

Board Equality Monitoring Report 2025

April 2025

EQUALITY MONITORING: BOARD OF GOVERNORS

1. INTRODUCTION

1.1 Context

The Glasgow School of Art (GSA) 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).

The Board recognizes 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.

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 it serves is acknowledged, together with the benefits that such diversity brings, leading to a more robust, more informed and ultimately more effective governing body.

To that end the Board actively monitors its composition, striving for a balance across all protected characteristics and adhering to the Scottish Code of Good Higher Education Governance.

1.2 Board of Governors Equality Data

Since 2015, existing and newly appointed governors have been invited, on a voluntary basis, to complete equality monitoring forms to improve data of the composition of the Board and aid the Board in consideration of its membership relative to protected characteristic groups, diversity of experience and perspective. Governors are invited to review this information annually to ensure that it is up to date.

This report presents an overview of the GSA's equality monitoring data as at 1 December 2024 as it relates to the protected characteristics of members of the Board of Governors. Data relating to marriage and partnership, caring responsibilities, pregnancy and maternity is not included.

Owing to the relatively small number of governors, care has been taken to anonymise the data.

The Board Equality Monitoring data is detailed in section 2 of the Report in graph form and outlines the position in respect of the whole board and the independent governor membership on the Board. On reviewing the graphs, it should be noted that, due to one nil return, the percentage values recorded do not total 100% in the 'Whole Board' column.

Data is provided in respect of the following protected characteristics: age; disability; gender reassignment; religion or belief; ethnicity; sex and sexual orientation.

1.3 Board of Governors

As of 1 December 2024, the GSA Board of Governors comprised twenty-one members, which included fourteen Independent Governors, Students and Staff (the Director, Academic and Professional Support Staff Governors, and Trade Union Governors).

It should be noted that since the equality monitoring data was captured on 1 December 2024, a successful Board recruitment exercise has been undertaken with four additional Independent Governors appointed to the Board. Data in respect of these new appointees has not been included within this report.

These recent appointments have enhanced the gender balance on the Board and, as at 25 April 2025, the School and the Board are pleased to report that the gender representation objective of 50% non-executive members being women has been achieved.

1.4 Public Sector Equality Duty

The Public Sector Equality Duty (PSED) is a legal requirement placed on GSA which comprises two parts: the general duty and specific duties. The three aims of the general duty are to make sure that public bodies have due regard of the need to:

- put an end to unlawful behaviour that is banned by the Equality Act 2010, including discrimination, harassment, victimisation
- advance equality opportunities between people who share a relevant protected characteristic and those who do not
- foster good relations between people who share a relevant protected characteristic and those who do not

The GSA is required to report on how it uses the Board of Governors diversity monitoring data to meet the three general duties of the PSED. It does so in several ways including through the Board recruitment processes. The Board 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 a way that aims 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.

The Board also reviews and approves an Equality, Diversity and Inclusion Statement on an annual basis which informs its work, ensuring equality and diversity matters, remain centred.

Mindful of these requirements, the Board of Governors ensures compliance with the Equality Act 2010 and meets obligations under the Public Sector Equality Duty and Scottish Specific Duties, promoting equality and diversity as noted above.

2. THE GSA BOARD OF GOVERNORS EQUALITY MONITORING: POSITION AS AT 1 DECEMBER 2024

Figures 1 - 7 provide a summary position of anonymised data regarding the Board's composition as at 1 December 2024. The data reflects ongoing efforts by the Board to enhance its diversity.

