

THE GLASGOW SCHOOL OF ART

**EQUALITY MAINSTREAMING
PROGRESS REPORT**

January 2019

1. EQUALITY AND DIVERSITY STATEMENT

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:
 - Remove or minimise disadvantages suffered by people due to their protected characteristics.
 - Meet the needs of people with protected characteristics.
 - 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

- 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.
- 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 Registrar and Secretary 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 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 Registrar and Secretary.
- 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. GSA Planning and Management Group Members 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 reporting to the Director 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.

4. MAINSTREAMING EQUALITY

Research undertaken by AdvanceHE assessed higher education institutions performance of the Scottish specific equality reporting requirement up to 2017. The subsequent report¹ reminds institutions that the focus of the reporting requirement is identifying and evidencing the impact of activities, plans and actions. This requires an analysis of progress including a reflective narrative and data to evidence progress towards each equality outcome and the impact that progress has had on the issue the outcome was designed to address. The report also states that GSA's 2017 mainstreaming report: 'provides a good example of understanding and demonstrating the impact of equality mainstreaming. It structures its mainstreaming approach around equality impact assessment. The report is broken down by function, including case studies and it provides a qualitative assessment of progress and impact'.

As a vehicle for mainstreaming, equality impact assessment is central to GSA's approach and continues to contribute to an increasingly informed and nuanced awareness of equality concerns 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 web site.

Engagement with mainstreaming equality and evidencing this clearly through the effective use of equality impact assessment is currently variable across strategic areas. Academic programmes in particular have made good use of the opportunities for reflection afforded by the process and are now implementing their initial equality impact assessment plans. Undergraduate and Postgraduate Committee monitors the progress and impact of these actions as a mainstream element of the quality assurance and enhancement process and this has been supported by the proactive engagement of the Academic Quality Office.

By mainstreaming the requirements of the Public Sector Equality Duty to ensure that equality is routinely and systematically considered in the review, development and implementation of operational and strategic initiatives and decisions, and publishing the outcome of this equality consideration, all areas are working to ensure that evidence of compliance with the mainstreaming duty is available relative to all new and existing policy, plans and procedures by the end of the 2018-19 year.

5. GSA'S EQUALITY OUTCOMES 2017-21

GSA'S EQUALITY OUTCOMES 2017-21

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.
2. An inclusive and accessible environment in which the diverse needs of students are systematically anticipated and provided for.
3. An increase in the number of students from currently under-represented groups and achieving successful outcomes.

¹ https://www.ecu.ac.uk/wp-content/uploads/2018/10/2018-09-AdvanceHE_HEI-report_v5.pdf

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.
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.

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. These plans 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.

6. EQUALITY OUTCOMES: PROGRESS 2017-19

In December 2017 the Board of Governors approved GSA's Equality Plan 2017-18. This plan was linked specifically to the delivery of equality outcomes and included measures of success and impact for each action and strategic area to enable progress to be more effectively assessed and demonstrated.

Equality Outcome owners have provided outline progress reports (attached at Annex 1) and these indicate sustained and solid activity in some fundamental organisational areas. However, systematic engagement and progress has been more limited in areas that have been slower to adopt an evidence based approach to equality mainstreaming and impact assessment. This may also have impacted on the breadth and depth of reporting.

The impact of GSA's work 2012-17 is now being consolidated through ongoing mainstreaming and a focused cross institution approach to delivering the evidence based equality outcomes that were agreed in 2017. However, at this mid-point in the 2017-21 statutory reporting cycle progress reports from strategic leadership areas focus primarily on the implementation of actions that are designed to achieve each equality outcome with less information or analysis available to demonstrate and evidence the impact of those activities and effectiveness in meeting equality outcomes.

GSA set far reaching and ambitious outcomes which take time to achieve and more time is needed for activities to take shape and impact to emerge. The delivery of the Equality Plan (attached at Annex 2) will therefore roll into 2019-21. Progress would however be accelerated by further integrating equality relevant plans, activity and evidence in mainstream performance management, planning and reporting structures.

A reporting methodology that will support more reflective, evidence and impact oriented reporting practice will also be required in order to more effectively demonstrate the impact of GSA's commitment, progress and practice. This will also offer a firm foundation for the development of new equality outcomes and statutory reporting in 2021.

7. BOARD OF GOVERNORS

GSA's Board of Governors holds an explicit role in assuring that GSA is compliant with the Equality Act 2010 and meets the requirements of the Public Sector Equality Duty and the Scottish specific duties.

The Board also considers its own membership in terms of equality and diversity and recognises its responsibility to establish appropriate goals and policies regarding the balance and diversity of the members it appoints and regularly reviewing its performance against these goals and policies.

In the period since March 2017, GSA has focused on open and transparent recruitment processes and improved monitoring at all stages in terms of enhancing the diversity of its Board. In October 2018, updated Guidelines for the Appointment of Governors were approved. These guidelines set out the steps that the Board, through the Nominations Committee will take to develop awareness of, and improvement in, the balance of its members in terms of equality and diversity. It is anticipated that successful implementation of these measures will attract a greater number of applicants from under-represented groups.

