

Glasgow School of Art

Equality Outcomes 2013-17

Report on Progress



April 2015

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1 Our Approach

Work over the last two years has focused on developing a sustainable approach to and strategic environment for the delivery of equality outcomes, mainstreaming the three needs of the Public Sector Equality Duty (PSED) and consideration of equality across all protected characteristics. It is therefore early days in terms of realising meaningful impact. However GSA is confident that the platform for significant impact and change over the next two years to April 2017 has been established.

Equality has been embedded as a cross cutting theme in GSA's strategic plan for 2015/16 to 2017/18 and will be mainstreamed into all activities emerging from it. This is an explicit aspect of the implementation of the strategic plan which will be operationalised through a range of activity streams. Each activity stream is aligned with GSA's Outcome Agreement and institutional KPIs.

Diversity is identified as a core value for GSA and a new equality statement has recently been developed as a focus for the articulation of GSA's equality ambitions and practice.

For the purpose of reporting equality outcomes have been grouped together under the themes of the institution, staff and students.

2 The Institution

GSA's mainstreaming approach, developed through the Mainstreaming Equality through Impact Assessment Project (Mainstreaming Equality Project) provides the backdrop for the development of an inclusive organisational culture which supports all staff and students and allows them to flourish regardless of background or protected characteristic.

Progress for equality outcome (1) and (2) has been addressed together.

As a result of considering the profile of the institution and identifying gaps and areas for development our analysis has revealed that further differentiation across the protected characteristic of disability is needed to enable the granularity of analysis required to achieve understanding of equality impact for people with a disability, including mental health issues.

In addition, GSA recognises that work needs to be undertaken with regard to identifying issues in respect of high rates of non-disclosure (prefer not to say/ information refused) for particular protected characteristic groups, for example sexual orientation and religion and belief.

Equality Outcome 1

An organisational culture in which staff and students can be confident that people with a hidden disability and specifically mental health issues, will be supported and in which staff are confident in their role related responsibilities for supporting colleagues and students who disclose a hidden disability or mental health issue

Equality Outcome 2

An organisational culture in which staff and students feel free to express their identity with specific reference to sexual orientation and religion or belief

Progress and activity undertaken:

i) Hidden disability and mental health issues

Over the last two years work has been undertaken with the Department of Human Resources to identify a framework for the range of mechanisms currently in place to support staff with mental health issues and where there may be gaps. Consideration is now being given to the development of a 'capability' policy which addresses the health and wellbeing of staff. This will formalise a range of effective but ad hoc employee support interventions into a framework which provides for health and wellbeing issues to be positively addressed

Scoping of the opportunities to build staff capacity to support students with mental health issues has also been undertaken and further policy development is being undertaken. To date a range of development opportunities has been delivered for academic staff in respect of inclusive approaches to learning and teaching and their role in supporting students with mental health issues and hidden disabilities.

In addition, building on our existing range of support services which are accessible and well signposted, and which are well regarded by students¹ the well-respected Individual Requirement Form system of support for disabled students was formalised at policy level.

ii) Expression of identity

A pragmatic and important measure related to equality outcomes (1) and (2) has been the provision of a quiet room in three locations across GSA. This initiative was implemented in close consultation with students. These rooms have been provided to meet the specific needs of individual students, who as a consequence of a disclosed and legitimate need, require a private and accessible space. They are being used to meet a range of individual needs including, for example, rest as a result of a student's disability or where a recognised requirement of faith would otherwise impact on a student's studies. Access and use of these spaces is managed and their use is not permitted for social or communal activity.

Currently there is no indication that sexual identity or religious belief diminishes the student or staff experience at GSA. However, this will be further explored over the next two years with staff and student involvement and consultation.

Measures of success will include: Biennial trust and confidence survey of staff and students

The first survey will be implemented and results available for reporting in April 2017.

Impact/anticipated impact:

Evidence gathered through feedback from students indicates that the availability of the quiet rooms has had a positive impact in terms of advancing equality of opportunity and fostering good relations for people with different protected characteristics, for example religious belief.

