

THE GLASGOW SCHOOL OF ART

**EQUALITY OUTCOMES 2013-17
FINAL PROGRESS REPORT**

March 2017

**EQUALITY OUTCOMES 2013-2017
PROGRESS 2015-17**

GSA reported limited progress in 2015 and indicated an intention to review our equality outcomes. A subsequent analysis of barriers to progress and comparison with more encouraging progress in developing and implementing our mainstreaming approach has identified the following contributing factors:

- Some equality outcomes were insufficiently grounded in evidence.
- Lack of an explicit evidence base led to difficulty in measuring progress.
- Relevant links with cross institutional agendas were under developed.
- Mainstreamed delivery, through shared and individual senior level responsibility was insufficiently defined.
- Implementation plans to achieve equality outcomes were not developed across all relevant functions, leading to ad hoc activity.

Learning from our analysis of progress to date it is anticipated that strengthening the links between mainstreaming activities and achieving equality outcomes will provide a robust architecture for more systematic achievement in the next four year period 2017-2021.

The table below is a summary of progress in achieving GSA’s equality outcomes 2013-2017.

THE INSTITUTION
Equality Outcome 1: An organisational culture in which staff and students can be confident that people with a hidden disability and specifically mental health issues, will be supported and in which staff are confident in their role related responsibilities for supporting colleagues and students who disclose a hidden disability or mental health issue.
Protected Characteristics Group: Disability and applicable to all protected characteristic groups
Alignment with PSED: Eliminate Discrimination, Advance Equality, Foster Good Relations.
<p>Progress:</p> <ul style="list-style-type: none"> • A Staff Capability Policy has been developed to address the health and wellbeing of staff and formalise a range of effective employee support interventions. Guidance/training for managers has been scheduled. • Opportunities to work with staff and build capacity to support students with mental health issues through curriculum design and delivery have been identified and offered to academic and relevant professional support staff. • Mental Health First Aid workshops for staff are scheduled for academic year 2016/17. • Mental health and wellbeing workshops have been piloted for students. • Leave of Absence processes and guidance have been reviewed. • Attendance and absence policy and guidance has been reviewed. • Support to Study policy is in development.
<p>Impact and measures of success:</p> <p>The number of students using the GSA Student Counselling Service increased significantly over the two year period September 2014 to September 2016. In 2015/16 the service saw 11% of the student population, increasing from 6% in 13/14. The percentage of students disclosing disability has remained steady over the last four years as has the number of individual requirement notifications (IRF) to academic departments in</p>

which mental health problems were a factor. The percentage of these where mental health was the primary factor however rose from 19% in 14/15 to 45% in 15/16.

91% of respondents to the GSA staff survey 2016 indicated that they believe GSA values all staff regardless of disability.

GSA's mainstreaming approach has also contributed to increased awareness of the impact of practice on mental wellbeing and it is anticipated that the ongoing delivery of training and awareness activities for staff and students will continue to reduce stigma and build confidence within a developing framework of mainstream support. This includes the systematic delivery of a personal contact tutor system in Schools from September 2017 and equality consideration of the curriculum and its delivery which is now embedded in quality enhancement processes. Mental health will continue to be a key consideration 2017-21 in working towards a fully inclusive and accessible environment.

Equality Outcome 2: An organisational culture in which staff and students feel free to express their identity with specific reference to sexual orientation and religion or belief.

Protected Characteristics Group: Primarily sexual orientation; religion or belief.

Alignment with PSED: Eliminate Discrimination, Foster Good Relations.

Progress:

- Quiet rooms established in current buildings and provision included in new/refurbished buildings.
- Programme level Equality Impact Assessments have identified positive impact with reference to identity informed student generated projects and active support for these within programmes.
- Improved data collection and disclosure contributing to evidence base.
- Equality workshop with project team for building development, including architects, as an aspect of mainstreaming.

Impact and measures of success:

In the GSA staff survey 93% of respondents indicated their belief that GSA values all staff regardless of religion or belief and 97% indicated this in relation to sexual orientation.

Since 2012/13 the percentage of students identifying as Lesbian, Gay, Bisexual and Other has increased by 5.5%. Over the same period the percentage of students preferring not to disclose their sexual orientation has decreased steadily by 3%. The percentage of students who preferred not to give information about their religion or belief also decreased from 22.4% in 2013/14 to 10% in 2015/16.

The number of staff choosing not to disclose their sexual orientation has decreased by 5% since 2013/14. The percentage of staff preferring not to give information about their religion or belief, while remaining high, has decreased by 13% between 2014 and 2016.

Mainstreaming activities indicate that identity related student work is welcomed, that this enriches the experience of all students and suggests that fostering good relations is a characteristic of studio based learning at GSA.