New Governors receive a full induction on joining the Board. Equality and diversity responsibilities are included and the need for additional training in matters of equality and diversity is assessed as part of regular reviews of the development needs of governing body members, and where appropriate, training is made available.

In October 2018, the Board approved a proposal to add equality matters to the remit of the HR Committee. While equality matters continue to be reported in full to the Board, with the Board retaining approval responsibility, this step provides an additional level of scrutiny. In addition, and to align with statutory reporting, it was agreed that annual reporting to the Board, via the HR Committee, would move to March of each academic session. It is anticipated that this will improve the ownership and consideration of the impact and progress that GSA is making in equality mainstreaming and in the achievement of GSA's Equality Outcomes. Accordingly, both the HR Committee and the Board will be better placed to assess the level of assurance provided by senior management regarding this important matter.

8. USE AND PUBLICATION OF DATA

Equality monitoring data for GSA staff, students and Governors (from 2018) is published annually on the GSA website. An equal pay review is conducted and published biennially.

- [Equality Monitoring –staff](#)
- [Equality Monitoring – students](#)
- [Equality Monitoring – Governors](#)
- [Equal Pay Review 2019](#)

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.

ANNEX 1

EQUALITY OUTCOMES PROGRESS REPORTS FROM EQUALITY OUTCOME OWNERS

Set out below are progress reports from the following senior staff:

- a) The Registrar and Secretary
- b) The Deputy Director (Academic)
- c) The Director of Strategy and Marketing
- d) The Director of Finance and Resources

a) THE REGISTRAR AND SECRETARY REPORTS THE FOLLOWING PROGRESS:

Equality Outcome 1(a)

The department of Human Resources has undertaken a complete review of the following policies and procedures relating to staff conduct:

- Staff Recruitment and Selection,
- Disciplinary,
- Staff Grievance
- Employee Support.

All have been equality impact assessed. As part of this work, a new Capability Policy and Procedure has been introduced (previously encompassed within a Disciplinary and Performance Management policy). Training and development sessions on the application of these policies have been offered in 2018 and will continue to be offered as part of the 2019 staff development programme.

The introduction of the e-learning modules made available to all staff in 2018 has provided access to tailored information around the fundamental principles of equality and diversity and the application of these principles within the working environment. The staff development programme 2019 will continue to build on developing skills and understanding through the provision of sessions on responding to complaints and challenging unacceptable behaviours.

To support and enhance both the student and staff experience, the introduction of detailed guidance relating to the GSA Complaints Handling Procedure, including the introduction of a new process, developed in conjunction with the department of Human Resources, that is specifically designed to support staff when complaints are made against them.

Complaints handling training was delivered to staff in December 2017 with a 90% attendance rate by those staff invited. The success of this training has been measured by attendance at the training event and the number of complaints now being recorded and resolved at frontline which shows an increase. We suspect the increase in complaints recorded is partly due to an increase in actual complaints however based on feedback from staff we know that the training sessions have also been successful in raising staff awareness and reinforcing the requirement to record complaints. Further feedback suggests that while staff awareness has improved, staff confidence in dealing with more complex complaints remains a challenge and this includes complaints relating to equality and identity related issues. Additional training sessions during academic year 2018-19 will be arranged with a view to instilling confidence in staff to deal with the complaints both at frontline an investigation stage.

Work is currently being undertaken to identify common complaint themes including perceptions of behaviour and differential learning experience, and will be reported to the March 2019 meeting of the Board of Governors. In addition, initial discussions have taken place with the Head of Learning and

Teaching as to how the outcomes of complaints which relate specifically to Learning and Teaching and NSS results, should be monitored and taken forward.

GSA's new Student Code of Conduct is in draft format with a view to being presented at Undergraduate and Postgraduate Committee in February 2019 and subsequently to Academic Council for approval in March 2019. The draft takes into account the Changing the Culture Report by UUK examining violence against women, harassment and hate crime affecting university students.

Equality Outcome 4 (a):

Work has been undertaken with the HR/Payroll system providers (MHR) to develop functionality to administer the staff development activity provided by GSA, and to record staff development activity against individual staff members. This system will enhance reporting and statistical analysis of staff development activity and support mandatory training where this is considered appropriate.

Following the Equal Pay Audit conducted in 2017 supplementary reports were compiled for each area and were shared by the Head of Human Resources with each of the Director's direct reports for context and information during operational management and planning activity. The Registrar and Secretary and the Head of Human Resources have continued to engage with the Director on issues of equality and career progression.

In addition, an external agency has been commissioned to assess the implications of a number of recommended adjustments to the grading structure that would contribute immediately to addressing pay gaps. The measures outlined within the report are due to be considered by the Senior Leadership Group and the Human Resources Committee early in 2019.