Figure 1a: Age

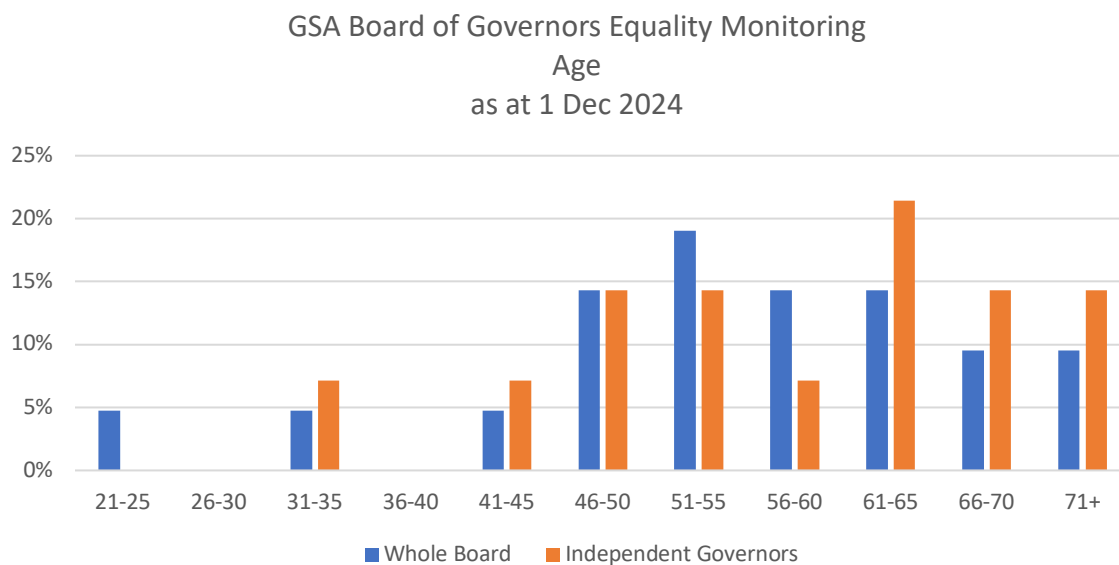


Figure 1b: Age (Whole Board)

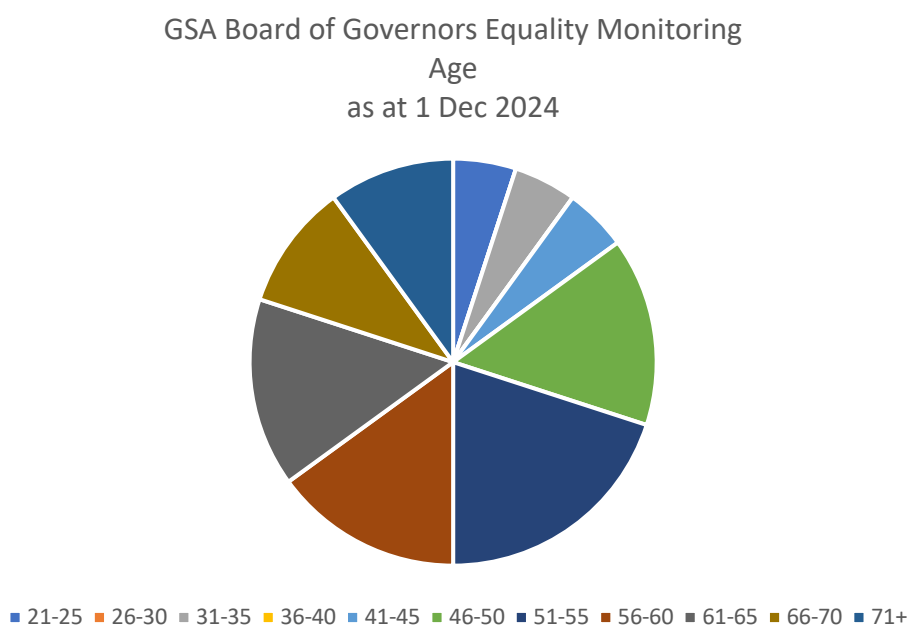


Figure 2a: Disability (Whole Board)

Data on disability is collected with reference to the identifiers used by the Higher Education Statistical Agency (HESA).

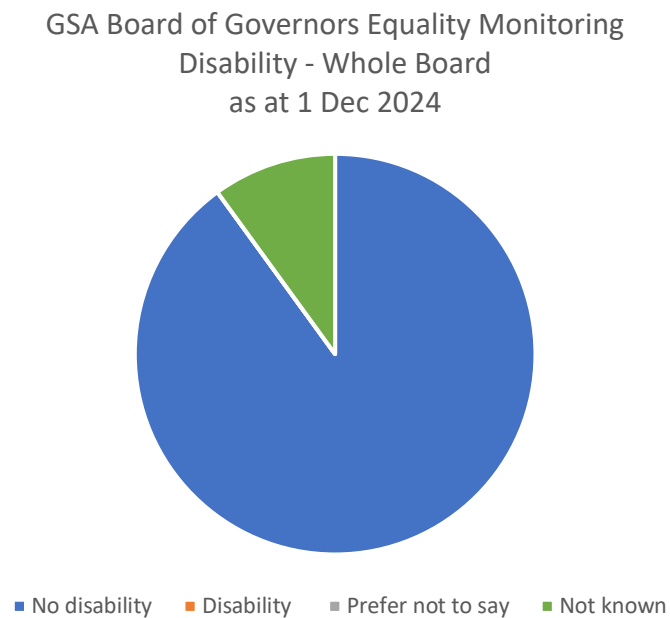


Figure 2b: Disability (Independent Governors)

