

THE GLASGOW SCHOOL OF ART EQUALITY PROGRESS

REPORT TO THE BOARD OF GOVERNORS

March 2022

SENIOR LEADERSHIP GROUP

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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 This document sets out the University's combined Equality Outcomes and Mainstreaming progress reporting, for the period 30 April 2021 – 30 April 2022. This is not a legislative requirement for 2022.
- 1.3 The next iteration of reporting will occur in April 2023 as per our legislative requirements. This year's report focussed on progress made with the intention that the next report will use data sets to evidence impact.

2. SUMMARY POSITION

- 2.1 To date GSA has complied with statutory reporting requirements.
- 2.2 A significant percentage of 2021 was spent raising awareness of the 2021-2025 Equality Outcomes and implementing wider internal consultation to develop the [2021-2025 Equality Outcome Action Plans](#).
- 2.3 We focussed on raising awareness of the [Equality Outcomes 2021-2025](#) across the institution, bringing together staff and students to the support development of equality actions plans. Equality sessions were planned and delivered to the Board of Governors between July and October 2021 with the Equality Outcomes resubmitted to the Board of Governors in October 2021 to provide further opportunity to comment after delivery of equality sessions.
- 2.4 Draft action plans were developed in partnership with staff, students, trade union representation and the Senior Leadership Group. Draft action plans were shared with the GSASA and further consultation occurred at the first meeting of the newly established EDI Committee in November 2021. The Equality Outcomes 2021-2025 Action Plan consist of an action plan for each Equality Outcome and an overarching Mainstreaming Action Plan and were approved by the Board of Governors in December 2021.
- 2.5 Previous reports 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academic lead (Deputy Director Academic) however, the development of an Equality Diversity and Inclusion Committee has superseded this recommendation while still ensuring senior accountability, greater consistency and sharing of best practice on matters of equality and diversity,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. Annual reports will be submitted to the Senior Leadership group and the Board of Governors.

3. EQUALITY MAINSTREAMING OVERVIEW WITH EXAMPLES OF GOOD PRACTICE

3.1 Equality Impact Assessment

- 3.1.1 Significant work has been undertaken to mainstream the requirements of the Public Sector Equality Duty, using [Equality Impact Assessment](#) 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 and beyond.

- 3.1.2 Evidencing progress in meeting the three needs of the Public Sector Equality Duty, considering all protected characteristics, the reporting and sharing of progress, and the impact of actions as a result of Equality Impact Assessment in Learning and Teaching, are being further enhanced and have been addressed in the new outcomes set for 2021-2025. This has been supplemented by an audit of current processes and paperwork and the creation of revised paperwork and guidance to support staff.

in 2021, Advance HE delivered two training sessions on equality impact assessment for thirty six staff and although feedback was positive, it was noted that there was still demand for more practical sessions to support completion of the process. Once approval of the new EqIA is sought in 2022, additional drop in sessions will be offered by the Equality Officer to support practical application.

3.2 Supporting Structures, Policies and Reporting Mechanisms

- 3.2.1 To supplement the training needs analysis that was undertaken 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 A Support to Study Policy has been developed with expected implementation in September 2022 in line with the new academic year. We are in the process of co-creating a Trans Policy in partnership with students and staff.

- 3.2.3 The GSA have developed and published a 2021-2023 Corporate Parenting Report which includes a review of progress and plan of future action.
- 3.2.4 Since August 2013, Glasgow School of Art (GSA) has been required to follow the Scottish Public Services Ombudsman's (SPSO) Model Complaints Handling Procedure (MCHP). In 2019 the SPSO published a revised MCHP which GSA was required to adopt by April 2021. The new procedure establishes the definition of a complaint and sets out the process for making and investigating complaints. Equality impact has been considered as an intrinsic part of the revision of the procedure with the intention of:
- Setting out a clear route by which students and members of the public can challenge incidents of discrimination, harassment and victimisation (where applicable);
 - Setting out and promoting support available to meet the needs of people with protected characteristics and to minimise disadvantage;
 - Encouraging participation with the revised procedure to ensure equal access;
 - Emphasising a code of conduct to ensure complaints can be raised in an environment of mutual respect to foster good relations between people from different groups, and;
 - Giving due regard to equality implications and taking a pro-active approach in addressing potential institutional discrimination by undertaking an Equality Impact Assessment in tandem with Procedure revision.
- 3.2.5 The revised code is currently being scrutinised by committee with expected approval in May 2022 and Implementation of the new code in academic session 2022/23 to support both student and staff understanding of the code, its use and access to support a more accessible and usable format. Principles of assessment and feedback, as well as expectations for quality assessment design and implementation were revised to ensure clear embedding of equality, diversity and inclusion practice through benchmarking to the ['Advance HE Embedding equality, diversity and inclusion in the curriculum: A programme standard'](#) (May & Thomas, 2010). Particular cognisance of digital accessibility regulations pertaining to perceivability, operability and understanding (WCAG, 2021) were given, simplifying language and terminology and utilising appropriate heading and formatting tools supporting students of all protected groups, but particularly those with a specific learning disability, or a sensory disability which require audio description of text.
- 3.2.6 Revisions to the Good Cause process and Reassessment processes support clearer outcomes for students and timely responses, reducing wait times for students and better managing student anxieties as to the outcomes of key decisions. These amendments are viewed as positively supporting students of all protected groups, but specifically those who are disabled and those who experience anxiety-related mental health problems. Through benchmarking the code to key sectoral frameworks for EDI

