

THE GLASGOW SCHOOL OF ART EQUALITY PROGRESS

REPORT TO THE BOARD OF GOVERNORS

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SENIOR LEADERSHIP GROUP

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CONTENTS	Page
1. INTRODUCTION	3
2. SUMMARY POSITION	3
3. MAINSTREAMING EQUALITY: ACTIVITIES AND EXAMPLES OF GOOD PRACTICE	4
4. EQUALITY OUTCOMES: PROGRESS 2017 – 2021	7
5. EQUALITY OUTCOME 1: PROGRESS 2019-2021	8
6. EQUALITY OUTCOME 2: PROGRESS 2019-2021	10
7. EQUALITY OUTCOME 3: PROGRESS 2019-2021	13
8. EQUALITY OUTCOME 4: PROGRESS 2019-2021	14
9. EQUALITY OUTCOME 5: PROGRESS 2019-2021	15
10. BOARD OF GOVERNORS DEVELOPMENTS	15
11. USE AND PUBLICATION OF DATA	17

Annexes

- A. EQUALITY AND DIVERSITY STATEMENT, LEGISLATION, GSA ROLES AND RESPONSIBILITIES**
- B. PROGRESS REPORTS FROM EQUALITY OUTCOME OWNERS**
 - a) Registrar and Secretary
 - b) Director of Strategy and Marketing
 - c) Deputy Director Academic

1. INTRODUCTION

- 1.1 GSA is a small, specialist arts institution (SSI) as designated by the Scottish Funding Council (SFC). As such it is committed to high level, studio-based, disciplinary creative visual arts' education from pre-undergraduate through to doctoral study. It provides this through five academic Schools: Mackintosh School of Architecture; School of Design; School of Fine Art; Innovation School; and School of Simulation and Visualisation.
- 1.2 All Public Sector Duties and Scottish Specific Duties are noted in annex 1 which include the requirement to make a final assessment of progress on Equality Outcomes for the period of 2017-21.
- 1.3 This document sets out the University's combined Equality Outcomes and Mainstreaming progress reporting, for the period 30 April 2019 – 30 April 2021, supplemented with annexes to provide background and detail.
- 1.4 Each current outcome will be assessed in terms of progress and future position i.e. embedded into mainstreaming, carried forward with future actions or amended to reflect current institutional priorities pertaining to inequalities.
- 1.5 A revised set of Equality Outcomes for the period 2021-25 will be completed and presented to the Board in April 2021 and published with the associated action plan in April 2021 to ensure compliance.

2. SUMMARY POSITION

- 2.1 To date GSA has complied with statutory reporting requirements.
- 2.2 GSA's approach to mainstreaming equality is now embedded and, where systematically implemented, is proving effective. Mainstreaming equality also underpins an evidence based approach to setting and progressing Equality Outcomes.
- 2.3 Senior ownership of Equality Outcomes continues to be a key strategy with the potential to generate more systematic and focused progress across all functions and drive mainstreaming at strategic and operational levels.
- 2.4 It should be noted that the GSA has managed a number of significant major incidents in the reporting period, with a second devastating fire in a period of 5 years occurring in 2018 and the current global pandemic beginning in early 2020 and continuing to profoundly impact upon the delivery of our core educational activities. There is no doubt this has delayed progress of some specific equality outcomes however; mainstreaming equality has continued to be a key priority. The effective transition to fully online, remote delivery of our academic programmes in 2020/21 and the requisite upskilling of staff has itself accelerated aspects of our equalities work.
- 2.5 The previous progress report recommended a single senior academic lead (Deputy Director Academic) however, the development of an Equality Diversity and Inclusion Committee has superseded this recommendation while still ensuring senior accountability, greater consistency and sharing of best practice on matters of equality and diversity, including more consistent approaches to reporting. Greater consistency of approach, data collection and evaluation across GSA will help to ensure progress and that the impact of initiatives can be evidenced effectively.

- 2.6 To ensure that GSA can provide effective leadership for the equality and diversity agenda, a quarterly meeting of the Equality Diversity and Inclusion Committee, chaired by the Deputy Director Academic with student and wider staff representation, is in place to monitor developments, determine any intervening actions and consult on progress of current and new equality outcomes while developing actions plans. Quarterly reports will be submitted to the Senior Leadership group with an annual report submitted to the Board of Governors.
- 2.7 Solid progress has also been made in relation to monitoring the composition of the Board and demonstrating the steps taken to diversify its membership.

3. MAINSTREAMING EQUALITY - OVERVIEW OF ACTIVITIES AND EXAMPLES OF GOOD PRACTICE

3.1 Equality Impact Assessment

- 3.1.1 Equality impact assessment is central to GSA's mainstreaming approach and continues to contribute to an increasingly informed and nuanced awareness of equality considerations in all areas where these are routinely implemented. Evidence based equality impact assessment is a tool for critical reflection and the consideration of equality as an integral aspect of policy and practice development and enhancement. [Equality Impact Assessment Summary reports](#) are published on the GSA website.
- 3.1.2 Significant work has been undertaken to mainstream the requirements of the Public Sector Equality Duty, using equality impact assessment to ensure equality is routinely and systematically considered in the review, development and implementation of operational and strategic initiatives and decisions. Academic Schools have made good use of the opportunities for reflection afforded by this process. However, evidencing the outcome of equality consideration to demonstrate compliance with the mainstreaming duty continues to be an area for improvement and is essential to building organisational capacity to identify key issues and evidence progress which makes a difference to the experience of people with protected characteristics.
- 3.1.3 Evidencing progress in meeting the three needs of the Public Sector Equality Duty, the reporting and sharing of progress, and the impact of actions as a result of Equality Impact Assessment in Learning and Teaching, needs to be further enhanced and will be addressed in the new outcomes set for 2021-2025.
- 3.1.4 Recommendations from the previous progress report have been implemented evidencing more proactive senior academic engagement and leadership in the promotion, evidencing and reporting of equality mainstreaming activity and its ongoing impact as a standard and valuable requirement of GSA's Quality Assurance and Enhancement processes.

3.2 Supporting Structures, Policies and Reporting Mechanisms

- 3.2.1 A training needs analysis was undertaken and the staff development programme will continue to be augmented to reflect the ongoing context. This analysis was aligned with the institutional COVID-19 Risk Assessment. As well as the inherent need to provide training on the physical safety aspects, it was recognised that focus needed to be maintained on enabling a mentally healthy workplace and on equipping senior staff to deal with the likely challenges.
- 3.2.2 Several organisational and local-level themes were identified from the staff survey undertaken in 2019, which senior staff explored with their teams at local level in 2020. A number of institution-wide thematic working groups have now been configured and will begin work in February 2021 with a view to scoping initiatives to address specific issues identified such as Mental Health and Wellbeing, Black

Lives Matter and Anti-Racism. It is intended that the work of these groups will feed into the new GSA strategic plan and supporting operational plans for 2021 onwards.

- 3.2.3 The Student Conduct Policy and Misconduct Procedure was implemented in September 2019 which takes into account the evidence considered by the UUK Taskforce to examine violence against women, harassment and hate crime affecting university students. The policy implemented a new reporting process where all incidents of alleged misconduct must be reported to the Head of Academic Registry and recorded for analysis and reporting purposes. During the first year of the new policy and procedure being introduced, there has been an increase in the number of incidents recorded and reported. This increase is seen as a positive, indicating that incidents that may have been previously uncaptured are now being recorded.
- 3.2.4 GSA's new Model Complaints Handling Procedure has been subject to an Equality Impact Assessment (EIA). The EIA evidences how GSA plan to support people to make complaints – through alternative formats, such as large print of British Sign Language translations of information; organising independent advocacy; and pro-actively advising students to contact us regarding other reasonable adjustments.
- 3.2.5 A review of the policy will be reported in September 2021. This review will take into account feedback received from staff and students, and the themes emerging from the analysis of the data gathered since the implementation of the new policy. The changes to the policy and procedure have allowed students to report incidents more easily and allows for greater transparency.
- 3.2.6 The Widening Participation Strategy outlined in the [2019-20 Outcome Agreement](#) incorporates consideration for students with protected characteristics, in particular where these intersect with socio-economic disadvantage. The work became even more targeted in 2019 - 2020 with the significant move from targeting low progression schools, to working with students from all schools across the West of Scotland who lived in SIMD20/40 areas. GSA have exceeded their SIMD20/40 target by 13 (94 entrants against an Outcome Agreement of 81. This has been achieved through five specific enhancement activities:
- i. Implementing articulations and an associate student scheme
 - ii. Expanding portfolio preparation programmes targeted specifically at those from low socio-economic groups
 - iii. Introducing additional *Transitions In* workshops for both schools' leavers and those with advanced standing from colleges
 - iv. Carrying out review and overhaul of the Outreach programme including enhanced targeting of activity, monitoring and evaluation
 - v. Embedding activity across all schools at GSA and within the academic committee infrastructure.
- 3.2.7 GSA has developed its first [British Sign Language Action Plan](#) for 2018-2024, to ensure that we are attractive and welcoming as a place to work, study or visit. The plan commits to 25 ambitions with targeted actions covering all areas of the GSA's work. Progress has been made with accessibility of information and ensuring reasonable adjustments are in place for all events. We acknowledge that further progress needs to be made which will be reflected in the next iteration of reporting.
- 3.2.8 Institutions in Scotland are required to have well-publicised response and reporting pathways for those experiencing or wishing to report Gender Based Violence (GBV). At present The Equally Safe in Higher Education (ESHE) is still the agreed framework for Scottish institutions. GSA is closely

monitoring the discussion on the future direction of Equally Safe in HE and FE, following the recent Scottish Government consultation and discussions about the development of the Emily Test Charter.

