to interaction" to encourage a diverse set of people to meet and connect. Also that a vibrant place is one where people are taking ownership of the area by taking part in creating habitats and becoming "custodians" with responsibility. Following this theme, the idea of Shared Spaces was mentioned as a way of bringing people closer together, to plan and discuss local issues, and enabling people to participate in decisions.

### COMMUNICATION

There needs to be a more connected way of sharing information about local events and updates within Garnethill.

### LOCAL EVENTS

A key theme for successful community engagement was providing more community based and "lighthearted" events for mixed audiences. There was a desire for more festivals and wellbeing events to encourage community connections. These need to be sustained and regular in order to develop trust and stability.

### GSA STUDENTS

Students need to develop a sense of ownership and responsibility of the area and not just of GSA. There is the opportunity of bringing student and community members together to work on projects and to celebrate students work in the area more. GSASA has some good connections with the area, so this should be nurtured and supported.

## NEXT STAGES

The information in this document is not final or conclusive, but an initial gathering of data to gain insights and inform the next stage of fieldwork. This will be a group workshop exploring the themes raised and providing a space for Participants to come together to collectively discuss, design and envision an engagement strategy.

If you have any feedback or thoughts on the analysis, please do not hesitate to get in touch - [h.simms@gsa.ac.uk](mailto:h.simms@gsa.ac.uk)

# APPENDIX E

## CO-DESIGN WORKSHOP EVALUATION SHEET

### EVALUATION

To find out how you found the workshop and how it could be improved, please can you fill in the questions below:

Name .....

Please leave blank if you would like to stay anonymous

Did you make any new connections at the workshop? If so, who?

What did you enjoy the most at the workshop?

Anything you felt could be improved?

Did the process change your opinion about Garnethill? If so, how?

Did the process change your opinion about GSA? If so, how?

Any unexpected outcomes or reflections? Or any further comments?

# APPENDIX F

## DRAFT STRATEGY EVALUATION QUESTIONS AND ANSWERS

Draft Community Engagement Participant Evaluation Survey Questions and Answers

Questions	1	2	3	4	5	6	7
<b>Do you feel this strategy accurately represents the views you shared through this research process so far? If not, please explain what aspects you feel are inaccurate or need amending?</b>	Yes	Yes definitely, it surmises well each point mentioned in paired or group activities I participated in during the research process.	I do, its very inclusive	Yes	Yes - it is true to the process and an accurate representation	Yes	Yes I do
<b>Do you feel this strategy is clearly structured and straightforward to follow? If not, please explain what aspects you feel need to be changed?</b>	Yes	Yes, I think the suggested options mentioned for each point are really valuable examples of how the values can be turned into action and every group feels well represented. I find that the use of simple graphics and illustrations helps build a cohesive narrative of the strategy too.	Yes, definitely	Yes	Yes - it may help to place research in a timeline context in Intro? For example, Sculpture and Environmental Art students have made work in Garnethill and with community for a long time. This would help place the strategy as not standalone.	Yes	Yes it is
<b>Which of the Shared Values are the most important to you and why?</b>	Representation - Without the diversity of voices championed and supported within both the Govanhill and GSA communities, I feel that all other shared visions cannot not be fully successful or sustainable.	Each value feels really important to me, but as a graduating student at the Glasgow School of Art I feel that representation, inclusivity & accessibility fall under meaningful & responsible impact. This is due to my experience and understanding of GSA's role and how as an institution they have the agency to purposely impact the representation, inclusivity and accessibility both within their systems and the local community, especially as the largest group involved in the Garnethill community. With this in mind, I would like to see GSA more actively engage in this value as to address the other two.	Inclusive + Accessible & Collaborative Area Development as part of the Garnethill Cultural organisations and community member I feel these are key to ensure a strong future of GSA	Green & Sustainable Neighbourhood/ Collaborative Area Development/ Representation. The other three will grow from these. There is an exponential growth in meaningful activity in the area when we work together, pooling creative talents and bringing new perspectives to each other's ideas. Mutual representation on GSA and community groups is an effective means of bringing about CAD. Our largely Victorian urban area has a challenge to marry its prestigious built environment with the green and sustainable needs of a 21st century neighbourhood, both locally and with global cognisance and conscience. A highly creative institution like GSA in collaboration with committed locals could effect a significant game change in Garnethill.	Long term and sustained approach - it is important that the strategy is not short term - the relationship between GSA as part of the community on Garnethill needs to be meaningful and continue to build. Who and how can this strategy be used? I wonder if a resources section could be interesting at end, listing all the groups and information resource?	Value of inter-action between GSA and the Garnethill community.	Long term sustained approach. Its important to help embed approaches and norm a community engagement focus within all GSA's practice.
<b>Looking at the Engagement Opportunities, which of the four do you feel is most interesting and why?</b>	Collaboration & Partnerships - I feel like this is most interesting as this engagement opportunity can act as a foundation to best inform the strategy of strengthening the other opportunities.	Communication - I believe that if there was a greater communication between GSA and the rest of the local community, within a community platform, visible presence and built relationships it will lead to student engagement and collaboration & partnerships. Once everyone involved is aware of the potential crossovers between different parts of the community, through a visible GSA presence, it'll be easier to build up these relationships and use a potential community platform to create collaborations and partnerships, which if vibrant and a new opportunity students will love to be involved in. I think especially if this can have a strong basis and outcome at the beginning of a year it'll engage students when they first join GSA as they will recognise the Garnethill community being a fundamental and hugely beneficial part of their student experience, especially for those engaging in social projects (such as Product Design or Sculpture & Environmental Art students) or those interested in engaging in activities outside of their curriculum.	Collaboration + partnerships as they as Garnethill is rich on cultural venues and has a great supportive community with an opportunity to do great things	Strategy and Development because devising that will encompass the other three.	Building Relationships - this seems to be the most fundamental, so that there is buy in and that the best means of communication and ways to communicate can be established.	Getting GSA students to engage with the community	Collaboration and partnerships.  I feel that GSA and the Garnethill community haven't fully explore what this might mean in the future for both parties.

