

THE GLASGOW SCHOOL OF ART

Board of Governors Equality, Diversity and Inclusion Statement

June 2024

THE GLASGOW SCHOOL OF ART

BOARD OF GOVERNORS – EQUALITY, DIVERSITY AND INCLUSION STATEMENT

1. INTRODUCTION

- 1.1 The Glasgow School of Art is committed to promoting equality, diversity and inclusion across the School's activities, and to ensuring that established principles of equality, diversity and inclusion are ingrained throughout the School. The Board of Governors is committed to promoting inclusivity in terms of all nine protected characteristics (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation).
- 1.2 The Board recognises the importance of taking the lead in demonstrating commitment to equality, fostering diversity within the staff, student and stakeholder community at the School, and setting an example that helps to ingrain equality, diversity and inclusion as a priority across the whole of the School, recognising the benefits that diversity of background and experience bring. The Board will also play a role in the School's responsibility to ensure that harassment, bullying and gender-based violence have no place in higher education, in line with the equality objectives of the Public sector equality duty 2011¹. The School has adopted a progressive approach over a number of years to increase diversity in the Board across the protected characteristics and is committed to maintaining and improving this position.

2. COMPOSITION OF THE BOARD OF GOVERNORS

- 2.1 In addition to overseeing the School's policy formulation and legal compliance in this area, the Board of Governors appreciates the need to demonstrate diversity and inclusivity in its own membership, and to scrutinise its own composition and operations from an equality perspective. The need for the Board to reflect the community which it serves is acknowledged, together with the benefits that such diversity brings in leading to a more robust, more informed and ultimately more effective governing body. The School is committed, having due regard to applicable law, best practice and the need for appropriate skills and experience, to ensuring that its Board membership should reflect the diverse nature of the School and wider community.
- 2.2 The Board of Governors, through its Nominations Committee, has taken a number of steps in relation to developing awareness of, and improvement in, the balance of its independent members in terms of equality, diversity and inclusion. A robust process for the appointment of Independent Governors has been established. The balance of skills and experience among Independent Governors must be sufficient to enable the Board to meet its primary responsibilities and to ensure stakeholder confidence. Accordingly, a register showing the balance of skills, attributes and experience required across the Board's membership, including attributes and goals (having due regard to applicable law) relating to equality, diversity and inclusion, has been prepared and is utilised in the recruitment of Governors and is available to view on the School's website.
- 2.3 When an Independent Governor demits office or the School seeks to appoint a new Governor, the Nominations Committee reviews the balance of skills in the membership of the Board against the register of the balance of skills, attributes and experience. Alongside this process, the Committee reviews the diversity balance and composition of the Board as a

¹ [Public sector equality duty 2011](#)

whole to identify priorities for maximising involvement and accessibility of Board roles for any under-represented groups. This informs the appointment process.

- 2.4 The School is committed to its obligations in terms of the Gender Representation on Public Board (Scotland) Act 2018² and its gender representation objective of having 50% independent members who are women. Ahead of and throughout the recruitment process, written guidance is provided at several points to the Nominations Committee and the Board, setting out the legal and regulatory obligations in order to inform the decision-making process by those bodies.
- 2.5 The School is committed to taking steps to open opportunity of membership to the widest possible range of well qualified potential members and to remove any unnecessary barriers to membership or perceptions around Board roles which may dissuade particular groups from applying. Vacancies for Independent Governors are advertised in such a way as to reach as diverse a range of candidates as possible. Such advertisements together with the role descriptors for Governors, which include statements on equality, diversity and inclusion, are reviewed regularly. Where appropriate, the Board will make use of focused recruitment strategies and all available mechanisms to address imbalances in the diversity of its composition or barriers to participation which might disproportionately affect potential Board candidates with particular protected characteristics.
- 2.6 The Board of Governors is also committed to promoting greater diversity from among those external organisations or electorates that appoint or elect members to the Board of Governors. This Equality, Diversity and Inclusion Statement is clearly sign-posted in [the Board of Governors Description of Role and Responsibilities](#). This is also shared with groups with the power of nomination/election to the Board.
- 2.7 Upon the appointment of a new Independent Governor, the Board receives an updated report from the Secretary and Registrar as Secretary to the Board on the balance of equality, diversity and inclusion within the Board membership.
- 2.8 Newly appointed Governors are asked to complete a confidential equality, diversity and inclusion questionnaire (albeit that Governors are not obliged and may choose not to divulge personal information) in order that the School can obtain improved data on the composition of the Board in terms of equality and diversity. Governors are invited to review this information on an annual basis to ensure that it is up-to-date.

3. ANNUAL REPORTING

- 3.1 The Board will receive and consider an annual equality monitoring report which identifies the School's performance in the promotion of equality, diversity and inclusion across the School's operations.
- 3.2 The School publishes Student Equality, Staff Equality, and Board Equality Monitoring data on an annual basis. An Equal Pay Statement and Equal Pay Review are published every two years. As required by The Equality Act 2010 (Specific Duties) (Scotland) Regulations 2012³, an Equality Mainstreaming Report, a report on the progress made in achieving GSA's Equality Outcomes and a new or revised set of Equality Outcomes is published every four years, with interim reporting required annually in April, in accordance with the Scottish Code of Good Higher Education Governance.

² [Gender Representation on Public Boards \(Scotland\) Act 2018](#)

³ [The Equality Act 2010 \(Specific Duties\) \(Scotland\) Regulations 2012](#)

3.3 As part of the Board's commitment to self-reflection, transparency and reporting, the Board routinely publishes the equality, diversity and inclusion make-up of the Board, on an appropriately anonymised basis.

4. MONITORING AND REVIEW

4.1 This Statement shall be reviewed on an annual basis to ensure compliance with all relevant legislative and regulatory requirements. Equality, diversity and inclusion awareness will be identified as a separate element in the continuing professional development training offered to Board members as part of the review of individual Governor's contributions to ensure a continuing understanding of current and developing best practice.

