

THE GLASGOW SCHOOL OF ART

EQUALITY OUTCOMES 2017-21

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GSA's Equality Outcomes 2017-21 build on the progress, development and learning achieved in both mainstreaming equality and working to achieve equality outcomes over the last four years. They encompass ongoing work and ensure prioritisation of specific areas of activity that will contribute to further progress.

Through shared and individual senior level responsibility GSA is mainstreaming its approach to achieving equality outcomes 2017-21 therefore ensuring that activity to deliver these outcomes takes place and is supported by relevant development across all functions alongside the institutional strategy and areas of targeted progress set out in the table below

Progress in defining, and the impact of delivering, activities to achieve equality outcomes will be monitored and reported in GSA's next annual Equality Report to the Board of Governors in October 2017.

GSA EQUALITY OUTCOMES 2017-2021

NO.	OWNERSHIP, ACTION, AND PROGRESS REPORTING ON BEHALF OF DIRECTOR	AREAS FOR DEVELOPMENT	RATIONALE/IMPACT EVIDENCE BASE	PROTECTED CHARACTERISTIC GROUP	KEY ACTIONS (Owners will locally define sub-actions in order to enable progress)
Equality Outcome 1: An organisational culture in which respect for self and others is understood and practiced, and where identity-based ignorance or prejudice is challenged and confidence promoted.					
Alignment with PSED: Eliminate Discrimination, Foster Good Relations			Strategic Relevance: Mainstreaming Equality, Student Experience, Learning and Teaching, Staff Experience, Community Engagement		
1a	<ul style="list-style-type: none"> Deputy Director (Academic) Deputy Director (Innovation) Director of Development Director of Finance and Resources Director of Strategy and Planning Registrar and Secretary 	Systematic challenging of discriminatory behaviour	<ul style="list-style-type: none"> Complaints Staff feedback Student Discipline Staff Discipline EIA themes Student feedback 	Sex Race Sexual orientation Gender reassignment Age Religion/ belief Disability	<ul style="list-style-type: none"> Review policy framework for student conduct. (R&S) Review policy framework for staff conduct. (R&S) Consistently apply frameworks for student and staff conduct and complaints. (All)
1b	<ul style="list-style-type: none"> Deputy Director (Academic) 	Student confidence in engaging with difference, diversity and equality in their work with others			<ul style="list-style-type: none"> Adopt learning and teaching approaches and engagement which builds student confidence in working appropriately with others. (DDA)
	<ul style="list-style-type: none"> Deputy Director (Academic) Deputy Director (Innovation) Director of Development Director of Finance and Resources Director of Strategy and Planning Registrar and Secretary 	Staff confidence in engaging with difference, diversity and equality in their work with others			<ul style="list-style-type: none"> Evidence leadership and management in promoting positive staff engagement in order to build confidence in working appropriately with others. (All)
Indicators and measures of impact: To ensure shared and individual senior level ownership and accountability for the delivery of and engagement with mainstreaming activity, plans and measures of impact will be defined by the senior members of staff identified above. Plans and progress will be reported to the Board in October 2017 as part of GSA's annual Equality Report.				Rationale and evidence base: This outcome is a continuation of our ambition and work to achieve GSA's equality outcomes 2013-17 no's 1,2 and 7, building on studio based learning's potential to foster good relations as identified by programme level equality impact assessment. Achieving this outcome will set the institutional context for the development of skills to challenge antilocution and contemporary forms of prejudice. (EHRC 2016) and align closely with GSA's work in response to Changing the Culture (UUK Taskforce 2016) which addresses gender based violence, harassment and hate crime.	

NO	OWNERSHIP, ACTION, AND PROGRESS REPORTING ON BEHALF OF DIRECTOR	EQUALITY OUTCOME	RATIONALE/IMPACT EVIDENCE BASE	PROTECTED CHARACTERISTIC GROUP	KEY ACTIONS (Owners will locally define sub-actions in order to enable progress)
Equality Outcome 2: An inclusive and accessible environment in which the diverse needs of students are systematically anticipated and provided for.					
Alignment with PSED: Advance Equality, Eliminate Discrimination			Strategic Relevance: Student Experience, Learning and Teaching, Estates Strategy, Mainstreaming Equality, GSA Strategic Plan.		
2a	<ul style="list-style-type: none"> Deputy Director (Academic) 	Systematic anticipation of diverse learning needs within the learning and teaching environment	<ul style="list-style-type: none"> Programme EIAs Attainment data Student Feedback Staff Feedback Visitor Feedback IRF themes Personal Egress Plans 	All	<ul style="list-style-type: none"> Further develop and deliver inclusive learning and teaching across GSA programmes. (DDA)
2b	<ul style="list-style-type: none"> Director of Finance and Resources 	An estate environment which is accessible and meets the needs of people from protected characteristic groups		Disability Religion/belief Sex Gender Reassignment Pregnancy and Maternity	<ul style="list-style-type: none"> Develop a systematic approach to ensuring that the Estates and its facilities are appropriate. (DFR)
Indicators and measures of impact: To ensure shared and individual senior level ownership and accountability for the delivery of and engagement with mainstreaming activity, plans and measures of impact will be defined by the senior members of staff identified above. Plans and progress will be reported to the Board in October 2017 as part of GSA's annual Equality Report.				Rationale and evidence base: This outcome will build on and systematically consolidate best practice and learning from working with the diverse needs of students as evidenced through IRF's/EIA's. Ensuring that the estate and its facilities are inclusive and accessible will contribute to the achievement of Equality Outcome 3 2017-21. The systematic anticipation of diverse need within curriculum design, delivery and programme level support will address attainment gaps at local and institutional level and will support alignment and delivery of TEF requirements.	