and assessment and feedback, EDI has been embedded within both the principles of assessment and feedback, as well as the wider expectations for assessment and feedback design and implementation. This is viewed as having a positive impact across all protected characteristics as well as supporting inclusive curriculum design as the revised code is implemented.

3.2.7 Following the last meeting of the GSA Prevent Group in June 2020; GSA have been represented at the HE Prevent Group and have reported no incidences. We have identified a gap in staff awareness and understanding which will be addressed by developing updated information and guidance and through access to the online [Prevent Awareness Training](#) developed by the Scottish Government.

3.2.8 GSA has developed its first [British Sign Language Action Plan](#) for 2018-2024, to ensure that we are an attractive and welcoming place to work, study or visit. The plan commits to 25 ambitions with targeted actions covering all areas of the GSA's work. We acknowledge that further progress needs to be made which will be reflected in the next iteration of reporting.

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 through a 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.

3.3.8 The GSA have committed to the following actions within the [2021-2025 Equality Outcomes](#):

- Create and publish a GSA accessibility statement.
- Complete a mapping of all GSA websites, apps, intranet and VLE sites and their respective owners.
- Assess all to ensure compliance with accessibility requirements.
- Develop an institutional action plan detailing GSA's planned response to any identified areas of non-compliance.

3.3.9 The GSA maintain commitment to achieving 2030 CoWA targets for participation by low socio-economic groups:

- Increase work with other underrepresented groups as highlighted by evidence and where they intersect with low socio-economic status.
- Increase pathways via Colleges and agreed articulation routes.
- Review of short course participants and implementation of any recommendations to support a greater diversity in attendees.

4. EQUALITY OUTCOME 1 PROGRESS 2021-2022

EO1: Actively foster and support an organisational culture in which dignity and respect for self and others is understood and practiced, where confidence is encouraged and promoted, and where ignorance, prejudice and bias is challenged.

4.1 An Equality, Diversity and Inclusion Committee was developed in 2020 and was initially used as a vehicle to support the development of the 2021 – 2025 Equality Outcomes and development of associated draft action plans. There has been a significant number

of staffing changes within the Senior Leadership Group (SLG) and therefore membership was weighted in favour of SLG to support awareness and an institutional understanding of equality. In June 2021, the membership of the EDI Committee was revised to include a greater number of staff and student representatives recruited from the full student and staff cohort via expressions of interest. GSA aims to create an exemplary safe space that promotes modelling and champions good practice and would welcome expressions of interest from anyone with lived experience, insight or relevant knowledge and experience. The Committee will act as a consultative group for policy and strategy with issues discussed and debated as a diverse group to inform decision making, challenging The Glasgow School of Art in terms of its practice, approach and development of equality and diversity.