A Remuneration Committee Framework document has also been developed to define process and increase transparency around decision-making related to those salaries not on the grading structure. This was approved by the Board of Governors, via Human Resources Committee, in November 2018.

b) THE DEPUTY DIRECTOR (ACADEMIC) REPORTS THE FOLLOWING PROGRESS:

Equality Outcome 1 (b)

GSA's Schools have produced for the first time discrete plans for Learning and Teaching, and, for Research and Enterprise. These plans correspond with the GSA strategic plans for Learning & Teaching and for Research & Enterprise, produced centrally with discussion at Boards of Studies, Research & Enterprise Subcommittees, and approved by Undergraduate and Postgraduate Committee, and by the GSA Research & Enterprise Committee.

The GSA strategic plan for Learning and Teaching has specific emphases on developing a 'holistic curriculum' and on 'delivering a new internationalisation strategy'. Both dimensions are designed to improve the inclusive nature of the GSA curriculum to see a studio culture that is welcoming to GSA's diverse communities and cultures and receptive to learning from that diversity.

The GSA strategic plan for Research and Enterprise places a premium on the development of active researchers and on supporting projects and proposals from staff at all stages of their research careers.

These strategic plans have seen revisions and renewals of curriculum in Fine Art Critical Studies and in Design History and Theory in 2017-18, for example, with the intent of producing a programme of lectures, seminars and assignments that go some way to decolonising the GSA academic offer.

Good practice examples are shared annually through the Programme Monitoring and Annual Review process, and GSA's Undergraduate and Postgraduate Committee sees programme and school Equality Impact Assessments, which makes visible good practice examples and diversity of approaches.

Equality Outcome 2 (a)

Academic schools continue to bring in a wide range of speakers to GSA to contribute to lecture runs, symposia and crits. In 2017-18, attention has been paid to the voices of people of colour bringing these into the Fine Art Friday Event series, and into the School of Design, Design Domain course.

The Personal Tutor Scheme has been rolled out successfully in 2017-2018, with the pilot continuing and expanding in session 2018-19. The Learning & Teaching Committee has commissioned a review of the efficacy of the scheme and oversees its evolution.

Schools have worked across 2017-18 to a set list of components for programme handbooks, producing greater standardisation and systematisation of information distributed to students.

Canvas is being used more robustly across academic areas, with accessibility improved to feedback and formative grades through the grade release functionality of the platform

Equality Outcome 3

Gender statistics are being analysed with retrospective PMAR process (in train) in calendar year 2018. Actual imbalances will be identified and actions determined where relevant.

Equality Impact Assessments are mandatory at programme and school level at GSA and are used to identify impediments to academic attainment.

Equality Outcome 4 (b)

GSA's Research Office oversees the Annual Research Planning (ARP) process and encourages participation from all active researchers, with guidance sessions on the ARP template and on the RADAR portal scheduled at the beginning of each ARP cycle.

Equality Outcome 4 (c)

It remains an objective to address the gender balance of GSA's professoriate, with work still to be done. In 2017-2018 one female staff member was awarded a personal professorship, so too were three male colleagues.

Equality Outcome 5 (a)

Visiting staff bring diversity to GSA's teaching domain, and Schools have been attentive to securing diverse perspectives on teaching for the benefit of our students' experience, through programmes such as the Friday Event in Fine Art, Design Domain in the School of Design, and research seminars across Schools.

GSA has established a diversity panel with interested staff, and in 2017-2018 Aparajita Dutta from the Royal Academy, The Hague delivered a discussion session for staff and students on intentional internationalisation. The work of the diversity panel will continue in session 2018-2019, with a wider grouping of staff and students contributing to programming and events.

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

Equality Outcome 3

GSA's Fair Admissions strategy was approved in September 2017. A Fair Admissions working group was established and minimum entry requirements have been set for all programmes. Advanced entry and articulation has also been reviewed.

Recruitment strategies are reviewed annually and we have continued to bring together the work of the teams in Open Studio (Widening Participation, Articulation and pre-degree programmes) and Student Recruitment to create synergies where possible to deliver on strategic objectives within this area and deliver to as wide a group of students as possible. Our Activities link to Home/UK Articulation Strategy which has now been approved and is extending our reach to areas with more diverse communities.

New video content has been produced to support virtual opening day however the Equality Impact Assessment of recruitment materials will be carried forward and the Open Studio Portfolio Review is ongoing.

Equality Outcome 5 (b)

In 2017 -18 the Exhibitions programme included SOFA presents East and West (Chinese visiting artists) and Somnyama Ngonyama: Hail the Dark Lioness. GSA and GSASA Race Rights and Sovereignty lecture series continued with Africa's Lost Classics: Screening of 'Badou Boy', part of Africa in Motion and Black Radical Imagination.

Programmed events on Invisible Hands of Racism, Confronting Complicity and Diaspora Suite were cancelled due to the impact of the Mackintosh fire.

The GSA public lecture series did not take place during 2017-18 due to funding.

GSA Enterprises plan to increase the diversity of tour guides will be reviewed following the Mackintosh Fire in 2018 and ensuring a diverse profile of Open Studio staff is an ongoing objective linked to portfolio review.