## Appendix F: Draft Strategy Evaluation

<b>Do you feel any of the Shared Values or Engagement Opportunities are not important or need development?</b>	No I think all are important and valuable!	No, I think that they all intertwine and are necessary for the combined outcome to be effectively achieved.	I think the communication needs a bit of developing but this will come with all the changes.	They are all important, but communication is key to bringing it all together, therefore probably in constant development.	Collaboration and partnership seems very important, with mutual sharing of resources. Rather than it being one way, just use of community resources, could be good to speak with a few key people at GSA to see what the GSA resources could be - for example, it may be more likely that access to archives is easier engagement than access to workshops or equipment - but it could be quite good to test out what is actually possible, in particular in light of Covid.	No	N/a
<b>Did you find anything unexpected or surprising in the document?</b>	Nothing in particular	No, it all well represented the conversations I was involved in during the process and feel that it is an accurate representation of what is needed moving forward.	no	It's a bit surprising that stakeholders feel that there is no real sense of identity of GSA in the area, as from my perspective it has a significant identity, physically in its substantial buildings and culturally through the presence of its students, many of whom live in and enliven the area.	I really enjoyed reading the document and think the role and work undertaken has been key in the last period. I think it would be helpful to think what the doc provides when someone in the future picks it up - how can it make accessible the contacts or suggest a way of working with the community? Often community engagement comes down to key individuals and their endeavours. This document could provide accessible ways in to others working and collaborating.	See 7 below	No
<b>Do you have any further comments?</b>	None for now	Great graphics!	no	Just, well done!	I think as mentioned earlier, to place the research and engagement in a slightly wider field than being on its own. I understand this has to be balanced, as GSA does not want to appear insensitive when the community may feel like there has been little engagement - but equally with courses like Sculpture and Environmental Art at GSA there has been in particular student engagement in Garnethill. A conversation with may prove to be useful?	Although it is not easy to act on this, the situation where the MacIntosh is almost permanently scaffolded, and Renfrew Street Blocked make the GSA seem like a kind of obstacle or fortress. Any progress on the building work will be very welcome.	Only that community engagement is a partnership with ownership all sides. What does GSA need support with from the Garnethill community?