3.2.9 GSA is a member of Fearless Glasgow formed in November 2019 as a multi-agency, regional partnership to tackle GBV. The group has a wide reach across staff and student communities and through the work of Police Scotland, Glasgow and Clyde Rape Crisis, Glasgow Violence against Women Partnership, and Emily Test. Members of Fearless Glasgow work together on campaigns, share ideas, and work alongside specialist support groups to improve access to help and share information across all of their campuses. One of the key priorities identified was data gathering and supporting online and anonymous reporting. Fearless Glasgow are currently exploring funding opportunities for a regional approach which GSA would be part of, if successful.

3.3 Accessibility Legislation

3.3.1 In September 2018, new [regulations on the accessibility of websites and mobile applications of public sector bodies](#) came into force in the UK. The accessibility regulations build on existing obligations under the Equality Act 2010 requiring all public service providers consider 'reasonable adjustments' for disabled people.

3.3.2 The regulations require public sector organisations to ensure they:

- Understand how the regulations will impact them
- Check for accessibility of published websites and apps
- Produce an action plan to resolve any issues of non-compliance
- Publish an accessibility statement
- Check for accessibility of new websites, features or tools

3.3.3 GSA has not met the required deadlines and therefore is not compliant. This has been referred to the Digital Streeting Group to provide a revised timeline for completion.

3.3.4 GSA formed a Digital Capacity Group which fed into the Digital Steering Group with the intention of completing an audit of all digital resources to assess the work required to comply with the Digital Accessibility legislation. The impact of Covid meant the focus shifted to the upskilling of staff with significant investment in digital resources to ensure all learning, teaching and assessment material could be delivered remotely, anticipating the needs of students and ensuring effective provision for all.

3.3.5 Accessibility remained a key priority throughout, using Equality Impact Assessment to consider the impact of Covid 19 when developing a Hybrid Learning Model with a focus on Digital Accessibility and the integration of Canvas. The use of applications such as Miro and Padlet has supported group collaboration, enabling visual expression of ideas, project work and collaboration to continue which is an integral part of GSA culture of learning.

3.3.6 There are many specific benefits to this including:

1. greater use of asynchronous recorded learning materials
2. the subtitling of all recorded presentations
3. archiving of guest lecturer presentations
4. availability of asynchronous digital collaboration tools permitting participation in group endeavour or interaction across both space and time

5. All key reading list texts and scanned chapters can now be accessed by students seamlessly through their CANVAS course significantly improving accessibility to these resources.

3.3.7 This delayed progression of the legislative timeline and GSA have been unable to comply with the deadline of September 2020 to make websites published before 23 September 2018 accessible and publish an accessibility statement.

- Training has been made available via [canvas](#) to teaching and professional service staff to provide support in how to meet key standards for learning resources including video content.
- Some work has been undertaken at the local level to meet accessibility standards in relation to media and content production and testing of locally owned sites. This has not yet been systematically addressed across the GSA.

4. EQUALITY OUTCOMES 2017-2021

4.1 GSA's Equality Outcomes 2017-21 were published in March 2017 at which time senior ownership and responsibility for the delivery of these Outcomes was confirmed. In order to generate more systematic, focused progress and to ensure explicit alignment with equality mainstreaming across functions, equality outcome owners were tasked with developing plans and reporting on progress and impact relative to their areas of responsibility.

4.2 These plans are intended to drive the achievement of GSA equality outcomes and ensure that delivery of these outcomes is considered as part of strategic development and operational delivery at leadership level. Equality Outcome owners have provided outline progress reports for this report to the Board (attached at Annex 1).

4.3 GSA's current equality outcomes were assessed to ensure advice and guidance from SFC and The Equality and Human Right Commission were adhered to. Several were noted to be too general in nature with the broad aim 'to achieve equality for all'.

4.4 GSA found evidence of ineffective monitoring and reporting such as activity related to processes, policy and practice, descriptions of actions and outputs, generic commentary on the potential impact of activity, statements that improvement has occurred with no indication of how this has been measured and not necessarily correlated with tangible improvements for people with protected characteristics.

4.5 **Outcome 1** - *An organisational culture in which respect for self and others is understood and practiced; where identity-based ignorance or prejudice is challenged and confidence promoted.*

It is recognised that there is further development to be achieved to progress this outcome with a particular focus being considered for Race, Gender, Disability and LGBTQI+ as suggested by both internal and external research.

4.6 **Outcome 2** – *An inclusive and accessible environment in which the diverse needs of students are systematically anticipated and provided for.*

This outcome was assessed as too general in nature and will be reviewed and reflected in the 2021 – 2025 outcomes.

4.7 **Outcome 3** – *An increase in the number of students from currently under-represented groups and achieving successful outcomes.*

This outcome was assessed as viable with consideration being given to which underrepresented groups GSA will focus on with SMART targets set to ensure progress can be effectively measured.

- 4.8 **Outcome 4** – *A fair pay and career progression framework which underpins equality of opportunity for all, actively works towards reducing the gender pay gap and addresses occupational segregation.*

GSA is committed to fair pay and career progression however, progress will be reported via mainstreaming activity, the Gender Pay Gap Report and the Equal Pay Statement therefore this outcome will not be reflected in the 2021 – 2025 outcomes.

- 4.9 **Outcome 5** - *An increased number of people from diverse ethnic and cultural backgrounds contributing to learning, teaching and research at GSA and engaging with diverse local communities.*

It is recognised that there is further development to be achieved to progress this outcome. Consideration will be given to the use baseline data to monitor progress of targeted actions.

5. EQUALITY OUTCOME 1 PROGRESS 2019-2021

1. An organisational culture in which respect for self and others is understood and practiced; where identity-based ignorance or prejudice is challenged and confidence promoted.

5.1 Training and Development

- 5.1.1 GSA has a range of mechanisms, policies and provisions in place aimed at supporting staff and their wellbeing. Working within the context of the Safe Campus group, in response to the COVID-19 context, GSA developed enhanced resources for staff and line managers. Social distancing guidance, key protection and hygiene measures and other HSE guidance protocols were developed by the Health and Safety team through the lens of an institutional-level risk assessment, which was cascaded to a departmental-level. The GSA HR function developed tools to compliment these information sources by providing guidance, templates and training to support from a people management perspective. Where a return to campus was not possible (or not required) further materials and mechanisms to support individuals, teams and line managers, work and manage in more flexible ways were developed. Partnership working with the recognised Trade Unions has continued throughout, building employee engagement, sourcing information on practical issues and enabling employee confidence that their needs are being listened to and acted upon. This has provided insight into both workforce and individual needs and concerns and HR have developed a model and toolkit that will surface any individual issues.
- 5.1.2 In addition to our core Employee Assistance Programme and access to Occupational Health Advisors, GSA launched two new digital platforms to support the mental health and wellbeing of staff. SilverCloud is a digital mental health platform offering over 20 programmes covering wellbeing, mental health and chronic health conditions. Togetherall is a platform (previously only accessible by our students) that provides a safe space for peer to peer emotional support, help and guidance.
- 5.1.3 Student Support and Development and Learning and Teaching have devised specific CPD sessions for staff engaged in Personal Tutor roles, offering an induction to the role, as well as follow up CPD sessions in how to respond to challenging discussions and situations. In an evaluation of the personal

tutor pilot staff stated that this CPD provision was incredibly valuable to their role and requested further training and support, particularly in relation to mental health and wellbeing.

5.1.4 We have continued to deliver Scotland's Mental Health First Aid (SMHFA) training to academic and support staff with a focus on supporting staff to provide appropriate responses to mental health challenges. 170 staff which translates to over 25% have now participated which contributes to an organisational culture in which respect for self and others is understood and practiced and ignorance and prejudice is challenged. Staff Survey 2018 and 2020 evidence increased staff awareness and confidence.

5.1.5 Additional mandatory training has included Dealing with Complaints, Equality and Diversity in the Workplace, Safeguarding and Identifying and Responding to Student Mental Health Problems. One staff member reported:

"I have to say I found the content and tone to be quite excellent. It was also useful that the module was tailored for GSA, and the video examples of interaction with students - the do's and don'ts if you like, really helped to illustrate the theoretical in a practical and realistic setting." 2021.

5.1.6 Regarding the Equality and Diversity e-learning module, completion rates have seen a further improvement rising to c.78% across GSA with some departments at 100% while other areas are lower with action being taken to further increase participation. Whilst the module provides access to tailored information around the fundamental principles of equality and diversity and the inherent responsibilities of staff, the staff development programme 2021 will continue to build on developing skills and understanding, aligned with GSA's Equality Outcomes Plan for 2021 to 2025 .

5.1.7 Gender Based Violence training has been implemented for students and staff and we are working with both cohorts to identify further opportunities such as unconscious bias, anti racism, LGBTQ+ based on reported need and identification of institutional inequality priorities.

5.2 Student Feedback

5.2.1 Student feedback is gathered from a variety of formal and informal Student Voice mechanisms. A Student Voice Working Group instigated in 2019-20 to identify student partnership priorities and develop approaches to these in collaboration with the Students' Association. In 2020 the School funded the Student Association to deliver a programme of equality, diversity and inclusion events for students and staff and this approach will be utilised going forward.

5.2.2 The Lead Rep system was introduced to act as a conduit between class representatives on the ground and senior management teams within our academic Schools. Lead Reps meet regularly with senior management teams within the Schools ensuring the student voice is embedded within key decision making at all levels. GSA was nominated for a sparqs' Student Voice Award at 2019 Conference in recognition of student voice initiative enhancements.