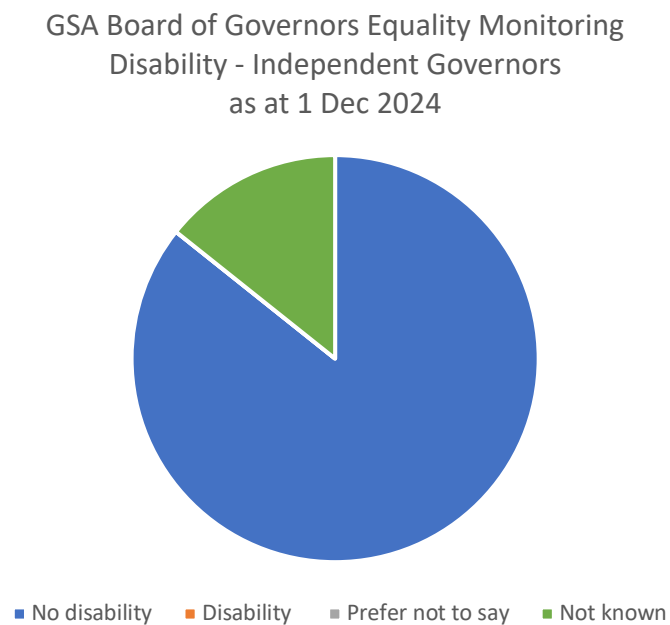


Figure 3: Gender Reassignment

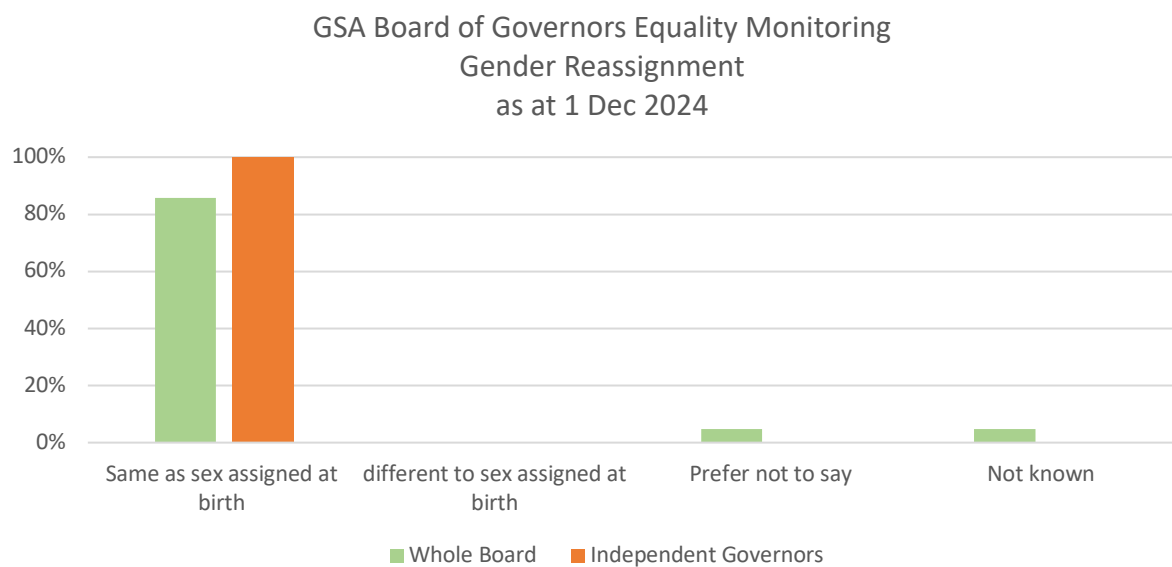


Figure 4: Religion or Belief

For the purposes of this table, Other religions or beliefs include the following: Buddhist, Hindu, Jewish, Muslim, Sikh, Spiritual and any other religion or belief.