# APPENDIX G

## FINAL EVALUATION SURVEY QUESTIONS AND ANSWERS

Final Evaluation Survey Questions and Answers

Questions	1	2	3	4	5	6	7	8	9
Please tick which of the following stages of the fieldwork you took part in:	Group Workshop - February 2020	Group Workshop - February 2020	Walking Interview - August - October 2019; Group Workshop - February 2020; Co-Design Workshop - July 2020	Walking Interview - August - October 2019	Walking Interview - August - October 2019; Group Workshop - February 2020	Walking Interview - August - October 2019; Group Workshop - February 2020	Walking Interview - August - October 2019	Group Workshop - February 2020	Walking Interview - August - October 2019; Group Workshop - February 2020
Reflecting back on your experience as a participant, are you happy with your participation and contribution? Do you feel you were able to positively participate in this research?	yes I am happy	I really enjoyed the group workshop - it was a wide range of participants - GSA and Garnethill community, charity and businesses - and I enjoyed meeting everyone and discussing the subjects raised by the workshop.	Yes. Very much so. It was good to have the opportunity to participate in different ways and with some time between sessions for reflection and maturation of ideas.	Yes, I was happy, but my participation was small	Yes	Yes	No idea	The experience was very positive and I am very happy to have been apart of this process.	Aye!
Do you feel that your voice and opinion was heard and listened to during the process? Did you find any challenges or barriers to participating?	yes	Yes. I made sure I listened first to the range of opinions, in particular on views of GSA's past engagement with communities. It made me think further on what can be barriers for entering galleries for example, and how real connections can be made.	I was heard. I did not feel any barriers. The one-to-one interview gave me the opportunity to share my experiences, reflections and aspirations for Garnethill. The group workshop was particularly good for exchanging thoughts and ideas with other people. Any challenges were positive in that they encouraged deeper thinking about emerging ideas.	Yes, no barriers	Yes, i think it was pretty constructive	I felt included and that it was a great collaboration among all the different voices.	Of course I was heard. No challenges	At some points it made me question if I knew enough about the local community to take part in the workshop, but I think this may have been down to the lack of opportunities I have had to engage with the community during my studies. The reason why I found it so positive is because I was able to learn a lot throughout.	Aye. I missed July workshop because of my technical issues
Have you made any new connections with stakeholders in Garnethill and/or GSA from taking part in this research?	Yes	Yes	Yes	Yes	No	No	No	No but would like to.	Yes
Did you learn anything about Garnethill or GSA from taking part in this research?	no	Yes. I learnt more about Garnethill's green agenda through discussions on sustainability.	Yes, I feel that I did. In particular in the group workshop and co-design workshop where I gained a better understanding of different stakeholder and student perspectives on institution and place.	Yes, I got to know Garnethill better.	Yes, that more people were feeling the way I did in regards to community collaborations.	I confirmed that there is a strong community feeling and that they community is eager to collaborate towards improving the area	No	I learned that the stakeholders in the Garnethill community share a lot of the same worries we have as a student body in regards to the perception and attitude of GSA. Community is something I've always found within the institution but there is not enough opportunity to celebrate as part of Glasgow community circles.	There's lots of possibilities for collaborative projects and folks willing to engage
Did you learn anything from taking part in the research methods? (e.g. walking interview, group workshop, co-design workshop)	active listening	The group workshop was well structured and allowed for an element of choice in which subjects and questions the individual groups would select to discuss.	The co-design workshop in particular was a learning experience about Miro, an engagement platform new to me. It was also effective in bringing each participant's thoughts and ideas to a fruitful conclusion.	Not in a major way		How much people value the place they lived and how disconnected some areas' buildings felt for them	No	The group workshop is one of the best formats I've seen in humanising GSA staff members through open and neutral dialogue. I was surprised that the staff were so engaged with this process, showing we all share similar aims for community engagement at GSA and that many structural changes need to be made within the institution to show best practise.	Interesting conversations
An aim of the research is to co-create a community engagement strategy with local stakeholders. Do you feel you have a sense of ownership over the final strategy? If not, how do you feel this could be improved?	yes	I was pleased that GSA was included in the discussion and able to input through the workshop. Sometimes GSA can work in a separate fashion, but I feel that the act of being included allowed both for connecting GSA public facing services up and for input into the final strategy.	Yes. I feel that we have come through a process well designed to give us a sense of ownership and to feel that there is potential for future involvement as it evolves.	Yes	yes	I did	No	I think what would help in identifying elements of ownership from a student perspective is having a diverse range of students engaging in the strategy's development as opposed to only the outcomes. I agree with the idea of having Garnethill/Community Reps as this will allow the strategy to feel embedded in the student learning experience.	It looks good! Now how to progress in a time of highly infectious deadly global pandemic
For Garnethill participants: Has your opinion or perception of GSA changed from taking part in this research? If so, how?	yes, I understand other stakeholders better		I have always been aware that, for the most part, we are all trying to do our best in our local context, be that GSA, Garnethill or both, but I do think that GSA now plays a more proactive part in the whole area development than was previously apparent.	Yes, it is clear the GSA is striving to build good relations with the community	No		No		Evolution in progress
For GSA staff and student participants: Has your opinion or perception of Garnethill changed from taking part in this research? If so, how?	no	Yes, as the workshop was people focused, it really made connections through individuals to the enterprises they were representing.		(not a staff or student member)				I would not say that my opinion has changed of Garnethill, rather I have a better understanding of why I find it such a great place. Meeting the stakeholders was a wonderful way to discuss the importance of Garnethill's diversity and creativity whilst sharing what we believe is effective best practice for the institution.	



## Appendix G: Final Evaluation

Do you have any thoughts or suggestions on how the research process could have been improved for participants?	no		I think the stepped process allowed for thoughts and suggestions to effect each subsequent stage of the research, so I do not really have any suggestions for improvement, but a hope that the foundation is laid for continuing collaboration.	Much depends on keeping up good relations	No		No		It's all good
Are you interested in taking part in future co-design workshops to develop engagement initiatives between Garnethill and GSA?	No	Yes	Yes	Yes, but I do not think I have much more to offer	Yes	No	No	Yes	Yes
Any further comments, reflections or thoughts?	thank! you this is important work	I found the group workshop very useful, as a way to make connections with others in the group and through the structure and focus of the workshop, to talk around some of the issues and subjects for positive outcomes. It was really good to have met from through the workshop. This meant there was recognition when through Community Engagement, we worked on a funding application for 'Creative Communities' last month.	Thank you for the opportunity to take part in the research. On reflection, my future vision of GSA Garnethill Campus would be a recognition of the whole area as a creative nucleus within the wider city of Glasgow, with greater interaction between all cultural venues, people and a broadening scope for creative focus in a world that must address climate issues.	No			No		Thanks for your efforts - I'm looking forward to what's next