New partnership activity has been established with Castlehead High School Paisley and Widening Participation activity continues in Islay High School. A nine-week course is being delivered in Dumfries.

d) THE DIRECTOR OF FINANCE AND RESOURCES REPORTS THE FOLLOWING PROGRESS:

Equality Outcome 2 (b)

Budget Systems are now in place to ensure that due regard to the PSED has been given in capital bids and budget allocation.

A plan to address occupational segregation in the estates department will now be developed and implemented during AY 2018-19.

The Estates Strategy is now programmed to be undertaken during 2018-19 and the development of an access and inclusion plan together with audit and review of the management of facilities and buildings will link with and be completed in line with the development of the Estates Strategy. This will involve the preparation of an objective, building condition, data based Estates Strategy Plan that provides a structured development plan for the campus and facilities which will be used for future capital developments over a ten-year period and incorporate backlog maintenance activities. The Plan will be affordable and deliver an Estate that is financially sustainable and fully accessible for staff, students and visitors. Equality consideration to be systematically included throughout.

Plan to incorporate role related training for estates and facilities staff within the 2019 Staff Development Programme in liaison with Human Resources.

Equality Impact Assessment of Occupational Health and Safety policy and procedure remains outstanding and will now be incorporated into the OHS 2018-19 work plan.

Relevant procurement documentation is now being used to ensure that the requirement for contractors to demonstrate how they will deliver the PSED is included in contracts and tender exercises the selection criteria and is monitored throughout the duration of high risk contracts.

The Head of Procurement systematically assesses equality relevance in procurement and the inclusion of the PSED when undertaking a procurement exercise and will deliver training on all aspects of procurement in 2018-19.

ANNEX 2

THE GLASGOW SCHOOL OF ART

EQUALITY PLAN 2017-20

GSA EQUALITY OUTCOMES 2017-2021

<p>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.</p>	
<p>EQUALITY OUTCOME CO-OWNERS:</p> <p>1(a) Registrar and Secretary 1(b) Deputy Director (Academic)</p>	<p>MEASURES OF PROGRESS/SUCCESS:</p> <ul style="list-style-type: none"> • Implementation of a policy framework which effectively support the resolution of conflict at local level and disciplinary action where appropriate, resulting in the potential for an increase in recorded complaints. • Student feedback, indicating confidence in engaging with diversity and mechanisms available for resolving complaints and raising issues. • Attendance at relevant staff training and development events recorded and evidencing 80% attendance for all relevant staff groups. • Staff feedback that confirms awareness and confidence in working with ignorance and prejudice appropriately. • Increased staff awareness and confidence: feedback Staff Survey 2018 and 2020. • Evidence of development and sharing good practice in Programme Monitoring and Annual Reports.
<p>STRATEGIC RELEVANCE: Outcome agreement – Gender plan Changing the Culture – UUK Taskforce Student Experience Staff Experience Learning and Teaching Enhancement Strategy Research and Enterprise Strategy HR Excellence in Research Action Plan Mainstreaming Equality GSA Equality Outcome: 2</p>	
<p>EQUALITY OUTCOME 2: An inclusive and accessible environment in which the diverse needs of students are systematically anticipated and provided for.</p>	
<p>EQUALITY OUTCOME CO-OWNERS:</p> <p>2(a) Deputy Director (Academic) 2(b) Director of Finance and Resources</p>	<p>MEASURES OF PROGRESS/SUCCESS:</p> <ul style="list-style-type: none"> • Student feedback confirming that needs related to protected characteristics are being systematically delivered within the mainstream learning environment at programme and course level. (Student Staff Consultative Committees; NSS/PTES/ARDR) • Consideration of equality demonstrated in all stages of decision making and development of GSA Estate. The Estates Strategy will be finalised by Summer 2019 and this measure will form a core part of this exercise with staff, students and stakeholders consulted as part of the process. • Due regard to the PSED evidenced in capital bids and allocations with positive impact.
<p>STRATEGIC RELEVANCE: Student Experience Learning and Teaching Enhancement Strategy Estates Strategy, Mainstreaming Equality GSA Strategic Plan. Procurement</p>	

EQUALITY OUTCOME 3: An increase in the number of students from currently under-represented groups and achieving successful outcomes.	
EQUALITY OUTCOME CO-OWNERS: Deputy Director (Academic) Director of Strategy and Marketing	MEASURES OF PROGRESS/SUCCESS: <ul style="list-style-type: none"> • Increase in applications from males with proportionate admissions • Improved gender balance in all programmes and no programme with a gender balance of less than 25% male or female • Attainment gap for gender maintained • Reduction in GSA's BAME attainment gap • Increase in applications from BAME groups with proportionate admissions • Increase in the number of BAME students attending Open Studio programmes • Improve gender balance in Open Studio programmes
STRATEGIC RELEVANCE: GSA Strategic Plan 2015-2018 and 2018-2021 SFC Outcome Agreement 2015-2018 and 2018-2021 SFC Gender Plan Scottish Government Post 16 Learner Journey Commission for Widening Access GSA Widening Participation Strategy GSA Recruitment Strategies GSA Articulation Strategy GSA Fair Admissions Student Experience Learning and Teaching Enhancement Strategy	
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.	
EQUALITY OUTCOME CO-OWNERS: 4(a) Registrar and Secretary 4(b)(c) Deputy Director (Academic)	MEASURES OF PROGRESS/SUCCESS: <ul style="list-style-type: none"> • Feedback from the Staff Survey July 2018/July 2020 • Equal Pay Review March 2019/March 2021 evidencing reduction in gender pay gap and occupational segregation • Research data on research active staff • REF Equality Group data on REF Participation • Human Resources data on Readerships and Professorships • Improved gender balance in academic career progression
STRATEGIC RELEVANCE: Public Sector Equality Duty – Statutory GSA Strategic Plan SFC Gender Plan, Human Resources Operational Plan Research Strategy HR Excellence in Research Action Plan GSA Equality Outcome: 1	