Mainstream equality consideration will continue to support this outcome in the context of GSA's commitment 2017-21, to work towards a more fully accessible and inclusive environment in which identity based ignorance and prejudice is challenged.

STAFF

Equality Outcome 3: All staff including those employed part time are engaged in the development and implementation of organisational priorities with particular regard to equality and diversity issues.

Protected Characteristics Group: All

Alignment with PSED: Mainstreaming equality

Progress:

- Capacity building and role relevant training for Equality Impact Assessment in relevant teams across GSA. Bespoke training and mentoring made available to departments on request.
- The M.Ed programme, a key staff development vehicle at GSA has been reviewed and reconstructed with consideration of equality mainstreamed throughout and delivery designed to model accessible and inclusive practice.
- The introduction of activity and workload planning for academic staff offers future opportunities for more systematic progress.
- The Director of GSA has sought to involve all staff in the development and implementation of organisational priorities through All Staff Briefings, Away Days and regular on-line communications.

Impact and measures of success:

Mainstreaming activity has engaged more than one third of GSA staff in role related equality consideration and development. In the staff survey 2016: 83% of respondents indicated that they understood their role in mainstreaming equality, 80% were aware of GSA's equality statement and 83% believed they were aware of diversity issues.

While awareness and engagement is not total, the task oriented approach to mainstreaming equality with bespoke support has had a positive impact and remains a key element of GSA's approach 2017-21.

Equality Outcome 4: GSA has a transparent and supported career structure for all staff, including those working part time, which promotes equality of opportunity and outcome in relation to all protected characteristics.

Protected Characteristics Group: All

Alignment with PSED: Eliminate Discrimination; Advance Equality

Progress;

- This has been limited, however development work undertaken in parallel with broader discussion has identified the need for a revised, and coherent framework for pay and reward, career and staff development in order to ensure consistent practice and underpin opportunity for all staff.
- A staff development strategy will be finalised and implemented in 2017.
- The introduction of an on line HR system in 2016 offers the opportunity for improved data collection and analysis.
- Future opportunities are offered by the introduction of activity and workload planning for academic staff.

Impact and measures of success:

The staff survey 2016 reflects GSA's limited progress with 47% of staff being satisfied with the opportunities available for learning and development and 56% believing that activity planning and Career Review are relevant or useful to their development. There is no quantitative indication that levels of satisfaction are different between protected characteristic groups however some of the commentary would suggest perceptions of differential impact on women and on part time staff with a similar perception concerning pay and reward.

There is a recognised need for improved data definition and collection to ensure that the different forms of staff development are recognised and recorded. This is evidenced by the data used for staff equality monitoring where formal records indicate that 5% of staff at GSA undertook training or professional development in 2015/16.

The staff survey 2016 demonstrates that little tangible progress has been made. This is a priority for the next strategic planning period and will continue to be monitored as a GSA equality outcome 2017-21 with strategic links to the Scottish Funding Council's gender action plan and the achievement of a fair pay and progression framework.

Equality Outcome 5: A reduction in the gender pay gap in each salary grade.

Protected Characteristics Group: Sex

Alignment with PSED: Eliminate Discrimination

Progress:

Review of staff recruitment policy and procedures and consistent application of policy strengthened in the following areas:

- Those involved in making pay decisions appropriately trained in best employment practice based on equality and diversity through Staff Recruitment briefings undertaken in February 2016.
- Monitoring of salaries on appointment to ensure that all candidates are appointed at the first point of the appropriate grade unless there is a justifiable reason to appoint higher up the grade. This data is being collated and used to inform policy.
- Monitoring of approach to determining the starting salary of internal and external appointments with data collated and used to inform further action.
- A review of the Pay Framework has been discussed at the GSA Trade Union Forum.

In order to address occupational segregation:

- Selection criteria and minimum experience required for those roles currently dominated by males have been reviewed and a matrix developed and applied to new roles.
- Gender profiling at each stage of the recruitment process (i.e. application, interview and appointment) is undertaken and evidences that issues around occupational segregation remain within a significant proportion of roles.
- Consideration of the working hours/patterns for senior roles. No progress to date on consideration of working patterns for senior roles.

Employee Self-Service rolled out in October 2016 with initiatives to encourage disclosure, particularly in relation to sexual orientation, disability and religion to enable a more robust analysis of pay gaps within these categories.

Salaries outwith the pay framework are reviewed by the GSA Remuneration Committee in accordance with the remit provided by the Board.

Impact and measures of success:

The overall gender pay gap at GSA on 1st January 2017 is -15.5% in favour of males with no significant change since 2012 (-14.8%) or 2015 (-16.6%). The underlying trend on a grade by grade basis is however more positive with the overall gender pay gap to an extent distorted by an overall gender pay gap within the senior staff group of -22.8% and, within this group, the Directors salary .