# APPENDIX H

## COMMUNITY ENGAGEMENT STRATEGY



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<b>4</b>	<b>RESEARCH PROCESS</b>
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<b>15</b>	<b>FRAMEWORK FOR ACTION</b>
<b>16</b>	<b>NEXT STEPS</b>

## INTRODUCTION

The Glasgow School of Art (GSA) has been based in Garnethill for over 150 years and the relationship between the institution and neighbourhood has evolved and changed through interactions between residents, organisations, GSA staff and students. In June 2018, a second fire at the Mackintosh Building caused major damage and disruption to the neighbourhood, increasing tensions between GSA and the area. In response, GSA appointed a Community Engagement Officer to explore and understand how the institution can positively engage and support Garnethill. This role has been supported by a two year Master of Research project, which used Participatory Design methods with the aim of facilitating stakeholders from Garnethill and GSA to identify shared values and co-create a community engagement strategy.

This document lays out the community engagement strategy, based on key learnings and shared values of local stakeholders in Garnethill and GSA that emerged from this participatory research process. This strategy concludes with a series of opportunities that have been highlighted by stakeholders as core drivers for engagement. The aim of this strategy is to provide a foundation to shape the Community Engagement Role and a set of key values to drive the projects and initiatives going forward. This is not a final version as the relationship between GSA and Garnethill will continue to grow, so we want the strategy to evolve and will do this through continued consultation with local stakeholders.

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## HOW WAS THIS DRAFT STRATEGY DEVELOPED?

This research has aimed to be both participant and value-driven throughout. Following six months of immersion and scoping, 16 participants were invited to take part in walking interviews around Garnethill. Following this 12 participants, equally split between GSA and Garnethill, were invited to take part in a three hour workshop to discuss and develop values that emerged from the walking interviews. The final part of the fieldwork was a co-design workshop in July 2020 which brought together participants to design proposals around engaging students with Garnethill. In total 20 participants have been involved ranging from residents, businesses, cultural, religious and educational organisations in Garnethill and staff and students at GSA. The data collected has been analysed using thematic analysis and the participants have been kept anonymous.

The research has been based around Iverson, Halskov and Leong's (2010) framework, focusing on emerging, developing and grounding values. The aim of identifying values was to bring a broad range of stakeholders and perspectives together around shared values, revealing similar aspirations and interests, and to develop an engagement strategy that would support and develop these values through collaboration and partnerships.

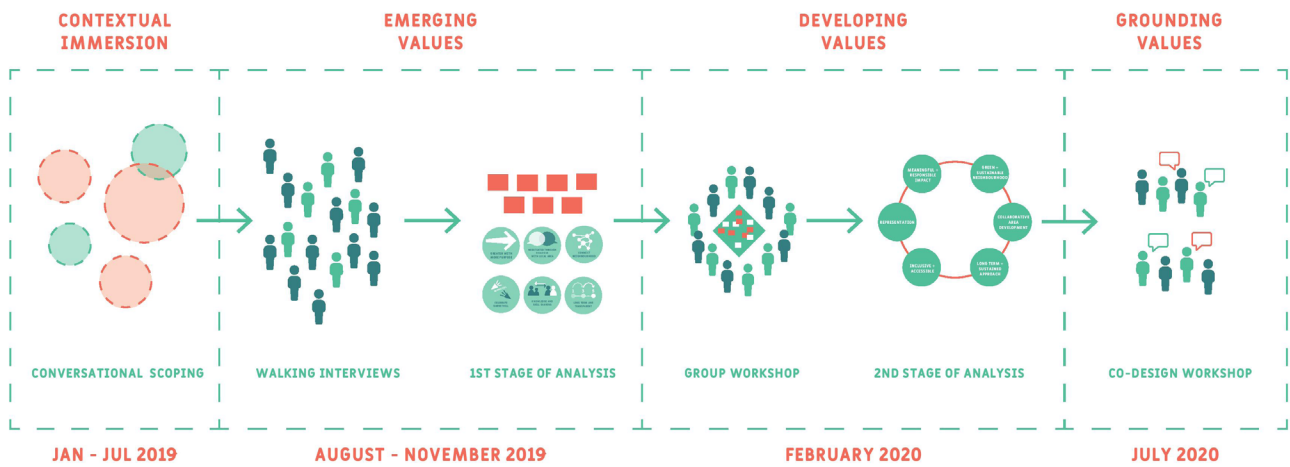
The research has taken place over two years and will conclude at the end of 2020 following feedback and evaluation.



3



## RESEARCH PROCESS



4



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## WHAT HAVE WE LEARNT ABOUT THE CONTEXT?