¹ GSA ELIR report 2014

With regard to impact for people with hidden disabilities and mental health issues, evidence will be gathered through further analysis of statistics in respect of disability and through survey and feedback mechanisms in order to better understand the nature of individual needs. This will be reported in April 2017.

3 Staff

The principles of equality outcomes (3), (4) and (5) relate to the enhancement of fair and transparent systems of pay, reward, recognition and opportunity for staff. The delivery of these outcomes therefore derives directly from the work undertaken by the Human Resources department, as outlined in the Human Resources Strategy and operational plans.

GSA continues to focus work on examining the role of part-time staff and recognises that there remains a gender imbalance in this group. There is no evidence to suggest that part-time staff have less access to development opportunities, however trends can be observed in relation to full-time staff being more likely to apply for and secure promoted posts within GSA.

The Equal Pay Audit conducted in 2015 highlights that there continue to be examples of occupational segregation in administrative roles at the lower end of the pay spine. Ongoing work in this area will remain relevant for 2015/16 – 2017/18

A number of key information sources have been considered as part of this review of the equality outcomes, including:

- Statistical analysis (see [GSA equality monitoring reports](#))
- Equal Pay Audit 2015
- Human Resource departmental data and monitoring

Equality Outcome 3

All staff including those employed part time are engaged in the development and implementation of organisational priorities with particular regard to equality and diversity issues.

Progress and activity undertaken:

Evidence of the need for a structured approach to staff development which addressed the needs of GSA and individual employees was identified in GSA's ELIR report 2014. This will support the provision of specific mechanisms for generic all staff training in respect of equality and is key to the delivery of equality outcome 3. The following areas of development have already been undertaken.

i) Staff induction

During the period May 2013 to April 2015 a restructuring exercise across the Human Resources function has been undertaken and has seen the appointment of two Senior Human Resources Officers; their responsibilities include the development and implementation of an induction programme for all staff. The programme will contain core elements of developmental activity to be undertaken by all staff during the probation period, and will specify those developmental areas that

are mandatory and role-specific. The new programme is scheduled for implementation in academic session 2015/16.

ii) On-going staff development and Continuing Professional Development

Equality is being integrated into all aspects of staff development and Continuing Professional Development. The staff development programme will include:

- Mandatory, contextually relevant, role related training and events for all staff to ensure that everyone is aware of and understands their responsibilities in respect of equality. This will be in place during academic session 2015/16 and will build capacity for delivery of the PSED alongside GSA's values and equality ambitions as reflected in the equality statement.
- Delivery of a rolling programme of briefings and a range of equality related training opportunities
- Structured management development opportunities for all levels of managerial staff to ensure that individuals with supervisory responsibilities are supported in developing the competencies to work with a diverse range of staff; recognising and responding to needs appropriately in order to effectively deliver the PSED.

Measures of success: All staff have participated in core, role related, development activities

This will be achieved by April 2017.

Impact/anticipated impact:

This development will contribute to disseminating and embedding GSA's mainstreaming approach through the provision of development for staff from the point of entry to the institution. It is anticipated that the induction process and subsequent professional development will raise the awareness and understanding of the PSED and equality consideration and contribute to sustained staff involvement in shaping an inclusive culture across all GSA activity.

Equality Outcome 4

GSA has a transparent and supported career structure for all staff, including those working part time, which promotes equality of opportunity and outcome in relation to all protected characteristics.

Progress and Activity undertaken:

Significant work is being undertaken on GSA's reward strategy which will underpin the principles of a fair and transparent approach to progression, promotion and career development at GSA for all staff regardless of protected characteristic.

Consideration is currently being given to a revised Professorial reward structure, and a review of the current grading structure and associated role profiles/descriptors is scheduled for the following twelve months. This is an explicit measure to address equality across the reward structure and specifically where equality related issues have been identified.

A new workload planning model for academic staff has been developed. Pending approval this will be implemented in academic session 2015/16. The Department of Human Resources is currently scoping the potential of a similar model for support and technical staff.