[The Equal Pay Review 2017](#) gives a detailed analysis of the factors contributing to the gender pay gap including underlying structural issues and continued occupational segregation within some grades. The Review also recognises the importance of continuing work to improve the quality and analysis of staff related equality monitoring data.

Reduction of the gender pay gap and occupational segregation remains an equality outcome for GSA 2017-21 and is linked strategically with the SFC Gender Action Plan.

Equality Outcome 6: An increased proportion of staff (external examiners, visiting lecturers etc) from diverse ethnic and cultural backgrounds making a contribution to learning, teaching and research at GSA.

Protected Characteristics Group: Primarily race but applicable to all protected characteristics.

Alignment with PSED: Advance Equality: Mainstream Equality; Foster Good Relations

Progress:

Staff data shows representation of BAME groups remains low across occupational categories with 3.9% of the staff at GSA identifying as BAME in 2015/16.

Measures of impact and success:

Applications from BAME groups have remained steady for the last two years at 25% however while conversion to appointment continues to be proportionately lower than for White groups conversion for BAME groups has increased from 10.1% to 19.7% of all appointments in the same period.

No systematic collation of data at programme level as an evidence base but increased awareness and activity to increase representation of diversity as a consequence of programme level equality impact assessment. This remains an equality outcome for GSA 2017-21.

STUDENTS

Equality Outcome 7: A curriculum which explicitly engages with the personal and political dimensions of diverse identities and develops student confidence in engaging creatively with issues of diversity and equality in their work with others.

Protected Characteristic Group: All

Alignment with PSED: Foster Good Relations, Advance Equality

Progress:

- The mainstream application of Equality Impact Assessment in terms of curriculum review.
- Equality Impact Assessment at programme level has identified learning and teaching practice that invites and encourages this engagement as an intrinsic aspect of learning and teaching at GSA and is

evidenced particularly in the development of self-directed projects. Programme teams have identified the complexities involved from a teaching perspective and the need for more explicit engagement with the role of diversity in studio culture and learning.

- Equality consideration a requirement of Programme approval, monitoring, reporting and enhancement.
- Student engagement, through Directors Forum and GSA Student Association, in initiatives to diversify influences in the curriculum and challenge ignorance to support recognition of diverse perspectives and histories.
- Equality related input from the Higher Education Academy to PG Cert Learning and Teaching for GSA staff on inclusive learning and teaching which aligns with and supports GSA's mainstreaming approach.

Measures of impact and success:

All GSA programmes will be subject to an iterative process of equality consideration and impact assessment by 2018/19 with the majority completed in 2017.

Mainstreaming consideration of equality and impact into all stages of programme monitoring, reporting and development has articulated and shared relevant practice and identified opportunities for development in the learning and teaching environment at programme level. Evidence of positive impact through programme level equality impact assessment and the diversity of student work emerging from programmes.

Development of GSA Student Association initiatives such as Race, Rights and Sovereignty lecture series in conjunction with GSA Exhibitions.

GSA considers this a key element of its educational and creative purpose and is therefore reflected in equality outcomes 2017-21.

Equality Outcome 8: An increased number of UK domiciled students from black and minority ethnic groups studying at GSA at undergraduate and postgraduate levels.

Protected Characteristics Group: Race

Alignment with PSED: Advance Equality

Progress:

- Refocused programme of open studio and widening participation activities formulated to encourage engagement and increase the number of applications and enrolments to GSA from BAME groups and those with experience of care. This has enabled a more strategic relationship with schools and has enhanced targeted activity to include more diverse groups.
- Mainstreaming activities resulting in programme level action to encourage application from more diverse groups.

Measures of impact and success:

The number of male students as a proportion of those participating in widening participation activities has risen from 16.8% to 20.7% and the number of participants from BAME groups has increased from 7 in 13/14 to 33 in 15/16.

The number of applications received from UK domiciled BAME students has increased slightly and the conversion rate from application to offer for these students has increased from 13% in 2014/15 to 16% in 2015/16 as opposed to a smaller increase for white students, from 10.5% to 12%. However the attainment gap for UK Domiciled students from BAME groups has increased to 18% in 15/16, the widest gap in attainment during the period from 2011/12.

It is recognised that numbers are still low and that more work needs to be done however, the increase in applications and conversion to offer, indicates that the targeted approach through Open Studio and equality mainstreaming is beginning to have an impact in increasing the number of UK domiciled undergraduate BAME students at GSA. An understanding of the factors contributing to the apparent differential in attainment between students from BAME groups and those from white groups will be an essential component in achieving GSA equality outcomes 2017-21.