### Garnethill

Garnethill has a strong sense of self, identity and community, with stakeholders seeing it as the 'heart of the city'. A future focused exercise in the group workshop highlighted a number of ambitions and desires of stakeholders for Garnethill over the next 10 years. The exercise ended in the development of slogans with the groups coming up with 'One Hill, One Community, All Welcome' and 'Garnethill ingredients - Creativity, community action together', highlighting the importance of diversity, inclusivity and creativity. Themes of history and heritage also came up and the desire for Garnethill to be known for 'best practice' in community action and collaboration.

International communities have greatly shaped and continue to shape Garnethill and it is important to recognise this as a characteristic and asset of Garnethill. Diversity of Place is seen as a key principle for the area and it is a desirable factor for stakeholders to live and work within an international community. Stakeholders feel it is vital to support this rich and diverse neighbourhood, celebrating and promoting inclusivity, representation and diversities of culture.



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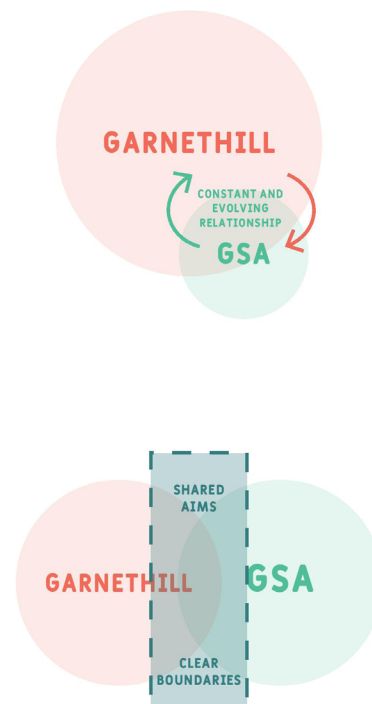
### Relationship between Garnethill and GSA

The relationship between GSA and Garnethill is constant and constantly developing, stakeholders feel it is important that as an institution GSA is keenly aware of this. As one participant put it, GSA cannot separate from the community and is a great part of the area, but only one of the many ingredients that makes up the neighbourhood. For example, stakeholders feel GSA brings new people into the area and Garnethill encourages them to stay. It is important for GSA to understand who and what is in the area and acknowledge that residents live and use the neighbourhood alongside the institution.

### Bespoke Community Engagement Strategy

With the GSA being an independent art school, stakeholders feel that the institution has a freedom with developing its mission and can open up its knowledge, spaces and activities towards the local communities further. They feel it is important for GSA to be clear on its values and mission as an institution and within its community engagement strategy, so GSA and Garnethill can find common aims to work together on. Stakeholders want GSA to be renowned as a place of community, compassion and intent.

In order to develop GSA's community engagement effectively, stakeholders feel it is vital for GSA to decide what its responsibilities and boundaries are within community engagement. GSA needs to have clear boundaries, in order to create sustainable partnerships and work out how it can effectively focus its skills and resources.



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## WHY DO WE NEED AN ENGAGEMENT STRATEGY?

### HEALING

From both the impact of the Mackintosh Fires and the continued impact of GSA in Garnethill, stakeholders feel it is necessary to allow for healing through enabling open dialogue and expression of individual experiences. One participant felt that experiences of trauma can be positively utilised to learn and change existing social structures.

### RESPONSIBLE CULTURAL INPUT

With GSA being a key part of the cultural conversation of Glasgow, stakeholders discussed the need for the institution to have a 'responsible cultural input'. In the context of Garnethill, this should be looking at developing a focused creative impact in the area, looking at creativity for wellbeing and creative activism.

### INNOVATION AND RESEARCH

Stakeholders feel that GSA should focus on distributing institutional knowledge locally through co-developing community/neighbourhood interest with creative and education partnerships. There is the opportunity for Innovation and Research to be enriched by community partnerships and local understanding, and that outcomes and learning can be shared to inform professional practice and policy.

### HUMANISING THE INSTITUTION

The creation of the community engagement role and the group workshop enabled Garnethill stakeholders to get to know people working and studying at GSA. This has started to humanise the institution and make it feel more open, which stakeholders feel is important and needs to continue, possibly with more roles with a remit of community and engagement.



## WHAT SHARED VALUES SHOULD SHAPE THIS STRATEGY?

### MEANINGFUL + RESPONSIBLE IMPACT

When talking about the impact of GSA in Garnethill, it was stated that the impact of the institution goes way beyond the two Mackintosh fires and it is important that GSA acknowledges responsibility of this impact. Although the institution has become more open and accessible to the community since the 2018 fire, some stakeholders feel that GSA was not aware of how much it impacted the community before the fires. Also that before the fires some stakeholders had no idea what was going on within GSA. They feel that GSA should provide more meaning to the space it inhabits in the neighbourhood for local residents and businesses and provide opportunities to celebrate Garnethill.

### REPRESENTATION

With the internationality and diversity of Garnethill, it is important that a breadth of voices are involved and actively engaged by GSA to accurately represent Garnethill and ensure vibrancy. It is necessary to support visibility and representation, not just voice and agency.