GSA is also committed to achieving Athena Swan Bronze status and this is embedded in GSA's Strategic Plan and Outcome Agreement.

Measures of success will include: All line managers have met their agreed target for mentoring staff in role development and enhancement.

Following the implementation of the developments referred to above managers will work towards achieving this measure by 2017.

Impact/anticipated impact:

The delivery of the revised reward strategy will provide the framework for a fair and transparent approach to progression, promotion and career development and support the achievement of Athena Swan Bronze status. This will advance equality of opportunity for both men and women where they are under-represented.

The work load planning model is designed to deliver a holistic approach to academic roles with an agreed balance of teaching, research, scholarship and academic development for individuals. It is intended therefore that the model will introduce a mechanism by which focussed discussions can take place between staff and line managers, in an equitable and consistent manner and again, support the achievement of Athena Swan Bronze status. It will also facilitate the development of approaches to ensuring greater representation of under-represented groups in the REF.

Equality Outcome 5

A reduction in the gender pay gap in each salary grade

Progress and activity undertaken:

By expanding on existing practices within the School in relation to Equal Pay, the gender pay gap across most grades on the single pay spine has closed since 2012. Over this period the Human Resources department has closely monitored salaries on appointment and ensured that the senior staff making pay decisions have developed a wider understanding of equal pay issues.

Work has also been undertaken by the department of Human Resources to ensure an equitable approach to recruitment and selection, considering the consistency of selection criteria and role requirements for roles operating within the same grade.

The recent equal pay audit has highlighted that there is now a significant gender pay gap within the pay banding that sits above the single pay spine.

Measures of success will include: Gender pay gap in each grade reduced and evidenced in biennial equal pay review

Impact/anticipated impact:

GSA has made significant progress in reducing the gender pay gap since 2012. A reduction can be evidenced across all grades on the single pay spine, with the exception of two, that have not seen any change, one of which is in favour of females. Information on GSA's analysis of the gender pay gap can be found in the GSA Equal Pay Audit 2015.

Equality Outcome 6

An increased proportion of staff (external examiners, visiting lecturers etc) from diverse ethnic and cultural backgrounds making a contribution to learning, teaching and research at GSA

Progress and activity undertaken:

No structured, systematic progress has been made to date.

It is anticipated that the significant strategic developments taking place will facilitate this area of work and that positive progress will be reported at April 2017.

Measures of success will include: Increased diversity evidence through annual statistical reporting and appointment processes with evidence of impact on curriculum demonstrated in programme level response to external examiners reports.

Impact/anticipated impact:

It is anticipated that the diversity of external examiners will be increased and a broader range of external perspectives and criticality will be brought to curriculum design, learning, teaching and assessment practice at GSA. This will support the advancement of equality and fostering of good relations across the staff and student body.

4 Students/The Student Experience

The delivery of equality outcomes (7) and (8) is directly related to the organisational change and development that has been initiated over the last two years at strategic level and articulated in GSA's Outcome Agreement 2015/6 – 2017/18.

Qualitative and quantitative evidence considered as part of the review of current equality outcomes and reporting on mainstreaming indicates that both equality outcome (7) and (8) remain relevant and will remain unchanged to April 2017.

Evidence considered includes:

- Statistical analysis (see [GSA equality monitoring reports](#))
- Programme monitoring and annual review processes
- Programme approvals
- Systematic student feedback

For specific examples of qualitative evidence see GSA Mainstreaming Report.

Equality Outcome 7

A curriculum which explicitly engages with the personal and political dimensions of diverse identities and develops student confidence in engaging creatively with issues of diversity and equality in their work with others

Progress and activity undertaken:

A range of activities have been undertaken to progress this equality outcome:

- i) A new Learning and Teaching Enhancement strategy is currently being developed taking account of equality consideration as an integral aspect of the content and delivery of the curriculum and the student experience. The Learning and Teaching Enhancement strategy and its implementation provide the critical vehicle for the delivery of this equality outcome.
- ii) Embedding consideration of equality in programme approval, monitoring and review processes
- iii) Provision of support for academic staff in undertaking equality impact assessment of academic programmes in terms of curriculum content, delivery and assessment.