- 4.2 The Glasgow School of Art has joined the Healthy Working Lives programme provided by NHS Scotland; the programme helps organisations improve health and wellbeing in a structured and productive way. A Healthy Working Lives group has formed to help the organisation achieve this and develop a wellbeing culture by promoting a range of activities, events and information campaigns each year focused around health, wellbeing and safety. In 2021 staff mindfulness sessions were offered and a team of staff participated in the Step Count Challenge.
- 4.3 In 2021, the student induction process was reviewed with a coordinated approach across all Schools. A compulsory consent module is included to support awareness of gender based violence with a further review of training planned for 2022.
- 4.4 A Learning needs analysis questionnaire was issued to colleagues prior to the winter break to determine self-reported development needs; this included themes such as remote working, EDI, health and safety, and student facing development. Fifteen of the top 30, including each of the top eight, self-reported learning needs from the all staff individual learning needs analysis questionnaire were EDI themes. Overall, the proportion of self-reported 'high learning needs' for EDI was higher than any of the other themes within the questionnaire, and as such resources can now be utilized in a focused way in order to support those needs most effectively.
- 4.5 A separate but complimentary learning needs analysis that focuses on Learning & Teaching and Research has also been developed and was disseminated to staff in late January 2022.
- 4.6 The GSA have still to consider the possibility of working towards Charter marks with an awareness of possible limitation due to lack of degree awarding powers which is often required for participation.
- 4.7 GSA is a member of Fearless Glasgow formed in November 2019 as a multi-agency, regional partnership to tackle GBV. As part of this initiative, GSA have committed to implementing a Report and Support tool in 2022 to support online and anonymous reporting and response in respect of GBV and racial harassment which would also be used to report and support complaints in respect of all forms of unacceptable and unlawful behaviour. Combining the Report and Support tool implementation with

Fearless Glasgow allows for joint working between priority groups as well as regional partners. Consequently, making the message regarding GBV and racism consistent and more effective.

5. EQUALITY OUTCOME 2 PROGRESS 2021-2022

EO2: Continue to evaluate our physical and digital environment, aiming to optimise accessibility and inclusivity by acknowledging and providing for the needs of our students, staff and stakeholders.

5.1 Estates

- 5.1.1 GSA acknowledges that physical accessibility is still a substantial challenge owing to the profile and age of some of its buildings. 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.
- 5.1.2 The Director of Estates has consulted on and produced, a *Design Policy for an Accessible and Inclusive Campus* cognisance of which will be required in all future capital and maintenance projects. This was approved by the Senior Leadership Group in November 2021 and presented to the Trade Union Forum in February 2022. Once approval has been gained, this will 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.
- 5.1.3 GSA has commissioned external consultants who have undertaken building condition surveys and access audits in 2021. Work for the Estates Strategy is on-going, and the external PM-led strategic technical team with Estates team representatives has undertaken visits to all buildings owned and leased across the GSA Glasgow campus and Forres, GSA Highlands & Islands campus.
- 5.1.4 As part of the consultation strategy, Stakeholder Workstrands have been arranged for a range of topics, comprising Technical/Maker Spaces; Learning & Teaching; Collaboration & Community; Net Zero & Sustainability; Heritage, Archives, Library & Collections; Research & Innovation; Workspace; Operations & Maintenance and Student Experience. These sessions are aimed to bring a wide range of stakeholders interested in a specific element of the Estates Strategy / Mackintosh project brief together. Initially this is to discuss their aims and aspirations for the project and in the later stages discuss feasibility studies and development options. This workstream is due to report in May/June 2022.
- 5.1.5 The Estates Strategy is under development and due to be submitted for Board of Governor approval in July 2022.

5.2 Digital Capacity

- 5.2.1 As a key development during the COVID-19 pandemic, 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 £200,000 is in addition to the Digital Inclusion initiative, which with support from GSA's Board of Governors, invested £320,000 in 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 (see section 1.2). Since the launch of GSA's Digital Inclusion policy and procedures in November 2020, we have assisted with 280 requests for laptops.
- 5.2.2 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.
- 5.2.3 GSA is continuing to develop its Digital offering for Alumni. We have purchased LinkedIn Learning for Alumni, which will give graduates up to 12 months free access to the full LinkedIn Learning package. The post-graduate cohort who graduated in December 2021 are the first to sign up for the offering. The Summer 2022 graduates will be next to receive communication on how to sign-up for this.

5.3 Race Equality

- 5.3.1 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

- 5.3.2 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 GSA's equalities work.
- 5.3.3 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.

- 5.3.4 The GSA Student Association celebrated Black History Month by programming and highlighting events around Glasgow which promote the history and work of the African diaspora. Furthermore, the association programmed a Black History Book club and an artist talk with Christian Noelle Charles who spoke about her show at the CCA 'Reflective Jester: It's Just A Feeling' which you can watch on the GSASA's Instagram page: @thegsasa
- 5.3.5 The GSA continues to support and fund the Race, Rights and Sovereignty event series in partnership with 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.
- 5.3.6 In session 2021-2022, the Student Association will be supporting black students at GSA by helping and facilitating an exhibition for them which will display their creative talents.