5.2.3 The Student Association are an integral and active part of the university who celebrate the diversity of our community. Each year they host events linked to LGBTQ+, Black History months, International Women's Day and other cultural festivals. This involves student-led workshops, discussions, speakers, awareness days/events to highlight issues and promote awareness and understanding.

5.2.4 This year GSA funded a programme of events addressing Black History Month and how nurture of a diverse student community. The ambition was jointly agreed by GSA and GSASA as:

"a platform to consider how we move towards an improved academic environment and community,

one where respect for identity is evident and prejudice is challenged, and where we explore how we ensure that people from across GSA, including under-represented groups or communities, feel comfortable to speak, act and contribute to life at GSA. Key to this is the capacity for students to work with GSA academics [...] to identify and engage external contributions that help realise this ambition.”

- 5.2.5 The Student Association undertook – as part of their contribution – to gather and document feedback from this programme and this will inform how we identify appropriate ways to partner with the GSASA on future EDI enhancement initiatives.

6. EQUALITY OUTCOME 2 PROGRESS 2019-2021

2. An inclusive and accessible environment in which the diverse needs of students are systematically anticipated and provided for.

6.1 Estates

- 6.1.1 GSA acknowledge that physical accessibility is still a substantial challenge owing to the profile and age of some of its buildings. Significant work has been undertaken including the new building for our School of Design (the Reid Building), the acquisition of a building (the Stow Building) for the School of Fine Art to return to Garnethill following the 2014 fire, and making access to technical workshops (core to GSA’s creative practice educational provision) more efficient. The Stow Building was developed as a new studio-oriented building for use by the School of Fine Art over six floors with handover of the refurbished Stow Building in April 2019.
- 6.1.2 Following the appointment of a new Director of Estates in December 2020, a review of outstanding matters has been undertaken and a revised plan of action has been put in place focused on this Equality Outcome. A key initial development has been the use of post occupancy evaluations to obtain staff and student feedback on recent building projects. These activities took place regarding the Reid and Stow buildings from October 2020 to February 2021.
- 6.1.3 The Estates Strategy will now be undertaken during 2021 and will inform and include an access and inclusion plan together with an audit and review of the condition and management of building facilities. This will also involve staff and student engagement to help inform prioritisation of a financially sustainable five to ten-year capital investment plan.
- 6.1.4 As part of this, the Director of Estates will also consult on and produce, a *Design Policy for an Accessible and Inclusive Campus* cognisance of which will be required in all future capital and maintenance projects. This will also be part of the new Project Management procedures and checklist for each stage of a project so that equality can be demonstrated in all stages of decision making and development of the GSA Estate. This will include the continuation of post occupancy evaluations of projects to determine if aspirations were met and if further review is needed.
- 6.1.5 A further positive development in terms of information gathering is that GSA has commissioned external consultants to undertake building condition surveys and access audits. These are due to commence in February 2021 with completion of access audits by April 2021 and building condition surveys by June 2021.

6.2 Race

- 6.2.1 GSA has begun to address the significant but vital challenge of broadening, deepening and diversifying the cultural references and wider learning opportunities within its curricular offer. This has become urgent work proactively responding to the expectations and experiences of domiciled Black and Ethnic Minority (BAME) students during a period of awareness raising regarding their experience that goes beyond GSA into the wider UK arts ecology and higher education in general.
- 6.2.2 The Library's Emancipating Our Collections website describes the number of ways in which GSA is developing its collections and services to support both institutional and student-led initiatives to diversify the curriculum, including building the library's World Cultures Collection and projects to encourage students to help shape new collections.
- 6.2.3 Each School within GSA is completing a renewal of programme and course reading lists and improving the diversity of visiting lecturers to ensure students are exposed to a broader range of cultural influences as well as ones which better reflect the diversity of our student population. This work is embryonic in some parts of the School and the adoption of a 'whole GSA' approach and commitment to this work will be a feature of the next stage of our equalities work.
- 6.2.4 The Mackintosh School of Architecture research group Missing in Architecture (MIA), formed to promote creativity and activism has hosted a range of ambitious events for students and staff and represents an example of good practice that can be translated across our disciplinary mix to empower student and staff communities to reflect on learning and teaching practices and propose more inclusive pedagogic approaches.
- 6.2.5 On 14 August 2020 GSA along with all other Scottish Institutions endorsed the declaration: a joint, public intention that names, rejects and addresses racism with the intent of developing a framework to support embedding anti-racism using the anticipated tools being developed by the [Race Project Steering Group](#) 2020.

Racism exists on our campuses and in our societies

Call it what it is

Reject it in all its forms

We stand against racism

- 6.2.6 This 'naming' was recognised as a way to support tackling the systemic nature of racism across FE/HE education settings, in both physical and virtual campuses, as microcosms of society.

6.3 Mental Health and Wellbeing

- 6.3.1 There has been a focus on awareness and delivery, in support of positive and poor mental health in line with the Step Change Framework. Funding has enabled an increase in counselling provision. To date, no student has waited more than two weeks for an appointment.
- 6.3.2 In Sept 2019, a Mental Health Advisor— DBT/BA/CBT informed practice and Mindfulness teacher was employed by GSA. Enhanced services include one to one and groupwork sessions, individual mental health support plans with students with complex and enduring mental health needs, and mental health monitoring. Students are supported to access external services and GSA is further developing partnership links with local and national health and support services.
- 6.3.3 Students identified a specific need for more support with their emotional health and wellbeing. We listened and responded by delivering Look After Your Mates (LAYM) workshops. These sessions were developed by Student Minds and focus on how to support your friends (or yourself) who may be

struggling with their emotional health. Attendance was good and informal feedback indicated we have made a difference to this cohort of students. Further sessions have been planned.

- 6.3.4 In direct response to student feedback, three counsellors completed Gendered Intelligence Training with a particular focus on Trans awareness. Yearly supervision will be maintained to ensure continued registration.
- 6.3.5 In 2019 GSA extended its contract with Big White Wall, rebranded TogetherAll for a further two years following positive evaluation of this 24/7, 365 days a year online help service for anyone who wants to talk to a trained mental health professional or share their problems with other people in similar situations. In June 2020, GSA invested in a three-year license for SilverCloud, an online self-help programme using Cognitive Behavioural Therapy (CBT) based techniques similar to interventions delivered by Psychological Wellbeing Practitioners. These services are free to all GSA students and staff in support of growing national evidence that mental health difficulties have been exacerbated by the pandemic.
- 6.3.6 GSA responded quickly to the identified need for mental health support over the festive period. The Mental Health team extended their service and a dedicated phonenumber and email staffed by Mental Health 1st Aiders was implemented, running every day other than Christmas and New Year's Day. This was supplemented by a service level agreement with ICS Digital Therapies.

6.4 Disability

- 6.4.1 GSA-wide enhancements have included the library implementing a neurodiversity strategy to better support students with learning differences. To support this, a [neurodiversity guide](#) has been developed which is available alongside subject guides at the library entrance and on a designated neurodiversity page of the library's site. A silent reading room and sensory space has also been introduced. In addition, the Library is subscribed to the RNIB Bookshare which supports learners with a print disability to access the curriculum. We enable learners who cannot read standard print, including those with dyslexia to read the same books, at the same time as their peers, creating an inclusive environment for students. We have also introduced two new software tools, Blackboard Collaborate, a virtual classroom tool and Planet eStream, a lecture capture platform to make lectures more accessible for all students.
- 6.4.2 GSA have invested in a suite of assistive technology site licenses including Grammarly, ClaroRead, Audio Notetaker and Mind view. Three of these packages can be accessed remotely by students and staff if required, to support an inclusive and accessible learning environment. This suite of software will also be installed on every laptop purchased and loaned via the Digital Inclusion Strategy.
- 6.4.3 As a key development in the COVID-19 period, GSA committed a significant investment in digital platforms and software: specifically, universal and free access to Zoom, Adobe Cloud, Rhino (3D CAD), Otter AI, Padlet (research and visualisation) and Miro (collaborative tool for the paperless classroom). This investment of circa £200K is in addition to the Digital Inclusion investment of £320K making laptops available to up to 15% of the student population at any one time, in addition to existing fixed digital resources in labs and studio. The unification of analogue and digital making strategies as part of the curriculum will be developed as part of GSA's forthcoming strategic planning activities, and will ensure increased and more flexible access to institutional resources, reduction in costs borne by individual students and further alignment with existing curricula and the emerging academic portfolio. It should be recognised that this provision allows students to focus their own resource elsewhere.
- 6.4.4 In session 2019/20 GSA developed and resourced a Short-Term Assistance Grant (STAG) which extended the coverage to students from all fee categories and for any home students that did not

meet the parameters set by Students Award Agency Scotland. Over 97% of applicants to this scheme have received GSA-funded assistance. In the current session, 102 applications have been received with c.£50k awarded in financial assistance.