### INCLUSIVE + ACCESSIBLE

It is important that GSA shifts or demystifies the elitist perception people have of the institution. Stakeholders suggested this could be achieved through shifting power or organisational structures within GSA to include a broader range of voices, or by opening up and promoting GSA's spaces and activities to a wider base of people. GSA should improve its accessibility, from physically accessing buildings and spaces in the campus to programming and promoting more open activities and events at the school. The community engagement programme should focus on encouraging more people to contribute and engage with GSA.

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## WHAT SHARED VALUES SHOULD SHAPE THIS STRATEGY?

### GREEN + SUSTAINABLE NEIGHBOURHOOD

Climate change was a key topic in the last two exercises of the group workshop with the upcoming COP26 on many stakeholder's minds. There is a desire to make Garnethill green (or re-green) and more sustainable for the wider community with GSA having the potential to support this, through opportunities such as the outdoor spaces around the Stow Building.

### COLLABORATIVE AREA DEVELOPMENT

With Garnethill being consistently impacted by large development, such as the Avenues Project, there is potential for this to lead to gentrification with negative impact on residents and businesses being pushed out of the area. Stakeholders feel GSA needs to be visionary with the development of its campus and property, ensuring there are inclusive and positive outcomes. There should be a focus on community development as well as creative and institutional development.

### LONG TERM + SUSTAINED APPROACH

GSA needs to have a clear, visible community engagement plan that is committed to being long term and sustained for continuity. This is important to build a long term legacy and a greater sense of trust and involvement with Garnethill stakeholders.

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## HOW CAN THESE SHARED VALUES BE TURNED INTO ACTION?

### STRATEGY + DEVELOPMENT

Stakeholders feel GSA needs to be more open and transparent about its decision making and strategy, in order to build trust and create positive change. There is an opportunity to bring the local area further into GSA development plans and value their input by meaningfully involving local stakeholders and GSA students in decision making.

They also feel that decision makers at GSA should have more contact with the local community in order to gain a better understanding of the area and develop relationships with local stakeholders to better inform decisions.

### COMMUNICATION

Communication was the most mentioned theme of the group workshop, with participants wanting 'better', 'proactive', 'frequent' and 'improved' communication. This was aimed at GSA, but was also seen as a challenge for all community stakeholders.

#### Building Relationships

Stakeholders want GSA to establish a personal dialogue with the community, without emails. It is important to do this to develop a better understanding of each other and improve community interaction. By building relationships, they feel GSA would improve community spirit and local support, especially for projects like the Mackintosh Building.

#### Visible Presence

Stakeholders feel that there is no real sense of identity of GSA in Garnethill and that this needs to improve. GSA could have better signage and a more visible presence in the area. They feel this is also applicable to Sauchiehall Street and Glasgow as a whole, GSA can have more advertising, focusing on activating a physical presence within the city.

#### Community Platform

In terms of improving communication around community focused activities, stakeholders wanted a platform or community focused hub within GSA to share and activate community initiatives and projects.



## HOW CAN THESE SHARED VALUES BE TURNED INTO ACTION?

### COLLABORATION + PARTNERSHIPS

Garnethill is seen as a 'Cauldron of Creativity' and stakeholders feel that there is real potential for GSA and Garnethill to create richness through collaboration. It is important for business, community and education to work together and be visionary. There is a desire to facilitate more opportunities for local stakeholders to meet and collaborate through networking and partnerships.

Stakeholders want more external facing programming and activities from GSA, with ideas around facilitating more open public events and Open Studio initiatives focusing on community groups. They also want more external programming to happen throughout the year, in addition to the degree shows. There were ideas around collaborative programming between local stakeholders.

Local stakeholders could pool ideas and resources, utilising the range of skills and assets in the area. Also GSA can explore how to share its facilities and resources more locally, especially if there are periods they are underused.