5.4 Mental Health and Wellbeing

- 5.4.1 Mental Health and the growing concerns related to the student population have never been more prevalent – as supported by the recent findings and of the [Thriving Learners Survey](#) which recommended increased focus on and funding for wellbeing support, including increasing the capacity and interventions for wider wellbeing support.
- 5.4.2 SFC funding has enabled GSA to maintain the same level of counselling provision. Throughout the pandemic and to date, no student has waited more than two weeks from initial enquiry to offer of an appointment.
- 5.4.3 The introduction of a Mental Health Advisor in 2019 has increased capacity allowing more focussed work with individuals; planning and delivery of workshops and development of external partnerships. The Mental Health Advisor works directly with students with acute, chronic and enduring mental health issues. One to one support and group sessions are offered and delivered depending on need in an attempt to mitigate any potential waiting times and support crisis management and safeguarding concerns.
- 5.4.4 The Mental Health Advisor and the team of counsellors have built on the delivery of group workshops in Mindfulness and have developed and delivered a further suite of delivery including: Mindfulness Workshops and Anxiety Management and Emotional Regulation with further development and delivery planned for 2021-2022. In 2021 a need for targeted sessions was identified with some specific cohorts of students. Those needs were responded to through offering sessions such as bereavement support or anxiety management in partnership with the students' Programme Leader.

- 5.4.5 Mental Health and Counselling Data 2020-2021 found 99% of students surveyed noted their difficulties were either moderately or significantly affecting their quality of life and after accessing support, 92% reported that it had moderately or significantly helped them in their life as a whole.
- 5.4.6 GSA has continued to fund its contract with Big White Wall (rebranded TogetherAll), 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, and SilverCloud, an online self-help programme using Cognitive Behavioural Therapy (CBT) based techniques similar to interventions delivered by Psychological Wellbeing Practitioners.
- 5.4.7 In Dec 2021, GSA engaged with NUS Think Positive and committed to taking part in the Scottish Government funded Student Mental Health Agreement Project in 2022.
- 5.4.8 GSA has worked to promote and support mental health, providing information about service provision, delivery of workshop activity and sponsored a creative competition for students to depict mental health using artistic mediums. Some of the 2021 winners were; Caitlin Dick for 'Later Sundowns' and Nadja Andersson for 'Accepting' and 'Distancing'.



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SETTING AT 4PM.



6. EQUALITY OUTCOME 3 PROGRESS 2021-2022

EO3: Actively build and support a staff population which is more reflective of the Scottish population and encourage a diverse student body.

- 6.1 The under representation (staff and student) of men or women and people from minority ethnic 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.
- 6.2 Due to the timing of this report, it has not been possible to include data from the 2020/2021 Student Equality Monitoring Report and the Staff Equality Monitoring Report. The timing will be reviewed and resolved for the next iteration of legislative reporting to support evidence of progression and many of the actions noted under this outcome will be progressed in 2022/23.
- 6.3 GSA's Human Resources team has taken a proactive approach to evaluate the way equality data is being collected, analysed and presented as part of the Staff Equality Data Monitoring report. This piece of work is to take place in the current academic year, with the aim for a revised timescale and new format of the report to be utilised for the 2023 equality reporting.

7. EQUALITY OUTCOME 4 PROGRESS 2021-2022

EO4: Improve lifelong outcomes for students by identifying and supporting those groups facing persistent inequality throughout and beyond their student learning journey into positive destinations.

- 7.1 The Personal Tutor pilot scheme was developed in response to student feedback and analysis undertaken by GSA's Learning and Teaching Committee. The pilot aimed to provide a consistent and systematised approach to personal tutoring across GSA and equity of student experience in relation to academic support and guidance.
- 7.2 The personal tutor scheme was implemented across the institution in session 2021-2022 to provide a consistent source of guidance and point of contact for students. Personal Tutors can help foster, in all students, a sense of belonging to the GSA creative community and to help them find and shape their role as a student within it. It provides opportunities for students to reflect on their personal learning process and engagement with learning opportunities and can help them in pursuing their longer-term future development as creative practitioners.
- 7.3 The first step in improving graduate outcomes aligned with the [2021-2025 Equality Outcome Action Plans](#) and the ELIR strategy is the development of an Attributes

Framework. This has been conceived to help address graduate transitions and anxiety around identifying and communicating personal skills and attributes. This has been developed and is undergoing consultation utilising workshops with a variety of staff and student groups. The intention is to pilot an updated draft in a number of contexts over the next academic year and then review again. The hope is that a wide range of departments can use the framework as a tool /reference in their own working contexts with students supporting equality, diversity and inclusion and the promotion of positive outcomes.