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.	
EQUALITY OUTCOME CO-OWNERS: 5(a) Deputy Director (Academic) 5(b) Director of Strategy and Marketing	MEASURES OF PROGRESS/SUCCESS <ul style="list-style-type: none"> • Research Office data on SKI events and mentoring participation • HR Excellence in Research deliverables • Visiting staff data • Programme level development reflects increased engagement with diverse histories and perspectives: evidenced in programme and course specifications and reported through PMAR • Increase in the number and diversity of visitors to GSA’s cultural engagement activities – Exhibitions, Public lectures, Mackintosh Tours and Open Studio with positive evaluation. • Delivery of GSA cultural engagement activities beyond our campus through partnership and local engagement
STRATEGIC RELEVANCE: GSA Strategic Plan 2015-2018 and 2018-2021 Outcome Agreement 2015-18 and 2018-2021 Student Experience Learning and Teaching Enhancement Strategy GSA Research Strategies HR Excellence in Research Action Plan Scottish Government Cultural Strategy GSA Exhibitions Strategy GSA Exhibitions Audience Development Plan GSA Enterprises Tours Strategy	

GSA EQUALITY OUTCOMES 2017-2021

REGISTRAR AND SECRETARY: PLAN 2017-20				EQUALITY OUTCOME 1a.
Action	Delivery of Action (e.g. HofS/PL)	Timescale	Reporting Route (Statutory Reporting 2019 and 2021 – Annual Progress Report to the Board)	Measures of Impact of Action
Training/briefings for staff in dealing with complaints at both front line and investigation stage to support the application of the GSA Complaints Handling Procedure, including logging complaints.	Deputy Registrar	December 2017	<ul style="list-style-type: none"> Quarterly complaint report issued to Executive Group members Annual report to the Executive Group and Board of Governors 	<ul style="list-style-type: none"> Monitoring of number of complaints recorded. Identification of themes and outcomes. Monitoring of attendance at staff training with 80% of the relevant staff group having undertaken the training.
Implementation of a quarterly report to be shared with all Executive Group members, including a summary of complaints and their outcomes, thus increasing staff awareness and an opportunity for sharing of best practice.	Deputy Registrar	October 2017	<ul style="list-style-type: none"> Quarterly complaint report issued to Executive Group members Annual report to the Executive Group and Board of Governors 	<ul style="list-style-type: none"> Identification and monitoring of the nature of complaints/common themes and the areas they relate to, for example, complaints related to identity based experience.
<p>Revised Student Conduct Policy aligned with the Universities UK Taskforce recommendations, with specific reference to gender based violence, harassment and hate crime affecting university students.</p> <p>Develop a comprehensive matrix for staff training and development.</p>	Deputy Registrar	November 2017	<ul style="list-style-type: none"> Annual report to Executive Group Annual Report to Senate 	<ul style="list-style-type: none"> Evaluate effectiveness and identify areas for further development Use qualitative and quantitative data to assess impact and support mainstreaming. Use qualitative and quantitative data to inform targeted awareness and training. Monitor, record and report of student conduct cases.

REGISTRAR AND SECRETARY: PLAN 2017-20				EQUALITY OUTCOME 1a.
Action	Delivery of Action (e.g. HofS/PL)	Timescale	Reporting Route (Statutory Reporting 2019 and 2021 – Annual Progress Report to the Board)	Measures of Impact of Action
Staff training/guidance to support the application of the student conduct policy framework.	Deputy Registrar	March 2018	<ul style="list-style-type: none"> Annual report to Executive Group 	<ul style="list-style-type: none"> Monitor feedback from students and staff to ensure consistent application of policy. Monitoring of attendance at staff training with 80% of the relevant staff group having undertaken the training.
Complete review and build on policy and procedural framework relating to staff conduct: <ul style="list-style-type: none"> Staff Recruitment and Selection Dignity and Respect at Work and Study Disciplinary and Grievance Employee Support Capability Policy. 	Head of Human Resources	October 2017	<ul style="list-style-type: none"> Trade Union Forum Human Resources Committee 	<ul style="list-style-type: none"> Monitoring of use of policy framework and issues arising Staff consultation/feedback
Increase staff awareness of their responsibilities and build confidence and skill in working with diversity, promoting respectful environments, responding to complaints and challenging unacceptable behaviours through development and delivery of GSA's Institutional Staff Development Strategy.	Head of Human Resources	Institutional Staff Development Strategy implementation from January 2018	<ul style="list-style-type: none"> Executive Group Trade Union Forum Human Resources Committee 	<ul style="list-style-type: none"> 80% Staff engagement Staff evaluation
Introduce tailored development opportunities for managers that support effective delivery of the policy framework and promote awareness, skills and confidence in challenging prejudice and promoting respectful environments and relationships.	Head of Human Resources	Institutional Staff Development Strategy implementation from January 2018	<ul style="list-style-type: none"> Executive Group Trade Union Forum Human Resources Committee 	<ul style="list-style-type: none"> Full engagement Managers evaluation