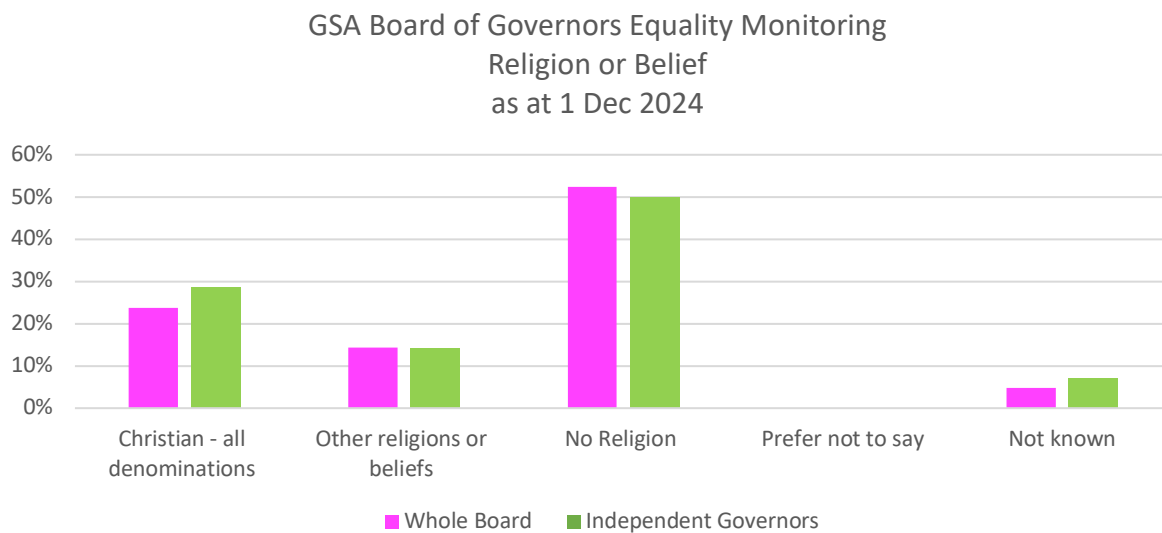


Figure 5a: Ethnicity (Whole Board)

Data on ethnicity is collected with reference to the identifiers used by the Higher Education Statistical Agency (HESA). The GSA's institutional equality reporting includes people within mixed or multiple ethnic groups.

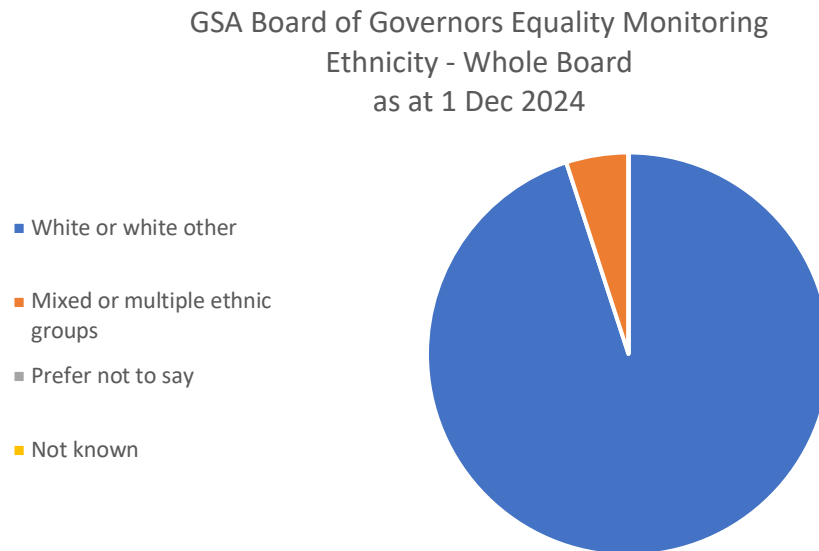


Figure 5b: Ethnicity (Independent Governors)