7. EQUALITY OUTCOME 3 PROGRESS 2019-2021

3. An increase in the number of students from currently under-represented groups and achieving successful outcomes.

Tackling under representation

- 7.1 The GSA continues to apply its Fair Admissions Policy and Academic Year 2019-2020 saw the first entrants who benefited from minimum entry requirements applied to SIMS20/40 applicants:
- 41 school leaver offer holders were eligible to benefit from MERs (because they had a Care, MD20 or MD40 flag)
 - 14 (31%) met or exceeded the standard entry requirements of ABBB at the point of application
 - 25 (61%) received an offer at the minimum entry requirements of BBCC
- 7.2 Mechanisms are in place to seek assurance that those with Minimum Entry Requirements are not disadvantaged in any way with their learning. As data is assessed and available to inform other decision making, other forms of disadvantage may be added to allow other groups to benefit from Minimum Entry Requirements. This will be considered as the Scottish Government Working Group on data reports and updates its recommendations. Taking cognizance of a broader perspective, we hosted prior to COVID-19 restrictions, two in-bound teaching visits from India, one of which was focused on staff training looking at different ways of admitting students and different cultural experiences of prior-learning.
- 7.3 The Admissions Target Group plays an important role in promoting equality in admissions decisions through ensuring that amendments have been made to the delivery and arrangements of key parts of the admissions process:
- Training for staff in interviewing students to ensure best practice (these were held in November – December 2020);
 - Reviewing our interview processes for entry 2021 taking into account the current challenging context for students;
 - A discussion on institutional racism and bias with a pooling of ideas that can be taken forward to promote diversity;
 - Review and updating of portfolio requirements to reflect the changes in creative education in secondary schooling;
 - Digitisation and standardisation of induction materials from across GSA available on CANVAS with all material captioned in line with our BSL commitments;
 - Delivery of online open days with all presentations captioned (in line with BSL commitments);
 - Amended the English language requirements for students whose first language is not English making these more accessible.
- 7.4 The under representation (staff and student) of men or women and people from Black and Ethnic Minority (BAME) backgrounds is common across many of GSA's programmes. However, a range of positive actions have been identified at a local level addressing recruitment, marketing, and working with current students, professional bodies and external partners to identify and address the factors

that lead to under representation including the dynamics through which subjects have themselves become gendered or colonised.

- 7.5 In 2019/2020 10% of all UK domiciled students were from BAME backgrounds. This is an increase over previous years which had remained at a constant 6%. The number of applicants from BAME UK domiciled backgrounds has risen marginally over the past five years increasing approximately 1% each year from 7.8% in 2015/2016 to 10% of applicants in 2019/2020 with a 14% conversion to offer as compared to a 13% conversion to offer for White UK domiciled applicants. Conversion rates have had a differential of less than 2% since 2016/2017 however, this is the first year it is in favour of BAME applicants.
- 7.6 In 2019/2020 19.5% of GSA students disclosed a disability remaining consistent with previous years. 45% of these students were in receipt of Disabled Student Allowance (DSA) confirmed by HESA UK Performance Indicators: Widening Participation as significantly above sector average. This demonstrates GSA's continued commitment to removing barriers and was reflected in the attainment gap which reduced from 12% in favour of those that did not disclose a disability to 5%.
- 7.7 There is no notable increase in applications from males and the proportion of male students at GSA has continued to decline with 32% of students identifying as male despite a rise in conversion to acceptance rate, identifying opportunity for further positive action. Our aim was to maintain the attainment gap between males and females which has been consistently within 1% since 2015/2016 however, in 2019/2020 this rose to 9% in favour of women.
- 7.8 There has been some local progress towards the overarching aim that no course would have a gender balance of less than 25% male or female e.g. Masters of Research was predominantly female, now 50/50 split.
- 7.9 There has been a rise in the number of students identifying as LGBTQ+ encompassing sexual orientation and gender reassignment with recognition from GSA that this is an area that requires further development.
- 7.10 The age profile of students at GSA has changed very little and the percentage of students indicating no religion has continued to increase rising to 66.9% in 2019/2020.

8. EQUALITY OUTCOME 4 PROGRESS 2019-2021

4. A fair pay and career progression framework which underpins equality of opportunity for all, actively works towards reducing the gender pay gap and addresses occupational segregation.

- 8.1 An imbalance of male/female readership and professorship applications at GSA was identified and a focus was placed on supporting females in academic roles through actively identifying and mentoring role holders who would be eligible for promotion. As a result, there has been an 20% increase in successful applications for professorship status from females since 2018.
- 8.2 Work will now focus on equality of opportunity for both academic and professional support staff through the development of career tracks at GSA. It is intended that this framework will allow staff to identify and map professional development via measurable targets, whilst allowing GSA to identify the resources, policies and tools required to support progression through these tracks from early career stages. GSA's Senior Leadership Group will consider whether an existing equality charter application would be an appropriate means within which to develop this work.

- 8.3 The most recent Equal Pay Review was undertaken in February 2021 and has highlighted that there remain no significant equal pay issues at GSA although there continues to be a pay gap specific to gender. Whilst the gap is not out of line with the sector, it is clear that some existing features of the current grading structure likely contribute to gaps occurring. Work was undertaken early in 2020 to scope the feasibility of addressing these factors within the grading structure which will be considered as part of the strategic planning process during 2021.
- 8.4 The Equal Pay Review will be presented to the Senior Leadership Group and the Board of Governors in March 2021, together with outline recommendations derived from the Review.

9. EQUALITY OUTCOME 5 PROGRESS 2019-2021

5. An increased number of people from diverse ethnic and cultural backgrounds contributing to learning, teaching and research at GSA and engaging with diverse local communities.

- 9.1 The GSA has had a dedicated Community Engagement Officer based within the Open Studio team and working across Marketing and Communications and Exhibitions. 2019 – 2020 was the 2nd year of the post and activity focussed on developing and cementing the connections and partnerships from last year, and enhancing the internal relationships with Schools and Student Association including Community Engaged Creative Practice Talk Series. Work with community groups and the consultations were analysed which identified a number of shared values and aspirations and specific opportunities that will now be moulded into a formal strategy to inform work moving forward.
- 9.2 Projects to highlight include working with CWIN (Central and West Integration Network) working with adult and children asylum seekers and refugees. Face to face work halted but activity packs and materials were put together and delivered to 110 families with online support over the October week and further online delivery planned for the coming months.
- 9.3 GSA Exhibitions collaborated with GSA Community Engagement on specific projects to increase GSA's engagement with diverse communities, bringing exhibition making skills to the collaboration. *Refuge Garnethill* was an exhibition that was a collaboration with St Aloysius Church ESOL class, shown at Fleming House and touring to Mitchell Library and Tenement House in 2019 <https://www.refugegarnethillart.com/exhibition.html>. A website with an online resource of work was developed in 2020 and available at <https://www.refugegarnethillart.com/>
- 9.4 The Race, Rights and Sovereignty events programme was established in Sept 2016 and is run in partnership with The Art School: GSA's Students' Association (GSASA). The aim of the programme is to celebrate, challenge, inform and inspire the next generation of artists, designers and architects about race and empower them to have a creative voice'. A website for the programme and associated resources is available and RRS worked with GSA Library to create a subject guide 'Race & Rights' <https://lib.gsa.ac.uk/subject-guides/subject-guides-race-rights-sovereignty/> This is signposted to GSA staff and students as a resource. The programme was selected in 2019 as a case study for the 'UUK-NUS project: addressing the BME student attainment gap'.
- 9.5 Missing in Architecture defined as a platform for research and collaboration between architects, educators, students, local communities, councils and everyone in between have utilised the recent Friday Lecture series to address a range of themes including disability, inclusive design and gender equality both in terms of the content but also in the diverse range of invited speakers.

10. BOARD OF GOVERNORS DEVELOPMENTS

- 10.1 GSA's Board of Governors must assure itself that GSA is compliant with the Equality Act 2010 and meets the requirements of the Public Sector Equality Duty and the Scottish Specific Duties, and the Gender Representation on Public Boards (Scotland) Act 2018.
- 10.2 Equality matters are reported to the Board, which retains overall responsibility. Detailed scrutiny is provided by the Human Resources Committee. As a development for session 2020/21, the membership of the Human Resources Committee has been adjusted so that this is now comprised wholly of Governors, including all of the Staff Governors and Trade Union Governors. This supports the Board in its oversight of this important matter, and in its consideration of the impact and progress that GSA is making in equality mainstreaming and in the achievement of GSA's Equality Outcomes.
- 10.3 In its response to the COVID-19 pandemic, the Board demonstrated its commitment to ensuring that, as far as possible, students across GSA were not disadvantaged by the necessary move to online learning by its support of the Director and Senior Leadership Group in putting in place extensive measures to support digital inclusivity.
- 10.4 In terms of the Scottish Code of Good HE Governance (2017), the Board also has an obligation to monitor its own composition, to establish appropriate goals and policies regarding the balance and diversity of the members it appoints and to regularly review its performance against those goals and policies. GSA's [Equality and Diversity Statement](#) sets out the Board's approach to its obligations in relation to the Scottish Code of Good HE Governance (2017) and is reviewed by the Board on an annual basis to ensure compliance with all relevant legislative and regulatory requirements. The Equality and Diversity Statement is clearly sign-posted in the [Board of Governors Description of Role and Responsibilities](#) which provides a description of the responsibilities of and expectations placed upon governing body members and this document is shared with external organisations (for example the GSA Students' Association) or electorates that appoint or elect members to the Board of Governors.
- 10.5 There have been adjustments to the composition of the Board in this reporting period, owing to changes recently made to GSA's statutory instruments to align with the Higher Education Governance (Scotland) Act 2016. Changes included in the formalisation of two Trade Union Governor positions and the addition of a second Student Governor. In addition, in the last twelve months, three Independent Governors have demitted office. Overall, these changes have had a marginal impact on the male:female gender balance of the full Board¹, which currently stands at 55%:45%. It is noted that some positions are by election and this limits the Board's opportunity to consistently achieve a male:female balance. In previous sessions, representation on the Board has been relatively balanced with a tendency towards a higher number of women on the Board. The Chair and one of the Vice Chairs of the Board are women and of GSA's Board committees, half of the Convenors are also women.
- 10.6 GSA had previously committed to the sector level aim of a 40% target for female and male Independent Governor representation on the Board with a 20% zone enabling adjustment over time and until recently GSA has successfully met and maintained over time the sector level aim. In terms of Independent Governors, of which there are thirteen (including the Chair), the male:female gender balance currently stands at 61.5%:38.5%, partly owed to a female Independent Governor demitting office prior to the completion of her term. Therefore, at present, the gender representation objective² of 50% non-executive members being women has not been achieved. The next Board recruitment

¹ As of 1 December 2020, the total membership of the Board comprises twenty members.