REGISTRAR AND SECRETARY: PLAN 2017-20			EQUALITY OUTCOME 4a.	
Action	Delivery of Action (e.g. HofS/PL)	Timescale	Reporting Route (Statutory Reporting 2019 and 2021 – Annual Progress Report to the Board)	Measures of Impact of Action
Position paper from the Head of Human Resources to the Director of GSA on the issues arising from the Equal Pay Review and Trade Union Forum in relation to equality and career progression.	Head of Human Resources	Paper to Director August 2017	<ul style="list-style-type: none"> Executive Group Trade Union forum Human Resources Committee 	Strategic approach to addressing gender pay gap and career progression for all staff defined. Enabling planned action to be developed and implemented.
Improve monitoring and data collection on staff development undertaken and outcomes of that development.	Head of Human Resources	Implementation from January 2018	<ul style="list-style-type: none"> Trade Union Forum Human Resources Committee 	Increased data on: <ul style="list-style-type: none"> Nature of development undertaken Patterns of engagement in staff development across all roles and areas.
Implement systematic and mandatory training in respect of Staff Recruitment and Selection with specific reference to occupational segregation and unconscious bias.	Head of Human Resources	Implementation from January 2018	<ul style="list-style-type: none"> Trade Union Forum Human Resources Committee 	Monitoring and data analysis in relation to vertical and horizontal occupational segregation: <ul style="list-style-type: none"> Role definition and requirements Application data Shortlisting data Starting point on pay grade.
Support senior staff reporting to the Director to address any gender pay gap or occupational segregation within their areas of responsibility through provision of data to inform planning and decision making and specifically when recruiting to senior positions.	Head of Human Resources	Implementation from August 2017	<ul style="list-style-type: none"> Trade Union Forum Human Resources Committee 	Devolved plans in place and evidence of consistent recruitment practice: <ul style="list-style-type: none"> Role definition and requirements Application data Shortlisting data Starting point on pay grade.

DEPUTY DIRECTOR (ACADEMIC): PLAN 2017-20				EQUALITY OUTCOME 1b.
Action	Delivery of Action (e.g. HofS/PL)	Timescale	Reporting Route (Statutory Reporting 2019 and 2021 – Annual Progress Report to the Board)	Measures of Impact of Action
Ensure that GSA's strategies for Research and Enterprise and for Learning and Teaching encourage an inclusive studio culture in which collaborative dialogue and critique supports students in their creative engagement with self and difference, diversity and equality.	DD(A), HoSs, HoDs, PLs	Ongoing	SSCCs, Boards of Studies, UPC	Quality Enhancement Plans SSCC feedback NSS/PTES/ARDR feedback
Ensure GSA's strategies for Research & Enterprise and for Learning & Teaching include specific actions and ambitions at the service of an inclusive and accessible learning, teaching and research environment.	DD(A), HoSs, HoL&T, HoR&E	June 2018	Boards of Studies, UPC, REC, Executive Group, Council	GSA academic strategies are cognisant of and supportive of constructive action to eliminate identity-based ignorance and prejudice.
Build and share good practice examples of pedagogic and curriculum approaches in Schools which encourage creative approaches to supporting confident engagement with diversity, difference and prejudice.	HoSs, HoDs, PLs	2017-18 onwards	UPC Academic Council	PMAR pinpoints examples of good practice in Schools. Staff Development programmes include examples of good practice.
DEPUTY DIRECTOR (ACADEMIC): PLAN 2017-20				EQUALITY OUTCOME 2a.
Action	Delivery of Action (e.g. HofS/PL)	Timescale	Reporting Route (Statutory Reporting 2019 and 2021 – Annual Progress Report to the Board)	Measures of Impact of Action
Maintain difference, diverse representation, challenge and debate through a wide-ranging programme of visiting speakers and visiting staff for the benefit of GSA's students and staff.	HoSs, HoR&E, HoL&T, Student President	2017-18	Senior Management Teams, Boards of Studies	Programmes of visiting speakers and range of visiting staff are diverse, ensuring difference is mainstreamed in GSA's learning environment.
Staged rollout of Personal Tutor Scheme.	DD(A), HoSs, HoDs/PLs	Semester 1 2017-2018	L&T EWG, BoSs, UPC, Council	Positive evaluation and feedback from students on programme level support.
Build on work undertaken to date develop a baseline of systematic practice harmonised across programmes which anticipates diverse student learning needs.	DD(A), HoS's	2017-18	LTEWG UPC Council	Student feedback