NO.	OWNERSHIP, ACTION, AND PROGRESS REPORTING ON BEHALF OF DIRECTOR	EQUALITY OUTCOME	RATIONALE/IMPACT EVIDENCE BASE	PROTECTED CHARACTERISTIC GROUP	KEY ACTIONS (Owners will locally define sub-actions in order to enable progress)
Equality Outcome 3: An increase in the number of students from currently under-represented groups and achieving successful outcomes.					
Alignment with PSED: Advance Equality			Strategic Relevance: GSA Strategic Plan, SFC Gender Plan, SFC Outcome Agreement, Widening Participation. Recruitment, Fair Admissions, Student Experience, Learning and Teaching.		
	<ul style="list-style-type: none"> • Deputy Director (Academic) • Director of Strategy and Marketing 	See above.	<ul style="list-style-type: none"> • Application, offer, enrolment, and attainment data 	Sex Race	<ul style="list-style-type: none"> • Define and deliver a student gender plan in line with SFC expectations. (DDA) • Define and deliver appropriate parallel actions regarding race. (DSM)
Indicators and measures of impact: To ensure shared and individual senior level ownership and accountability for the delivery of and engagement with mainstreaming activity, plans and measures of impact will be defined by the senior members of staff identified above. Plans and progress will be reported to the Board in October 2017 as part of GSA's annual Equality Report.				Rationale and evidence base: Evidence indicates under representation of BAME groups and of males/females at GSA and within programmes. Achievement of this outcome will increase representation and extends the ambition of equality outcome 8 2013-17, to include gender. Data points to a steady decline in applications from males and to the under representation of males or females within specific programmes. GSA's ambition is to promote equality of access and outcome and a key aspect of achieving this equality outcome will be a narrowing of the attainment gap for BAME students at GSA which is currently 18% (UK Domiciled) in favour of White students.	

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Equality 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.					
Alignment with PSED: Eliminate Discrimination, Advance Equality			Strategic Relevance: GSA Strategic Plan, Outcome Agreement, SFC Gender Plan, Human Resources Strategy, Research Strategy.		
4a	<ul style="list-style-type: none"> Registrar and Secretary 	See above	<ul style="list-style-type: none"> Salary data 	Sex	<ul style="list-style-type: none"> Fulfil statutory duty regarding publication of Equal Pay Review and Statement. (R&S) Following completion of the Equal Pay Review, propose actions for agreement by the Executive, Director, and Board (where appropriate). (R&S) Ensure appropriate consultation with the Trade Union Forum (R&S)
4b	<ul style="list-style-type: none"> Deputy Director (Academic) 		<ul style="list-style-type: none"> Research Excellence Framework: Equality Impact Assessment actions 		<ul style="list-style-type: none"> Develop and deliver a plan to increase the proportion of female staff submitting research for audit and inclusion in REF 21. (DDA)
4c	<ul style="list-style-type: none"> Deputy Director (Academic) 		<ul style="list-style-type: none"> Professorial nominations exercise data. 		<ul style="list-style-type: none"> Develop and deliver a plan to increase the number of female staff with professorial title. (DDA)
Indicators and measures of success: To ensure shared and individual senior level ownership and accountability for the delivery of and engagement with mainstreaming activity, plans and measures of impact will be defined by the senior members of staff identified above. Plans and progress will be reported to the Board in October 2017 as part of GSA's annual Equality Report.				Rationale and evidence base: Addressing pay gaps is a statutory duty and a continuation of development work undertaken at GSA to deliver equality outcomes 4 and 5 2013-17. Achievement of this outcome will address the interrelating factors that contribute to vertical and horizontal occupational segregation including career development, progression and representation as evidenced in GSA equality monitoring data, the Equal Pay Review and the outcomes of the Staff Survey 2016. GSA's Equal Pay Review has identified structural factors contributing to GSA's overall gender pay gap of 15.5%, occupational segregation within the grading structure and at senior staff level. The need for continuing work to be undertaken to improve the quality of the data and analysis currently available is also acknowledged.	

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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.					
Alignment with PSED: Advance Equality, Foster Good Relations			Strategic Relevance: GSA Strategic Plan, Student Experience, Learning and Teaching, Community Engagement, Open Studio, Exhibitions and Events		
5a	<ul style="list-style-type: none"> Deputy Director (Academic) 	See above	<ul style="list-style-type: none"> Student Feedback EIA Themes 	Race	<ul style="list-style-type: none"> Develop and deliver a plan to increase the number of people from diverse and cultural backgrounds contributing to learning, teaching and research. (DDA)
5b	<ul style="list-style-type: none"> Director of Strategy and Marketing 	See above	<ul style="list-style-type: none"> Staff data Community Feedback 	Race	<ul style="list-style-type: none"> Develop and deliver a plan to increase GSA's engagement with diverse local communities. (DSM)
Indicators and measures of success: To ensure shared and individual senior level ownership accountability for the delivery of and engagement with mainstreaming activity, plans and measures of impact will be defined by the senior members of staff identified above. Plans and progress will be reported to the Board in October 2017 as part of GSA's annual Equality Report.				Rationale and evidence base: Staff data shows that 92% of staff at GSA identify as White with 4% identifying as BAME. The appointment of people from BAME groups has increased from 10% of BAME applicants to almost 20% of BAME applicants. Progress is limited by a low staff turnover however student feedback and EIA themes have identified that visible representation of different histories, contributions and appropriations within academic disciplines contribute to an inclusive curriculum. In this respect this is a continuation of equality outcomes 6 and 7 2013-17 and will contribute to the achievement of equality outcomes 2 and 3 2017-21.	