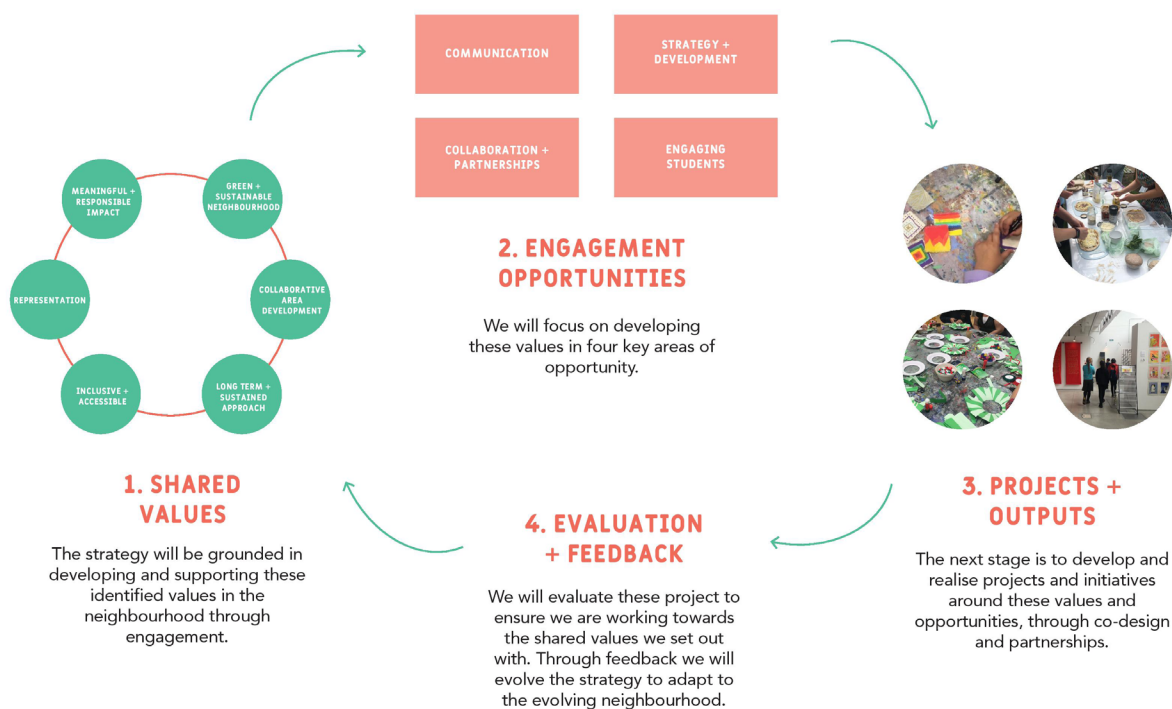
### ENGAGING STUDENTS

In 10 years time stakeholders want to see a lot more community outreach, participation and live projects for GSA students in Garnethill with students 'getting out of the studio'. There are ideas of having a student induction to Garnethill at the start of courses, embedding community engagement more into GSA courses and connecting students to local groups through events, spaces and shared interests.

Students are seen as a welcoming, diverse and open minded body and it is important to develop effective ways of informing and connecting them with the local area to enable rich experiences and opportunities for all involved.

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## FRAMEWORK FOR ACTION



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## NEXT STEPS

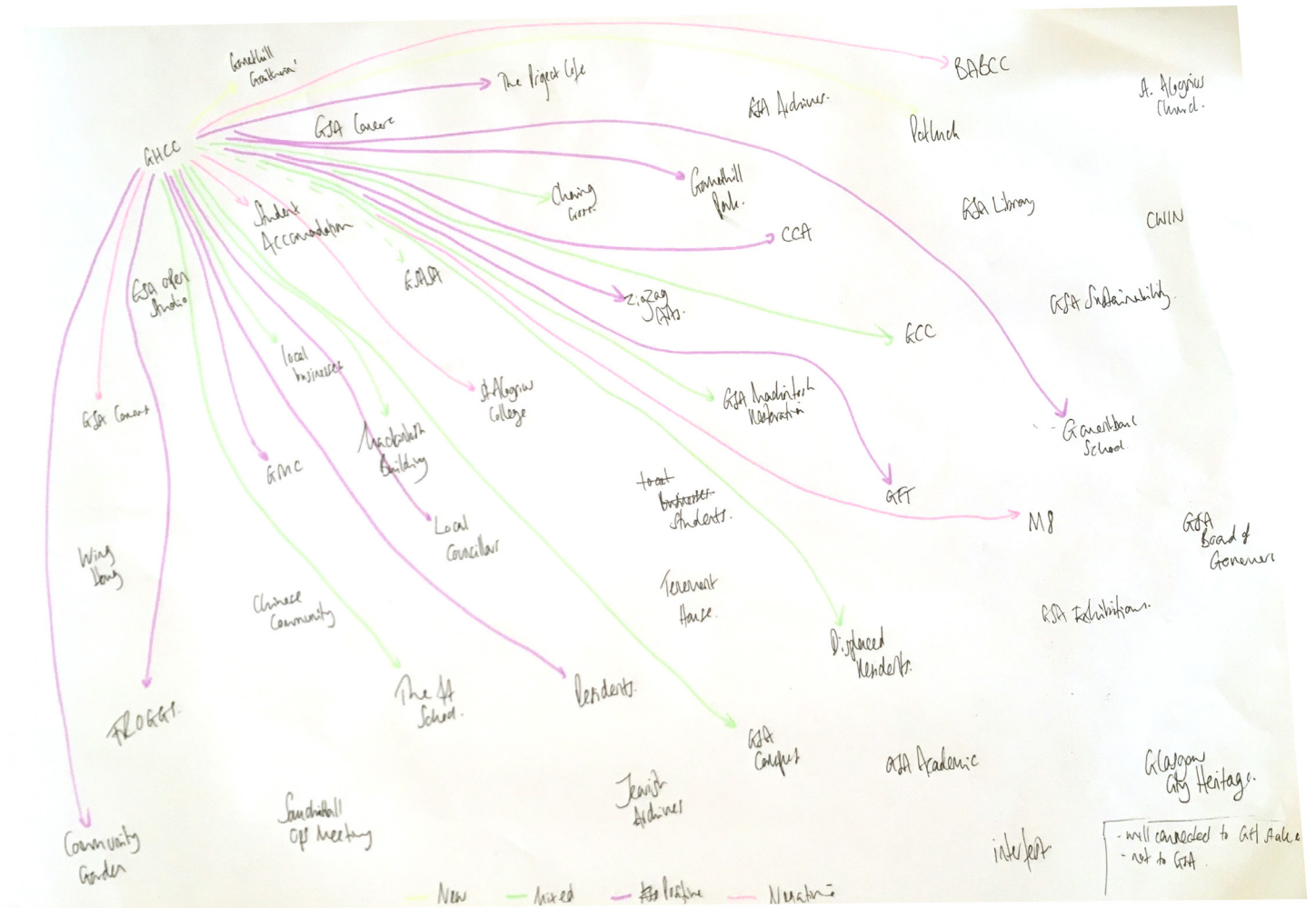
The research process will conclude with evaluation by participants about the process, final strategy and designs. Alongside this, the strategy will be presented to GSA management for discussions on signing off the strategy within GSA.