DEPUTY DIRECTOR (ACADEMIC): PLAN 2017-20				EQUALITY OUTCOME 3.
Action	Delivery of Action (e.g. HofS/PL)	Timescale	Reporting Route (Statutory Reporting 2019 and 2021 – Annual Progress Report to the Board)	Measures of Impact of Action
Define and implement planned action to address current and potential gender imbalance in undergraduate and postgraduate programmes.	DD(A), DSM,	2017 -21	Boards of Studies; UPC; Executive Group, SFC	Improvement of gender representation evidenced in equality monitoring and programme level data.
Ensure Equality Impact Assessments are utilised to identify and remove barriers to GSA achieving plans in respect of increasing numbers of under-represented students and in respect of the academic attainment of under-represented groups.	HoSs, HoDs/PLs	Ongoing with annual review at PMAR	BoSs, UPC, PMAR, REC, Council	EIAs, QEP's
DEPUTY DIRECTOR (ACADEMIC): PLAN 2017-20				EQUALITY OUTCOME 4b.
Within the remit of academic areas work to ensure equality of opportunity for all staff in respect of participation in L&T and R&E activities as relevant to role profiles.	DD(A), HoR&E, HoL&T	Annually in June	REC, UPC, Executive Group, Council, APWG	Annual Research Plans, Activity Planning.
DEPUTY DIRECTOR (ACADEMIC): PLAN 2017-20				EQUALITY OUTCOME 4c.
Achieve a gender balance amongst GSA's Professoriat by way of mentoring and support in the framing of applications to GSA/GU research and leadership routes.	DD(A), HoHR	Ongoing	REC, UPC, Executive Group	HR data on readerships and professorships.
DEPUTY DIRECTOR (ACADEMIC): PLAN 2017-20				EQUALITY OUTCOME 5a.
Encourage through the GSA LTES a wide-range of academic perspectives from permanent and Visiting Staff to ensure that GSA's learning environment benefits from an increased number of staff from diverse ethnic and cultural backgrounds.	HoSs, HoDs/PLs	Ongoing with annual review through PMAR	BoS, UPC, Council, Executive Group	HR data on staff roll and on Visiting Staff.

DIRECTOR OF STRATEGY AND MARKETING: PLAN 2017-20				EQUALITY OUTCOME 3.
Action	Delivery of Action (e.g. HofS/PL)	Timescale	Reporting Route (Statutory Reporting 2019 and 2021 – Annual Progress Report to the Board)	Measures of Impact of Action
Implement and continue to monitor and develop Fair Admissions Strategy.	Head of Schools Programme Leaders	Systematic improvements and enhancements from 2017/18 application cycle	Executive group UPC Academic Council	Application, admission and offer processes which are student focused and take cognisance of contextual factors.
Equality Impact Assessment of Recruitment materials.	Head of Student Recruitment and International Communications Manager	EIA July 2018 with outcomes Implemented from Academic Year 2017/18		Materials (digital and physical, visual, written, video and oral content) which is reflective of a diverse, open and accessible institution.
Review home/RUK recruitment strategies.	Recruitment Manager (Head of Student Recruitment and International)	Portfolio review undertaken in 2017/18 with implementation from AY 2018/19	Admissions Target Group Executive group	Enhanced recruitment activity within schools/colleges/geographic areas with large numbers of home-domiciled BAME students.
Implement UK Articulation Strategy.	Articulation and Progression Manager (Head of Professional and Continuing Education)	Strategy being implemented from 2017 onwards	Executive Group UPC Academic Council	Development of articulation routes from colleges in core UK cities with large populations of BAME students.
Open Studio Portfolio Review.	Head of Continuing Education (Head of Professional and Continuing Education)	Portfolio review undertaken in 2017/18 with implementation from AY 2018/19	Executive Group	Development of new leisure and pre-degree programmes which are specifically designed to: - target issues of gender imbalance in undergraduate degree programmes - present a breadth of cultural and creative perspectives.