² As required by the Gender Representation on Public Boards (Scotland) Act 2018.

exercise is scheduled to commence in March 2021. Key considerations will be gender representation and the wider equality make-up of the Board, with the Governor Appointment Sub-Group provided with relevant information relating to the diversity balance and composition of the full Board to enable them to identify priorities for maximising involvement and accessibility of Board roles for any under-represented groups. The Governor Appointment Sub-Group will be provided with clear guidance regarding the obligations arising from the Gender Representation on Public Boards (Scotland) Act 2018. This briefing will also be provided to the Board of Governors in March 2021.

- 10.7 In line with previous recruitment rounds, the advertisements for Independent Governors will include statements on equality and diversity and will highlight that applications would be particularly welcomed from individuals from protected characteristic groups currently underrepresented on the Board. The Governor Appointment Sub-Group will review and approve both the candidate pack and the advertising schedule and will consider how these can be optimised to encourage applications from a diverse range of applicants.
- 10.8 In terms of enhancing monitoring, at the start of 2020, a detailed checking exercise was undertaken to ensure that equality information had been provided by all Independent Governors and there is evidence that this step to improve the quality of the data has provided a clearer understanding of the current diversity of the Board. Analysis of this data has been included in the Equality Monitoring: Board of Governors Report 2021.
- 10.9 All new Governors continue to receive a full induction on joining the Board. Equality and diversity responsibilities are included and the opportunity for additional training in matters of equality and diversity is assessed. Equality and diversity awareness is identified as a separate element in the continuing professional development training offering to Board members as part of the review of individual Governor's contributions to ensure a continuing understanding of current and developing best practice. Following completion of the reviews being conducted in each year, the Chair collates the reviews and identifies any points to be followed up with individual Governors, and any training requirements.
- 10.10 Board members are reminded that they are also able to access and undertake GSA's suite of staff e-learning modules, which includes one on Equality and Diversity, and have access to a variety of equality training opportunities, including unconscious bias, via LinkedIn by virtue of their GSA email address.
- 10.11 In a development for 2021, a series of Equality, Diversity and Inclusion sessions will be made available to all Board members following the setting of the 2021-2025 Equality Outcomes. This will be delivered by GSA's Head of Student Support and Development (who is GSA's Equality lead) and who reports to the Deputy Director Academic, the relevant senior officer. The intention is to provide a deeper understanding of GSA's reporting requirements with regard to the Equality Act 2010 (Specific Duties) (Scotland) Regulations 2012 and of GSA's approach to Equality.

11. USE AND PUBLICATION OF DATA

- 11.1 Equality monitoring data for GSA staff, students and Governors (from 2020) is published annually on the GSA website. An equal pay review is conducted and published biennially.

11.1 [Equality Monitoring –staff](#)

11.2 [Equality Monitoring – students](#)

11.3 [Equality Monitoring – Governors](#)

11.4 [Equal Pay Review 2020](#)

11.2 This information is increasingly recognised as a starting point for more nuanced analysis and provides a crucial evidence base for action and for measuring success.

12 EQUALITY OUTCOMES 2021 – 2025

12.1 GSA embarked on an exercise to identify the most pressing and significant inequalities relevant to GSA with consideration given to both local and national priorities with the specific aim of being more realistic about where GSA can make a difference.

12.2 We acknowledge that there is still work to be done to evidence the difference we make to specific protected characteristics and demonstrate how we have achieved change. GSA will set a new equality outcome which will focus on aligning processes, gathering data, effective monitoring and recording and evaluation and feedback mechanisms to support measuring progress and impact. It is recognised that a new approach will be developed to ensure GSA can measure progress of the difference made to the lives of those with protected characteristics, demonstrating positive change with quantitative or qualitative evidence obtained from the people impacted.

ANNEX A

EQUALITY AND DIVERSITY STATEMENT, LEGISLATION, GSA ROLES AND RESPONSIBILITIES

1. EQUALITY AND DIVERSITY STATEMENT

The Glasgow School of Art is committed to promoting equality and diversity across the School's activities, and to ensuring that established principles of equality and diversity are ingrained throughout the School. The Board of Governors is committed to promoting inclusivity in terms of all nine protected characteristics (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation).

The Board recognises the importance of taking the lead in demonstrating commitment to equality, fostering diversity within the staff, student and stakeholder community at the School, and setting an example that helps to ingrain equality as a priority across the whole of the School. The School has adopted a progressive approach over a number of years to successfully increase diversity in the Board across all of the protected characteristics, and is committed to maintaining and improving this position. Working with difference and promoting equality underpins our ambition and purpose. Our studio based learning, research and collaboration transforms thinking and our individual and collective contributions influence the day to day lives of people across local and global communities.

Working with difference and promoting equality underpins our ambition and purpose. Our studio based learning, research and collaboration transforms thinking and our individual and collective contributions influence the day to day lives of people across local and global communities.

As a community we are committed to creating and sustaining learning and working environments where difference is respected and the widest possible range of cultural and social perspectives are valued. We treat each other fairly, according to need, and minimise barriers to participation for all.

By fostering environments in which difference nourishes new questions and possibilities and where respect is a catalyst for the removal of barriers, we support the learning and development of individuals and our collective contribution to the common good.

2. EQUALITY LEGISLATION

REQUIREMENTS OF THE PUBLIC SECTOR EQUALITY DUTY

The **Equality Act 2010** introduced a Public Sector Equality Duty consisting of a general duty supported by specific duties. The general duty requires public bodies to have due regard to three needs. These are:

- The need to eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Equality Act 2010.
- The need to advance equality of opportunity between people from different groups, considering the need to:
 1. Remove or minimise disadvantages suffered by people due to their protected characteristics.
 2. Meet the needs of people with protected characteristics.
 3. Encourage people with protected characteristics to participate in public life or in other activities where their participation is low.
- The need to foster good relations between people from different groups, tackling prejudice and promoting understanding between people from different groups.

In order to demonstrate due regard to these three needs, the legislation requires that public bodies, including providers of education:

- Give due regard to the equality implications of all aspects of institutional practice including decision making, the design and delivery of services, policy, procedure and practice at both strategic and operational levels.
- Take a proactive and systematic approach to addressing 'institutional discrimination' with a focus on institutional change.

The delivery of this requirement is supported by the Scottish Specific Duties 2012. The specific duties include the requirements to:

- Mainstream equality into all functions and report on progress every two years.
- Assess the impact of policies and practices against the three needs of the general duty, act on the outcomes of that assessment and publish these in an accessible manner.
- Publish and deliver a set of equality outcomes and report progress.
- Gather, publish and use employee information in the delivery of the general duty.
- Publish pay gap information (gender, race, disability).
- Publish statements on equal pay.
- Publish the gender composition of the governing body and report on the steps taken towards diversifying the membership of the governing body every two years.
- Have due regard to the general duty in procurement.
- Publish required information in a manner that is accessible.

Public bodies must meet both the general and specific duties of the Public Sector Equality Duty.

3. EQUALITY RELATED ROLES AND RESPONSIBILITIES AT GSA

- Members of the GSA Senior Leadership Group reporting to the Director are responsible for ensuring that institution-level policy is implemented and delivered effectively within the areas for which they have leadership and management responsibility. Heads of Schools and other senior managers are responsible for the development and implementation of relevant local-level measures to ensure alignment with institution-level policy and compliance with the Equality Act 2010 in the delivery of the activities within their remit.
- Members of the Senior Leadership Group are responsible for confirming annually that institution-level policy, for example Equality Impact Assessment, and applicable local measures, are being systematically implemented within the areas for which they have leadership and management responsibility.
- The Equality Lead (Head of Student Support and Development) is responsible for the development of institution-level policy and guidance on the systems, mechanisms and measures required to demonstrate compliance. The Equality Lead is the primary source of advice for equality matters at GSA and is responsible for drafting appropriate formal reports, in consultation with the Deputy Director Academic.
- The Deputy Director Academic is responsible for briefing the Director on the requirements of the Equality Act 2010, the Public Sector Equality Duty and the Scottish Specific Duties and for formal institutional reporting, including to the Board of Governors.
- The Director of GSA is responsible for providing leadership and ensuring that compliance with the Equality Act 2010 and delivery of the Public Sector Equality Duty and the Scottish Specific Duties is integral to GSA's strategic aims and are delivered across all activities and functions.
- The Board of Governors must assure itself that GSA is compliant with the Equality Act 2010 and meets the requirements of the Public Sector Equality Duty and the Scottish Specific Duties.

ANNEX B PROGRESS REPORTS FROM EQUALITY OUTCOME OWNERS

Owing to the definition of the current Equality Outcomes, the above Senior Officers have provided reports. When GSA sets its 2021-2025 Equality Outcome, their nature will determine which Senior Officers will provide future reports.

a) THE REGISTRAR AND SECRETARY REPORTS THE FOLLOWING PROGRESS:

The following is drawn from updates from the Director of Human Resources, Academic Registrar and Director of Estates. Developments in terms of organisational staff development and engagement, complaint handling, and student conduct build upon the positive work from previous years. In terms of estates developments, this remit moved between senior officer portfolios in August 2020 and it is hoped that progress can now be accelerated. Looking forward to the next set of Equality Outcomes, these areas will seek to better assess the impact of initiatives and this will be benefit from emerging institutional guidance.