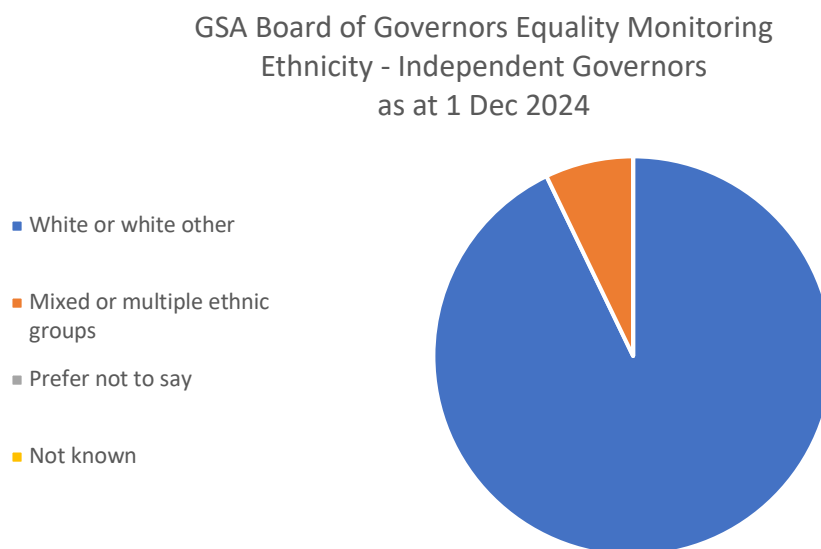


Figure 6: Sex

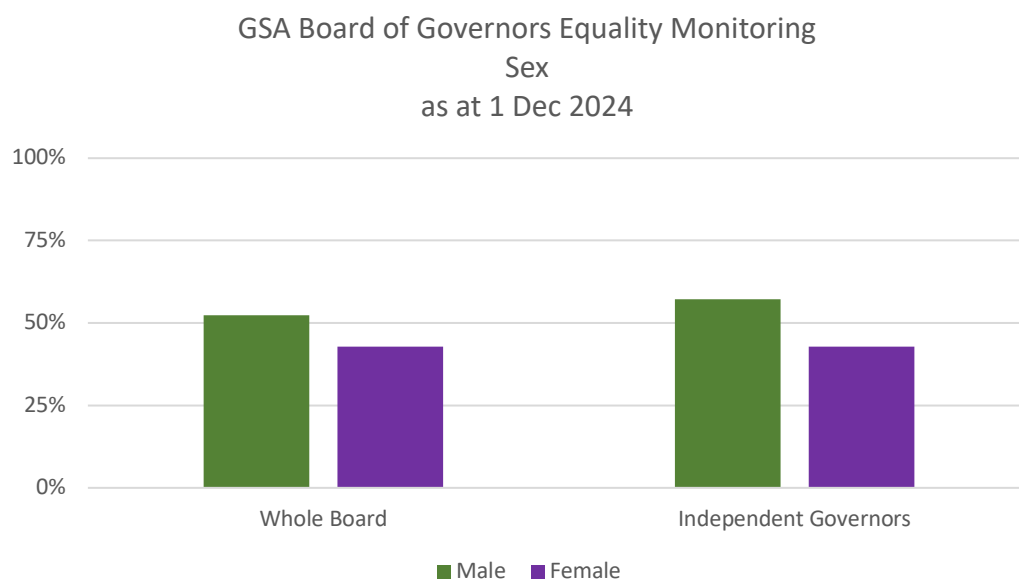
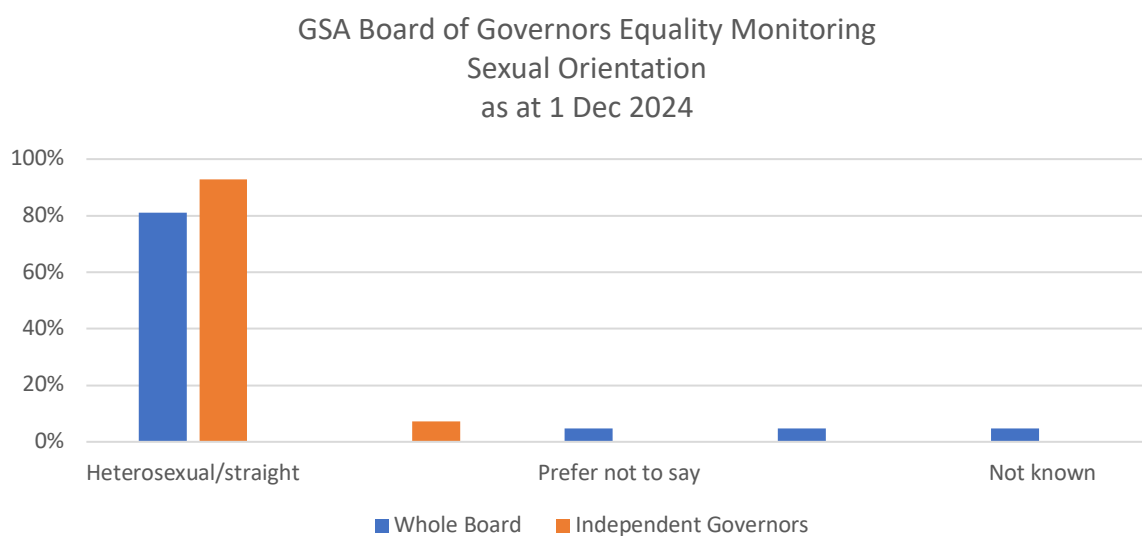


Figure 7: Sexual Orientation



Historical data

In our 2024 report, we included trend data from 2019/20 to 2022/23 for some protected characteristics, and from 2013/14 for gender representation data. While our 2025 report is based on December 2024 data, the previous year's report can be accessed here: <https://gsadocuments.net/wp-content/uploads/2024/03/Board-of-Governors-Equality-Monitoring-Report-2024-1.pdf>