DIRECTOR OF STRATEGY AND MARKETING: PLAN 2017-20				EQUALITY OUTCOME 5b.
Action	Delivery of Action (e.g. HofS/PL)	Timescale	Reporting Route (Statutory Reporting 2019 and 2021 – Annual Progress Report to the Board)	Measures of Impact of Action
Exhibitions Department continue to curate a diverse programme to a diverse audience.	Exhibitions Director	On-going from 2017	Annually to Executive Group Report on cultural engagement	Diversity of programme in relation to artists, curators and subject. Increased diversity of audience.
Review of GSA Public Lecture Series to present a diverse range of speakers and subjects.	Director of Strategy and Marketing	Review 2017-18	Annually to Executive Group Report on cultural engagement	Demonstrable balance and representation.
Ensure the development of new Open Studio programmes which present a breadth of cultural and creative perspectives and are delivered by staff that actively demonstrate that diversity.	Head of Continuing Education (Head of Professional and Continuing Education)	Portfolio review undertaken in 2017/18 with implementation from AY 2018/19	Executive Group UPC Academic Council	Improvement in diversity of Open Studio staffing profile.
GSA Enterprises to increase number of tour guides from diverse backgrounds to better reflect the diversity of GSA student community.	GSAe General and Commercial Development Manger	From 2019 when new Tour routes in Mackintosh operational	Annual report to the Executive Group	Improvement in diversity of GSAe Tour Guides.
Through Open Studio Portfolio review develop new programmes which can be delivered in partnership and/or locally across Glasgow representing a diverse cross-section of Glasgow's established and newer communities.	Head of Continuing Education (Head of Professional and Continuing Education)	Portfolio review undertaken in 2017/18 with implementation from AY 2018/19	Executive Group UPC Academic Council	Development of programme of locally delivered content.

DIRECTOR OF FINANCE AND RESOURCES: PLAN 2017-20				EQUALITY OUTCOME 2b.
Action	Delivery of Action (e.g. HofS/PL)	Timescale	Reporting Route (Statutory Reporting 2019 and 2021 – Annual Progress Report to the Board)	Measures of Impact of Action
Ensure that there is funding available within the annual budget to cover the purchase of essential equipment (through Student support) for disabled students.	Director/Deputy Director of Finance and Resources	Ongoing with annual review	Business Committee	Positive feedback from students in respect of non DSA funded provision of equipment.
Within the annual Capital Budget, ensure that systems are in place to ensure that due regard to the PSED has been given in bids and budget allocation.	Director/Deputy Director of Finance and Resources	Budget Systems in place 2017-18 and ongoing implementation	Business Committee	Positive feedback from staff and students
Address occupational segregation within domestic and janitorial teams working closely with Human Resources to develop and implement a plan.	Head of Estates	Plan to be developed with HR for implementation during AY 2018/19	HR Committee Executive Group	Occupational segregation addressed with impact on GSA gender pay gap (vertical)
Commission an independent review of the estate in order to develop an access and inclusion plan for systematic implementation.	Head of Estates	Estates Strategy now programmed to be undertaken during 2018/19	Executive Group	<ul style="list-style-type: none"> • Student consultation • Positive student /staff feedback • Preparation of objective, building condition, data based Estates Strategy Plan that provides a structured development plan for the campus and facilities. • Plan to be used for future capital developments over a 10 year period and incorporate backlog maintenance activities. • Plan to be affordable and deliver an Estates that is financially sustainable. • Campus to be fully accessible for all staff, students and visitors.

Systematic inclusion of equality consideration in estates development strategy	Director of Finance and Estates	Estates Strategy now programmed to be undertaken during 2018/19	Executive Group Estates Committee Board of Governors	Evidence of equality consideration in all aspects and stages of the decision making and development process
Audit and implement a review of the management of facilities and buildings to ensure access and inclusion mainstreamed into facilities management and associated roles.	Deputy Head of Estates (maintenance)	Review to be linked to Estates Strategy now programmed to be undertaken during 2018/19 complete September 2018	Estates Committee Executive Group	<ul style="list-style-type: none"> • Positive feedback from staff and students • Reduction in the number of issues relating to facilities raised through the help desk.
Role related development for Estates/facilities teams on equality to raise awareness and relevance to role.	Deputy Head of Estates	Plan to be developed with HR for implementation during AY 2018/19. Plan to incorporate training within the 2019 Staff Development Programme	HR Committee	<ul style="list-style-type: none"> • Positive feedback from staff and students • Reduction in issues arising through the helpdesk.
Deliver Equality Impact Assessment schedule (OHS Plan 2017/18) on all new and existing policy and procedure. Not achieved: Reference will be made in the H&A Annual Report 2017/18 and work to redress this will be incorporated into the OHS Plan for 2018/18 (currently in preparation but scheduled for 10/12/18 Board)	Health & Safety Officer	Phases of work to be reflected in OHS Plan	Executive Group OHS Committee	Monitoring of OHSMS policy and procedural implementation and issues arising
Use the relevant Procurement documentation to ensure that the requirement for contractors to demonstrate how they will deliver the PSED is included within contracts and in all tender exercises as part of the selection criteria.	Head of Procurement/ Supplier/ Stakeholder	Ongoing for each tender	Procurement Annual Report :- Executive Group Audit committee	relevant PSED elements will be monitored throughout the duration of high risk high Contracts

Discussion point on PSED throughout the lifetime of the contract as part of the contract management process undertaken by procurement and relevant stakeholder for high risk/value contracts				
Assess equality relevance in procurement and the inclusion of the PSED in contracts and selection criteria upon undertaking a procurement exercise Training to all departments on all aspects of procurement including the relevance of Equality, Diversity and PSED.	Head of Procurement	FY 18/19	APUC Shared Service Report :- <ul style="list-style-type: none"> • Executive Group • Audit committee 	Attendance by all relevant staff by March 2019 - List of those who have attended training