Equality Outcome 1(a)

Staff engagement and development is core to taking forward this Equality Outcome. Several organisational and local-level themes were identified from the staff survey undertaken in 2019, which senior staff explored with their teams at local level in 2020. A number of institutional-wide thematic working groups have now

been configured and will begin work in February 2021 with a view to scoping initiatives to address specific issues identified. It is intended that the work of these groups will be imbedded into the new GSA strategic plan and supporting operational plans for 2021 onwards.

The implementation of revised HR policies that relate to conduct has been supported by development sessions that featured in the ongoing staff development schedule. The Dignity and Respect at Work and Study Policy is due to be revised in 2021.

A core part of staff development is the provision of e-learning modules. Modules are developed by the responsible area for guidance on a specific activity. Regarding the Equality and Diversity e-learning module, completion rates have seen a further improvement rising to c.70% across GSA. Whilst the module provides access to tailored information around the fundamental principles of equality and diversity and the inherent responsibilities of staff, the staff development programme 2021 will continue to build on developing skills and understanding, aligned with GSA's Equality Outcomes Plan for 2021 to 2025 led on behalf of GSA by the Deputy Director Academic.

Complaints handling is core to taking forward this Equality Outcome. The GSA Complaints Handling Procedure is currently in the final stage of revision, with the new procedure due for implementation by April 2021. The new procedure will be implemented with a new Student Guide and a new area on the website to raise awareness of the process among stakeholders. The new procedure has been designed by the Scottish Public Service Ombudsman to be in close alignment with complaints handling procedures across the public sector in Scotland, and this consistency should help build familiarity with and confidence in the process among stakeholders.

GSA's new Model Complaints Handling Procedure has been subject to an Equality Impact Assessment (EIA). The EIA evidences how GSA plan to support people to make complaints – through alternative formats, such as large print of British Sign Language translations of information; organising independent advocacy; and proactively advising students to contact us regarding other reasonable adjustments. Letter templates have been updated to ensure that we are proactively checking whether complainants require additional support to access our services. As noted, a new easy-to-read Student Guide will be launched with the new Model Complaints Handling Procedure to support students and stakeholders with reading-related learning difficulties and English to Speakers of Other Languages students. In addition, GSA is currently exploring how to better categorise complaints so that the data can further inform GSA's approach to a spectrum of matters, including equality.

An e-learning module regarding Stage One complaints handling was developed in 2020 and made available to all staff in October 2020. Training on this procedure will be part of the induction process for all new staff following the implementation of the new procedure.

Stage Two complaints training is under development and is planned for delivery commencing April 2021. In addition to face-to-face training, a recording of the Stage Two training will be uploaded to the intranet making it more accessible and allowing people to use it as refresher or catch-up training and capturing more people over the longer term.

In response to a specific complaint raised in relation to the difficulties faced by students who wished to change their names on their student record, a meeting was held in the 19/20 Academic Session to review the process and ensure students were aware that there was already a process in place. Over the previous two years, the Academic Registry have recorded on average 15 requests for official name changes each year. There are still improvements to be made, particularly in relation to students who do not wish to change their name officially but wish to be referred to by another name and also to the way in which names are used in reports and communications. Feedback from the Student President on behalf of the students was positive.

Student conduct procedures are core to taking forward this Equality Outcome. The new Student Conduct Policy and Misconduct Procedure was implemented in September 2019. The new policy takes into account the evidence considered by the UUK Taskforce to examine violence against women, harassment and hate crime affecting university students.

Through the provision of clear written guidance, the policy provides transparency regarding the nature of misconduct, the processes for investigating alleged misconduct and the responsibilities of involved parties. It is anticipated that transparency in the detail of the policy will lead to fair and equitable application of its procedures.

The policy implemented a new reporting process where all incidents of alleged misconduct must be reported to the Head of Academic Registry and recorded for analysis and reporting purposes. This will enable analysis of the number and type of misconducts reports, the ability to recognise patterns or trends of behaviour, and proactive identification of actions to mitigate against such behaviour.

During the first year of the new policy and procedure being introduced, there has been an increase in the number of incidents recorded and reported. This increase is seen as a positive, indicating that incidents that may have been previously uncaptured are now being recorded. The changes to the policy and procedure have allowed students to report incidents more easily and allows for greater transparency.

A review of the policy will be reported in September 2021. This review will take into account feedback received from staff and students, and the themes emerging from the analysis of the data gathered since the implementation of the new policy.

To date, training for staff on the use of the policy has been provided by the Head of Academic Registry on a case by case basis and on request. A schedule for rolling out training to a wider audience is currently being planned.

Equality Outcome 2(b)

Following the appointment of a new Director of Estates in December 2020, a review of outstanding matters has been undertaken and a revised plan of action has been put in place focused on this Equality Outcome. A key initial development has been the use post occupancy evaluations to obtain staff and student feedback on building projects. This took place regarding the Reid and Stow buildings from October 2020 to February 2021.

The Estates Strategy will now be undertaken during 2021 and will inform and include an access and inclusion plan together with an audit and review of the condition and management of building facilities. This will also involve staff and student engagement to help inform prioritisation of a financially sustainable five to ten-year capital investment plan.

As part of this, the Director of Estates will also consult on and produce, a *Design Policy for an Accessible and Inclusive Campus* cognisance of which will be required in all future capital and maintenance projects. This will also be part of the new Project Management procedures and checklist for each stage of a project so that equality can be demonstrated in all stages of decision making and development of the GSA Estate. This will include the continuation of post occupancy evaluations of projects to determine if aspirations were met and if further review is needed.

A further positive development in terms of information gathering is that GSA has commissioned external consultants to undertake building condition surveys and access audits. These are due to commence in February 2021 with completion of access audits by April 2021 and building condition surveys by June 2021.

Equality Outcome 4 (a)

An imbalance of male/female academic promotion applications at GSA was identified and a focus was placed on supporting females in academic roles through actively identifying and mentoring role holders who would be eligible for promotion. As a result, there has been an 20% increase in successful applications for professorship status from females since 2018.

Work will now focus on equality of opportunity for both academic and professional support staff through the development of career tracks at GSA. It is intended that this framework will allow staff to identify and map professional development via measurable targets, whilst allowing GSA to identify the resources, policies and tools required to support progression through these tracks from early career stages. GSA's Senior Leadership Group will consider whether an existing equality charter application would be an appropriate means within which to develop this work.

The most recent Equal Pay Review was undertaken in February 2021 and has highlighted that there remain no significant equal pay issues at GSA although there continues to be a pay gap specific to gender. Whilst the gap is not out of line with the sector, it is clear that some existing features of the current grading structure likely contribute to gaps occurring. Work was undertaken early in 2020 to scope the feasibility of addressing these factors within the grading structure which will be considered as part of the strategic planning process during 2021.

The Equal Pay Review will be presented to the Senior Leadership Group and the Board of Governors in March 2021, together with outline recommendations derived from the Review.

B) THE DIRECTOR OF STRATEGY AND MARKETING REPORTS THE FOLLOWING PROGRESS:

Equality Outcome 3: An increase in the number of students from currently under-represented groups and achieving successful outcomes

The GSA continues to apply its Fair Admissions Policy and Academic Year 2019-2020 saw the first entrants who benefited from minimum entry requirements applied to SIMS20/40 applicants:

- 41 school leaver offer holders were eligible to benefit from MERs (because they had a Care, MD20 or MD40 flag)
- 14 (31%) met or exceeded the standard entry requirements of ABBB at the point of application
- 25 (61%) received an offer at the minimum entry requirements of BBCC

Mechanisms are in place to seek assurance that those with Minimum Entry Requirements are not disadvantaged in any way with their learning. As data is assessed and available to inform other decision making, other forms of disadvantage may be added to allow other groups to benefit from Minimum Entry Requirements. This will be considered as the Scottish Government Working Group on data reports and updates its recommendations. Taking cognizance of a broader perspective, we hosted prior to COVID-19 restrictions, we hosted two in-bound teaching visits from India, one of which was focused on staff training looking at different ways of admitting students and different cultural experiences of prior-learning.

The Admissions Target Group plays an important role in promoting equality in admissions decisions through ensuring that amendments have been made to the delivery and arrangements of key parts of the admissions process:

- Training for staff in interviewing students to ensure best practice (these were held in November – December 2020);

- Reviewing our interview processes for entry 2021 taking into account the current challenging context for students;
- A discussion on institutional racism and bias with a pooling of ideas that can be taken forward to promote diversity;
- Review and updating of portfolio requirements to reflect the changes in schooling;
- Digitisation and standardisation of induction materials from across GSA available on CANVAS with all material captioned in line with our BSL commitments;
- Delivery of on line open days with all presentations captioned (in line with BSL commitments);
- Amended the English language requirements for students whose first language is not English making these more accessible.

Alongside our recruitment activity, which has been significantly amended due to COVID-19 with all activity now delivered on line through GSA organised or participation in third-party events making all our activities more widely accessible to a more diverse audience. For GSA events, all talks and presentations are recorded, captured and made available on line alongside a range of video content produced by the Marketing and Communication Department which are all captioned in line with our BSL plan and ensure a diversity of voices and participants to reflect our wider commitment to diversity in our student and staff community.