These activities have placed the three needs of the PSED and protected characteristic groups at the forefront of dialogue and academic development. See institutional approach to mainstreaming in GSA Mainstreaming Report.

Measures of success will include: Evidence of the curriculum development and its impact through all stages of Annual Programme Monitoring and programme development

The impact of activities to date is already evident:

- Staff are engaging in dialogue and proactively seeking support for equality impact assessment
- Academic committees are proactively requiring evidence of engagement with equality consideration
- Equality related objectives are now required as an explicit aspect of Quality Enhancement Plans as these are identified through Equality Impact Assessment
- Equality has been integrated as a specific element of a post graduate elective in fine art studio teaching

Impact/anticipated impact:

- Increased number and more meaningful use of equality impact assessment in the development of curriculum and learning, teaching and assessment practice
- Staff will be more confident in developing curriculum which represents and includes different identities and foregrounds different cultural perspectives
- Different modes of delivery and assessment being utilised more frequently
- Attainment gap across protected characteristics is reduced

- Further development of intercultural competencies and global perspectives for staff and students

Equality Outcome 8

An increased number of UK domiciled students from black and minority ethnic groups studying at GSA at undergraduate and postgraduate levels

Progress and activity undertaken:

Activities undertaken to date include:

- Partnership working with Widening Participation to develop targeted activity to raise aspirations and achievement for young people from BME backgrounds across the West of Scotland
- Focus groups with potential students from BME backgrounds to identify perceptions of GSA and potential barriers to application
- Institutional prioritisation of contextualised admissions
- Development of new approaches to engaging with local BME communities through widening participation activities

Measures of success will include: Increased application from UK domiciled black and minority ethnic groups with proportionate increase in admissions.

Statistics indicate that this has not yet been impacted. However, it is anticipated that further progress will be reported in April 2017.

Impact/anticipated impact:

Progress has not been as significant as expected (see GSA Equality Monitoring Reports) however the following impacts can be identified:

- Increased awareness and understanding at strategic level of the need to address under-representation of BME groups
- Greater co-ordination of action across the institution is taking place
- Proactive approach, through Widening Participation, to community engagement
- Research commissioned to undertaken a literature review to identify good practice in the engagement of BME groups in art, design and architecture.

It is anticipated that the longer term impact of these developments will be an increase in the number of UK domiciled students from BME groups studying at GSA.

5 Moving forward

GSA's formative approach to mainstreaming is providing a platform for significant long term change and impact. In the short to medium term however GSA recognises that there are gaps to be addressed.

5.1 Review of evidence

Review of statistical evidence indicates that GSA needs to address the following:

- Need for further, more comprehensive analysis to bring a greater granularity to statistics
- Development of consistency of approach to data gathering across all Human Resources and student recruitment processes
- More effective use of management information in equality impact assessments to inform decisions and practice
- The under representation of students from BME groups remains a priority equality outcome
- The ratio of female to male students across academic schools and programmes of study needs to be investigated and understood in more detail and will therefore be considered when revising equality outcomes

Qualitative evidence will continue to be gathered through the mainstreaming approach established across the institution. This will contextualise statistical data, particularly where numbers relating to protected characteristic groups are small and therefore meaningful statistical analysis is problematic.

5.2 Revision of equality outcomes

Analysis of evidence to date as set out above suggests that equality outcomes need to be refined or reoriented, for example equality outcome (3) and (4). New ones may also need to be developed, for example in respect of female to male or male to female student ratios.

It is anticipated that revised equality outcomes will be published by the end of the current academic year.

5.3 Development of impact measures

GSA recognises the need for robust impact measures to demonstrate progress. Discussion in respect of measures of success, impact and change will be an integral aspect of the review and reorientation of GSA's equality outcomes and will include both qualitative and quantitative indicators.