8. EQUALITY OUTCOME 5 PROGRESS 2021-2022

Develop a comprehensive and robust equality and diversity data set which enables us to inform action, assess progress and measure impact.

- 8.1 To support our capacity to collect and analyse quantitative data in relation to protected characteristic the [GSA Directorate SharePoint](#) site for the NSS results analysis was developed. For the first time in 2021, the results were published in a dynamic way, via Excel, allowing users to select the protected characteristic of interest and review the response per theme in comparison to last year's values.
- 8.2 In addition, the development of a SharePoint site: [Planning Insight and Analytics](#) for future utilisation to support a clear *theory of change* in all of GSA's actions has begun, and a new sub group of the Senior Leadership Group has been established with aims identified - including the development of a Data Strategy. This is at a very early stage and will require cross partnership working and input from other areas.
- 8.3 Information Technology will conduct a proof of concept exercise using Microsoft's PowerBI platform to address the requirements within the Registry department, as the tool they are currently using, Discoverer, is old and no longer supported. This will begin with the creation of a small data dictionary and production of 3 key reports for Registry. If this is successful it could be rolled out to enhance reporting across GSA.
- 8.4 This reporting period, Heads of School and Programme Leaders have been supported and encouraged to reflect on data for protected characteristics to inform their Programme Monitoring Annual Reviews (PMAR) and Quality Enhancement Action Plans (QEAPs). The next stage of the process is to ensure data is reflected in all Programme Monitoring Annual Reviews (PMAR) and Quality Enhancement Action Plans (QEAPs) using reviewed or updated equality impact assessments to develop a baseline, monitor progress, evaluate impact and inform practice.
- 8.5 In July 2021, GSA reviewed its current enrolment form and student data collection in line with Advance HE's recommendations and in consultation with students and staff. Language and terminology has been updated and data related to trans will be reflected in the [Student Equality Monitoring Data](#) for session 2021/2022. A further analysis of student and staff equality monitoring data will commence in 2022 with consideration to language and terminology, data collection and the timing of data to ensure it can

be utilised to evidence change and inform action.

- 8.6 Work is being done to systematically evaluate initiatives developed in academic schools and support services to understand what makes a difference and to work towards an institutional approach. There have been some specific development within Schools to support EDI, for example the School of Simulation and Visualisation (Sim Vis) have developed EDI Resources in partnership with students to promote consultation, discussion, awareness and understanding using mediums such as Padlet and/or Interaction Miro and the School of Innovation have recently proposed an EDI working group with an appointed lead.
- 8.7 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. Missing in Architecture is identified as a platform for research and collaboration between architects, educators, students, local communities, councils and everyone in between. The School of Architecture's recent Friday Lecture series have been utilised 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. The School of Architecture have also established a student and staff Equality Diversity and Inclusion Working Group to supplement their Friday lecture series and as part of this think tank they have created an interactive Miro Board to increase awareness, propose diverse methods and ideas, encourage consultation and participation to promote change.
- 8.8 The partnership approach of the Design Domain course delivered to Fashion, Textiles, Interior Design, Interaction Design, Communication Design and Silversmithing & Jewellery students has been embedding the principles of EDI since its conception. It involves talks from guest speakers and subsequent panel discussion. The course aims to amplify critical voices by taking care to select speakers from a wide range of diverse backgrounds, thus providing the students with the opportunity to see art through lived experience (mental health, race, sexuality). This, in turn, encourages students to reflect and share their own thoughts and emotions in a previously-established safe space. The course also takes digital accessibility into account.
- 8.9 The School of Fine Art facilitated a staff learning and teaching day focussing on EDI including workshop led by Shades of Noir (November 2021). They have introduced *The Edit* (www.theedit.site) to support decolonising and open discussion about de-canonised art histories and are completing ongoing reviews of reading lists, working with Library to ensure digitised access to resources. This is supplemented by the Friday Event weekly talk series working with range of diverse speakers and the Monday Talk series focusing on Social Justice developed and funded through GSA. Furthermore, they are working to develop recruitment strategies to support diversification and widening access and have initiated their EDI committee with the first meeting taking place in Feb 2022.