Open Studio and all its composite parts, has at its core, providing opportunities for those under represented at GSA and to support a greater diversity within the student body at all ages and stages. COVID had a major impact in all delivery from March onwards with much activity being cancelled but a significant amount was delivered on line. In particular focussing on those closest to the point of entry to GSA. Momentum has picked up again in other delivery areas but the number of students we have engaged with and who have been supported has significantly decreased and will impact on what we see coming through in the next 2-3 years.

Widening Participation

Socio economic status is not a protected characteristic but is a core objective of the Scottish Government in widening participation to HE and we recognise the intersectionality of socio-economic disadvantage with a number of protected characteristics and this is reflected in our approach to successfully increasing the diversity of our student body.

All the outreach work done under WP is targeted towards SIMD20/40 students, those who have experienced care and those who are in the care system. Other disadvantage may also be evident within the cohorts but low socio-economic is the common element across all the work. The work became even more targeted in 2019 - 2020 with the significant move from targeting low progression schools, to working with students from all schools across the West of Scotland who lived in SIMD20/40 areas. This contributes more effectively to ensuring the resource is used to work with individuals rather than mixed groups from the same schools. This greater targeting enabled GSA to increase the numbers of students successfully entering from the target cohorts. GSA exceeded its SIMD20/40 target by 13 (94 entrants against an Outcome Agreement of 81). More importantly the SIMD 20 target was not only met, but exceeded for the first time since this became the overarching priority: 51 entrants (against a target of 50). This was a 17% increase in SIMD 20 students from the previous year (42 to 51 students). SIMD 20-40 targets were also exceeded with 43 entrants against a target of 31. An additional 37 students GSA had supported directly entered a further 11 HEIs across Scotland and England.

Care experienced students increased from 1 to 2. Consideration is being given as to how the 'guaranteed offer' supported by all Scottish HEIs in response to 'Blueprint for Fairness' recommendations can be implemented within GSA to better support and progress more care experienced students.

A priority for 2020/21 is to explore how more BAME students can be targeted from the current school partnerships. Desk research and focus groups are planned as how best to take this forward within the current

priorities of the SFC funding.

25% of the total MD20 entrants and 46% of the MD20 entrants to year 1 of undergraduate programmes entered GSA via a Widening Participation portfolio course in September 2020.

Retention rates for SIMD20 students (measured as those who progress from y1-y2), remains consistently high and on par with wider Scottish student population.

Articulation

Students Articulating via College through the Student Associates Scheme and wider work with other college partnerships continues to support advanced entry points for those starting their HE in FE. This supports greater diversity in the student body via different entry qualifications and has a strong overlap with WP. 53% of those interviewed from Glasgow Clyde were SIMD20. Although numbers vary year on year and numbers small, proportionately it also attracts more BAME students and male participants than other pre-entry work. The Glasgow Clyde College Associate Student Scheme was less successful this year largely due to the cohort who joined the Scheme – 75% of the original group to register had come straight from school. 7 out of the 15 Associates who interviewed received and accepted an offer of a place in 2nd year and 2 in 1st year at the GSA. This is the smallest group to articulate via the Scheme since it began.

The Scheme also saw its second group of GSA graduates: 2 in Textiles, 4 in Painting & Printmaking, 1 in SEA, 1 in Fine Art Photography, 2 in Interior Design, 1 in Silversmithing & Jewellery and 1 in Product Design. Four of the graduates achieved First class degrees, five 2.1 and two 2.2. One of the graduates progressed to study the MFA Contemporary Art Practice at ECA and another was offered a place on the MLitt Fine Art Practice at GSA.

The Associate Student Scheme with Forth Valley College and the School of Simulation and Visualisation (SimVis) was run and jointly administered by Dr Jessica Argo, the PL for SfMI with a smaller number of participants (4) and applicants (4) than the previous year (15) – all of whom matriculated to the BDes Sound for the Moving Image (SfMI) in September 2020. All of the 5 FVC associates who matriculated in September 2019 successfully completed their first year on the degree2020 also saw the first graduates of the BDes including one former FVC associate who achieved a 2.1.

Equality Outcome 5b - An increased number of people from diverse ethnic and cultural backgrounds contributing to the learning, teaching and research at GSA and engaging with diverse local communities.

Open Studio – Community Engagement

The GSA has had a dedicated Community Engagement Officer based within the Open Studio team and working across Marketing and Communications and Exhibitions. 2019 – 2020 was the 2nd year of the post and activity focussed on developing and cementing the connections and partnerships from last year, and enhancing the internal relationships with Schools and Student Association including Community Engaged Creative Practice Talk Series. Work with community groups and the consultations were analysed which identified a number of shared values and aspirations and specific opportunities that will now be moulded into a formal strategy to inform work moving forward.

Projects to highlight include working with CWIN (Central and West Integration Network) working with adult and children asylum seekers and refugees. Face to face work halted but activity packs and materials put together and delivered to 110 families with online support over October week, further online delivery is planned for the coming months. There are potential opportunities to develop stronger links between the CWIN activity and the WP work in schools in terms of providing a pipeline of activity from the informal to the formal learning for migrant communities. This will be explored in 2020/21.

Funding from National Lottery was also secured to work with Wing Hong Chinese Centre. This was delayed

due to COVID-19 but started in Sept with activity packs delivered to residents with their community visits and food deliveries. A publication from this work will be available in February 2021.

GSA Exhibitions collaborated with GSA Community Engagement on specific projects to increase GSA's engagement with diverse communities, bringing exhibition making skills to the collaboration. *Refuge Garnethill* was an exhibition that was a collaboration with St Aloysius Church ESOL class, shown at Fleming House and touring to Mitchell Library and Tenement House in 2019 <https://www.refugegarnethillart.com/exhibition.html>. A website with an online resource of work was developed in 2020 and available at <https://www.refugegarnethillart.com/>

GSA Exhibitions has focussed on increased number of people from diverse ethnic and cultural backgrounds contributing to learning, teaching and research at GSA and engaging with diverse local communities through the core Exhibitions programme which has equality and diversity at the core of its agenda with exhibitions and events contributing to learning, teaching and research at GSA and to the wider publics. COVID-19 has a significant impact on GSA Exhibitions delivery although where appropriate content has moved on line with an increase in digital events which are recorded and captioned in line with our commitment to BSL. Key public exhibitions over the period 2019- 2020 which we were able to deliver included:

- *Not Going Back to Normal* (2020) GSA Exhibitions has been part of a Scottish consortium of arts organisations to commission <https://www.notgoingbacktonormal.com/> which is a manifesto written by a collective of disabled artists, to 'call out the institutional ableism in the Scottish arts and picture a future in which disabled artists are central.
- In 2021, there are three key exhibitions that contribute to delivering Equality Outcome 5. *ambi* (Hanneline Visnes, Fiona Jardine and Rabiya Choudhry) at CCA in Jan/Feb 2021, looks at the alternative narratives and origins of fashion and textiles holdings in archives (including GSA Archives). '*ambi*' is Punjabi for the pattern known in Scotland as paisley pattern. USA artist Kameelah Janan Rasheed (Gi project, 5 Florence St, Glasgow, June 2021), whose work centres social justice and the diverse histories of black social movements will create new work to be exhibited in a former classroom of one of Glasgow's old schools, for Glasgow International. Hock Aun-Teh (郑傅安 (Reid Ground Floor Corridor, Oct 2021), was the first graduate of GSA's Drawing and Painting Department from Asia (studying 1970-1974) has been invited to make a solo exhibition at GSA.

The Race, Rights and Sovereignty events programme was established in Sept 2016 and is run in partnership with The Art School: GSA's Students' Association (GSASA). The aim of the programme is to celebrate, challenge, inform and inspire the next generation of artists, designers and architects about race and empower them to have a creative voice'. A number of events were held in 2019 – 2020 including:

- A lecture by artist Larry Achiampong presented in collaboration with [The Gallow Gate](#), Glasgow and supported by GSA's Department of Design, History and Theory.
- Tilting Axis 2019/20 fellowship recipient, artist Lisandro Surriel welcomed audiences to Ghost Island, an ongoing project exploring the relationship between imagination and decolonization.
- Participation in Africa In Motion Film Festival 2019 presenting an experimental essay film which traces a narrative of migration by a filmmaker in exile, showing a stark snapshot of life on the African continent.
- A talk by Dhiman Sengupta who was visiting Glasgow from the National Institute of Design (NID), India as part of an Erasmus+ Programme. Dhiman is a faculty member in the Communication Design department at NID.

- A talk by artist, filmmaker and programmer Tako Taal, who is currently a resident at Talbot Rice Gallery, Edinburgh.
- Natasha Thembiso Ruwona to present a new chapter of their ongoing research *Afrofuturism + Spatial Practices* that employs Afro-Futurism as a tool for exploring and imagining the formation of new worlds.

A website for the programme and associated resources is available and RRS worked with GSA Library to create a subject guide 'Race & Rights' <https://lib.gsa.ac.uk/subject-guides/subject-guides-race-rights-sovereignty/> This is signposted to GSA staff and students as a resource. The programme was selected in 2019 as a case study for the 'UUK-NUS project: addressing the BME student attainment gap'.

Measuring Impact

Within the areas of Strategy and Marketing, impact is measured by participation for example attendees at exhibitions, events and accessing digital content alongside audience feedback.