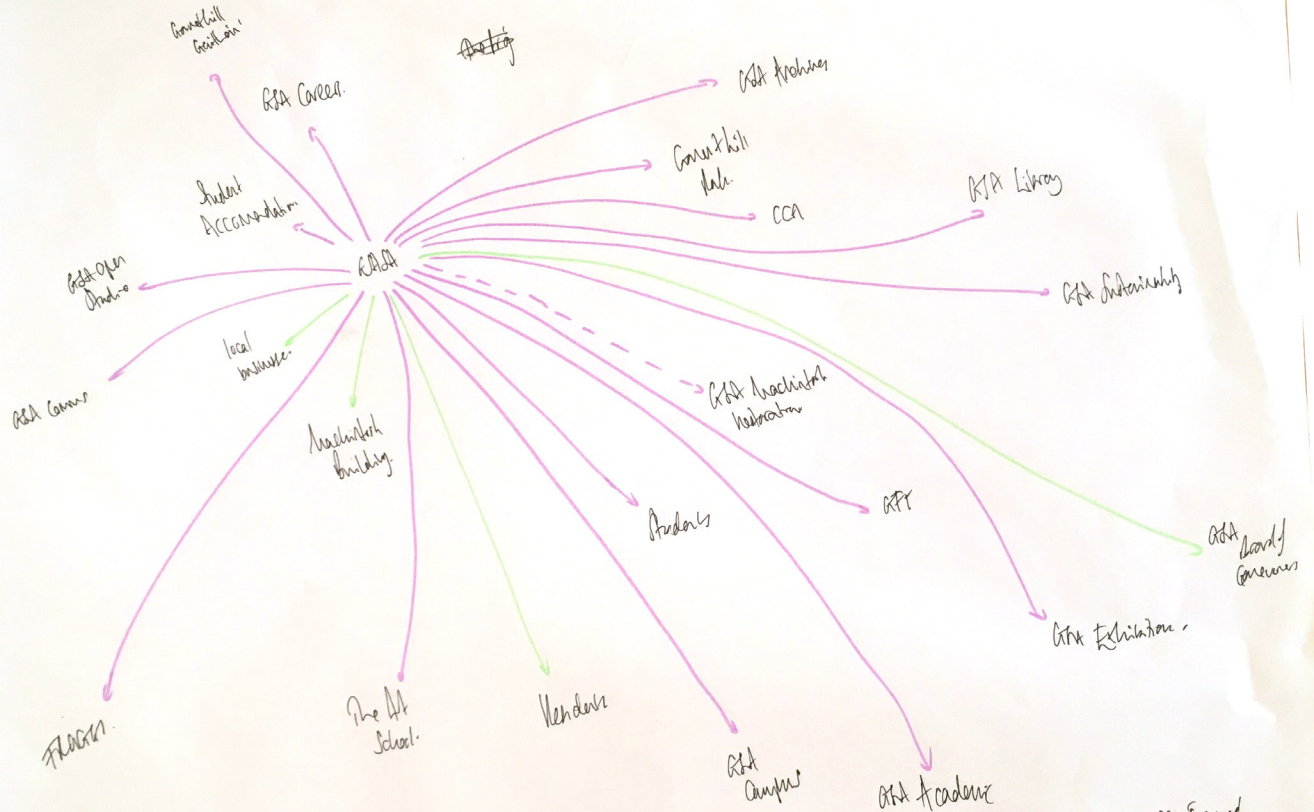
If you have any feedback or thoughts on the information in this document, please do not hesitate to get in touch:

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## APPENDIX I

## EXAMPLES OF SA RELATIONAL MAPS





- v. gpa focused
- mainly positive
- a few community connections

10.01.20 S. J.