- 8.9 Moving forward, GSA's intention is to work together to support good practice and develop an institutional approach using data gathered to inform practice and evidence impact. For example, the institutional staff EDI intranet page being developed in 2022 will be utilised to collate good practice, existing resources as well as continued development of new resources and information to support progression. From here we will begin to build on good practice and an institutional approach.

9. BOARD OF GOVERNORS

- 9.1 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.
- 9.2 Equality matters are reported to the Board, which retains overall responsibility. Monitoring is provided by the Human Resources Committee. This supports the Board in its oversight of this important matter.
- 9.3 All new Governors continue to receive a full induction on joining the Board. Equality and diversity responsibilities are included and there is also an opportunity to discuss and assess any additional training requirements in matters of equality and diversity. Equality and diversity awareness is considered as a separate element in the continuing professional development training offered to Board members as part of the review of individual Governor's contributions. For example, in 2021, following the setting of the 2021-2024 Equality Outcomes, and at the request of the former Chair, identical workshop sessions for all Governors were delivered in July and September 2021 regarding how GSA management approaches equality, diversity and inclusion matters. Led by the Head of Student Support and Development, three sessions were held in total which were attended by nine Governors.
- 9.4 In line with the terms of the Scottish Code of Good HE Governance (2017), the Board monitors its own composition. 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. The Equality and Diversity Statement is clearly sign-posted in the [Board of Governors Description of Role and Responsibilities](#).
- 9.5 Of the available membership, GSA's Board of Governors comprises twenty-two of a possible twenty-five members, with fifteen out of potentially seventeen Independent Governors. There have been several changes to the composition of the Board during this reporting period, including the election of two new Staff Governors in June and November 2021 respectively and two new Student Governors in August 2021, together with the appointment of four new Independent Governors in July 2021. In addition, two Independent Governors (including the Chair of the Board) have demitted office. As of 1 February 2022, the full Board comprises twenty-two members and the male:female:other gender balance of the full Board stands at 59%:36%:5%. It is noted that approximately 25% of the Board membership is comprised of elected or externally nominated (Trade Union) Governors and this limits the Board's opportunity to directly

impact on the male:female:other balance. Over a ten-year period, GSA has had a higher percentage of women, and then a balanced Board, and in recent years has had a higher percentage of men, with the latter trend continuing.

- 9.6 [The Gender Representation on Public Boards \(Scotland\) 2018 Act](#) expects all public bodies to have a gender representation objective of 50% of non-executive members who are women. In terms of Independent Governors, of which there are fifteen on GSA's Board (including the interim Chair), as of 1 February 2022, the male:female:other gender balance stands at 73%:27%:0%, representing a continuing and increasing imbalance in favour of men. Therefore, the gender representation objective of 50% non-executive members being women has not been achieved.
- 9.7 An Independent Governor recruitment exercise was held in summer 2021 which resulted in the appointment of four new Governors: three men and one woman. The vacancies were widely advertised across several platforms, including the [Women on Boards](#) website. The overall male:female:other gender balance of applicants for this round of recruitment was 63%:39%:0%. In considering the applications, both at shortlisting and interview stage, the Governor Appointment Sub-Group was provided with detailed briefings which included the Board of Governors Equality Monitoring Report, considered by the Board at its meeting of 29 March 2021, the Guidelines on the Criteria for Appointment and Renewal of Independent Governors and the Register of the Balance of Skills, Attributes and Experience.
- 9.8 In its evaluation of the applications, the Governor Appointment Sub-Group considered GSA's current and emerging needs, the requirements of the Gender Representation on Public Boards (Scotland) Act 2018 and the wider opportunity to increase the diversity of the Board's membership in terms of other protected characteristics. The resultant appointment decisions, comprising three men and one woman, were made on merit, and the Governor Appointment Sub-Group was of the informed, unanimous, and clear view that those new members proposed were essential appointments and of exceptional calibre. This was highlighted when the appointment recommendations were considered by the Nominations Committee and thereafter the Board of Governors, and both the Nominations Committee and the Board approved the appointments. While doing so, the Board recognised its obligations in terms of the Gender Representation on Public Boards (Scotland) Act 2018 and, in line with section 6 of the above, will consider appropriate steps such to achieving this objective. The Board will also reflect on other opportunities to further widen its diversity in terms of other protected characteristics.

10. USE AND PUBLICATION OF DATA

- 10.1 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](#)

- 10.2 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.