British Sign Language

The GSA's BSL approved plan has a range of actions for departments across the School. Actions have been mainstreamed where possible and become business as usual, some initially progressed and others action has been limited as dependent on other activity happening within the GSA for example visitors returning to the campus. To progress the actions consideration will be given in 2021 to:

1. Implementation plan with specific actions being assigned to appropriate parts of the School;
2. Review the ambitions reflecting the move to more digital teaching and learning and ensure our approaches meet the needs of students with BSL and other requirements;
3. Consideration of the Lead Officer role;
4. Consideration of the inter-relationship between the BSL Plan and our Equality Outcomes and give how the two should be linked (creating synergies/avoiding duplication);
5. Ensure that through our Equality Outcomes and Equality Impact Assessments, the needs of deaf and deaf-blind students, staff and visitors are taken into consideration and the use of and promotion of BSL is being incorporated and monitored as required

THE DEPUTY DIRECTOR ACADEMIC REPORTS THE FOLLOWING PROGRESS:

The mainstreaming of the use of Equality Impact Assessments across all academic Schools, activities and support services has created a consistent approach to reflection upon EDI matters as they pertain to the student lifecycle and staff experience at GSA during this period.

Academic Schools are now making consistent use of EIAs to develop and prioritise local actions to create more inclusive approaches to teaching, learning and research. Much good work and initiative has been done over the period 2017-21.

In the next stage of our work we will need to adjust our approach in academic areas, moving towards a 'whole GSA' approach to ensure that we:

1. use data more consistently to identify where action and initiative is needed
2. have a clear *theory of change* in all of our actions, setting quantitative targets where possible
3. systematically evaluate initiatives developed in academic Schools and support services to understand what makes a difference, stop what doesn't and implement successful approaches across all of our Schools as GSA policy

4. develop, with HR and the Learning and Teaching team, clear processes for recognising and rewarding staff and students who engage with EDI work and contribute to the 'whole GSA' approach to change and enhancement

A new GSA Equality Diversity & Inclusion Committee chaired by the Deputy Director Academic and with representation from across GSA including all academic areas and Student Association will take this work forward from March 2021.

With regards the specific Equality Outcomes a range of progress has been achieved.

Equality outcome 1

An organisational culture in which respect for self and others is understood and practiced; where identity-based ignorance or prejudice is challenged and confidence promoted.

Staff training and development

Academic staff completion of the GSA EDI e-module has been promoted across the Schools. Completion rates range from 50%-80% further work is required to improve engagement in the Schools where uptake is lowest.

Individual Academic Schools have also taken specific local initiatives. Innovation School established a "Supervisors' Forum" in which best practice regarding Equality and Diversity Issues are reviewed. The Mackintosh School of Architecture (MSA) dedicated an 'away day' in June 2020 to whole School discussion subjects including about how to embed EDI the curriculum.

Sharing practice

Going forward we will use both the new EDI Group and a twice yearly Programme Leaders Forum to more systemically share examples of good practice developed in the Academic Schools and Support Departments.

Co-creating spaces to discuss inequality, prejudice and justice

This year GSA funded a programme of events addressing Black History Month and how nurture of a diverse student community. The ambition was jointly agreed by GSA and GSASA as:

"a platform to consider how we move towards an improved academic environment and community, one where respect for identity is evident and prejudice is challenged, and where we explore how we ensure that people from across GSA, including under-represented groups or communities, feel comfortable to speak, act and contribute to life at GSA. Key to this is the capacity for students to work with GSA academics [...] to identify and engage external contributions that help realise this ambition."

The student-curated programme can be found here:

https://docs.google.com/document/d/1PKJ9-KzclzZlb-z4cBEohqWLYcNjzQX4KvNEbdl_EqU/edit

The Student Association undertook – as part of their contribution – to gather and document feedback from this programme and this will inform how we identify appropriate ways to partner with the GSASA on future EDI enhancement initiatives.

The MSA has established its own Equality, Diversity and Inclusion working group in response to student requests to be further involved with this area of development. Also, at MSA, an outcome of the 2020 semester 1 School Forum, was the establishment four discussion groups on the themes of Wellbeing, Equality and Diversity, Climate Emergency and Future Opportunities.

Such student led or partnership initiatives play an important part in developing future strategies and action

and are evidence of the Student Voice working effectively in some areas.

Curriculum Initiatives

All Schools have been increasingly embedding EDI and other themes in ‘challenge-based’ curriculum formats. For example, the MDes Design Innovation and Citizenship programme saw PGT students produce project work exploring the “voice” of individual subjects (citizens) as an act of *dissent* capable of signifying a healthy society, and one that embraces and highlights individual difference and mutual respect at the level of the citizen <https://gsapostgradshowcase.net/mugdha-patil/>

The *Collaborative Futures* project in Product Design is a live project in collaboration with the Civic Innovation Office of Glasgow City Council, which has at its core the desire to see the experience and self-understanding of citizens drive the evolution of the city in which they lived, as an act empowerment. The project explored how the council might respond to citizens’ current and emerging needs, allowing for greater transparency and citizen-centric decision-making. <https://cf.gsainnovationschool.co.uk>.

Fashion & Textiles introduced a *Responsible Design Manifesto* where each student is asked to declare how their design practice might contribute to social (or environmental) change.

In Architecture the “Practice makes Perfect” workshop provided an opportunity for architectural practitioners from a diverse base in terms of age, gender and ethnicity to work with our student cohort to explore possible routes into professional specialisms.

There are countless examples of this nature emerging across GSA and we will be exploring how this strand of work can be specifically showcased in our future online and physical degree shows as well as how to embed the character of these learning opportunities in our validated curriculum.

Equality outcome 2

An inclusive and accessible environment in which the diverse needs of students are systematically anticipated and provided for.

Virtual Learning Environment

Between 2017 and spring 2020 steady, if uneven progress was being made in the use of CANVAS, our Virtual Learning Environment. The circumstances of the COVID pandemic has seen a dramatic and whole School greater enhancement in this, with all programmes now delivering their entire curriculum online via CANVAS.

There are many specific benefits to this including:

1. greater use of asynchronous recorded learning materials
2. the subtitling of all recorded presentations
3. archiving of guest lecturer presentations
4. availability of asynchronous digital collaboration tools permitting participation in group endeavour or interaction across both space and time
5. All key reading list texts and scanned chapters can now be accessed by students seamlessly through their CANVAS course significantly improving accessibility to these resources.

Furthermore, students have been reporting in forums and also in Student Experience Surveys that this development has led to improved programme organisation and clarity in many parts of the School. This development, and the consolidation and further enhancement of it should have a profound impact on the experience of all of our students and especially those with different learning styles and needs.

The whole School will be undertaking systematic reflections upon this development in the coming 6 months

and identifying good practice.

Personal Tutor Scheme

This scheme is now well embedded in most Schools and feedback in Periodic Reviews and other student forums is generally positive. The scheme is being evaluated this year and we will look to refine approaches based upon feedback from students and staff.

COVID and enhancements to Digital Inclusion for students

In June 2020 GSA developed a Digital Inclusion Scheme, offering the long-term loan of Glasgow School of Art laptops to students to enable them to study online, where they may be unable to access this equipment otherwise due to financial hardship, digital exclusion, or other relevant circumstances. GSA have spent £222,034 on 388 laptops to support students struggling with digital inclusion.

In addition to the above amount, GSA has spent a further £122,000 on software tools to facilitate students working remotely due to COVID-19.

Equality outcome 3

An increase in the number of students from currently under-represented groups and achieving successful outcomes.

Systematic use of data in programme monitoring and action setting

All programmes and Schools are now provided with comprehensive EDI related data sets and asked to reflect on these alongside their Equality Impact Assessments as part of the Annual Monitoring cycle.

Inclusive learning, teaching and assessment

Our Library has spearheaded much of the work to support the development of a more inclusive learning and teaching environment during this period. This has included:

1. the creation of a silent reading room and sensory space providing a silent, technology-free space, which is available to all our students. It has soft furnishings, lighting and low noise levels that can be managed by the users.
2. Production of a neurodiversity guide which will be available alongside subject guides at the library entrance and on a designated neurodiversity page of the library's site. Expansion of the collection of digital resources, providing additional e-books and high quality databases across the curriculum.
3. The Library has also been working with colleagues in the Counselling Service to increase the range of titles we hold for mental health and wellbeing. You can find a bibliography of these books at <https://gsa.keylinks.org/#/list/626>

Decolonising the Curriculum

A core project contributing to a more inclusive learning and teaching environment is the effort to decolonise our curriculum in fundamental ways. This work is complex and involves the engagement and labour of staff at all levels across the institution.

Similar to the Curriculum Initiatives section above, there are numerous positive examples of work being undertaken within programmes across GSA. In Communication Design an Open 'Open Resource' has been developed for staff to share books, podcasts, and talks on decolonising the curriculum and stronger

representation across design fields related to Communication Design.

Product Design Engineering students worked with Hunterian Museum curators including an exploration of the decolonisation of their collections and the display of related items.

In the School of Simulation and Visualisation the 'de-colonisation' and 'intrinsic biases' of technology are emerging as important critical positions offered by staff in critical sessions with students.

Much work has been done to review and change our reading lists for students. The Library has supported both institutional and student-led initiatives to diversify the curriculum. Library staff initiated and led a project to analysis the current academic resources lists to provide anonymised information on the content of these lists looking at author gender and ethnicity, place of publication and year of publication. The report provided an analysis of 37 anonymised resource lists from across the 5 Schools at GSA. In Fine Art a project addressing under-representation has seen the author gender balance shift to 52% Female and 23.4 % People of Colour as a result of this work.

Equality outcome 5

An increased number of people from diverse ethnic and cultural backgrounds contributing to learning, teaching and research at GSA and engaging with diverse local communities.

Diverse voices

All Schools have had success with local projects to consciously shift the balance of visiting and guest lecturers and open lecture series. All however have noted challenges with addressing imbalances and under-representations in permanent staffing profiles and this area will require a more profound institutional approach in the next period.