

**THE GLASGOW  
SCHOOL OF ART**

## **Board Equality Monitoring Report 2026**

**April 2026**

# 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, as part of this commitment, promotes inclusivity as defined by the [Equality Act 2010](#) and the protected characteristics therein.

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.

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, in adherence to the [Scottish Code of Good Higher Education Governance 2023](#).

### 1.2 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:

- eliminate unlawful discrimination, harassment, victimisation and any other unlawful conduct prohibited by the act
- advance equality of opportunity between people who share and people who do not share a relevant protected characteristic
- foster good relations between people who share and people who do not share a relevant protected characteristic

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, diversity and inclusion matters, remain centred. Mindful of these requirements, the Board of Governors ensures to comply and meet obligations under the Public Sector Equality Duty specific duties in Scotland, set by the [Equality Act 2010 \(Specific Duties\) \(Scotland\) Regulations 2010](#) promoting equality, diversity and inclusion as noted above.

## **2. BOARD OF GOVERNORS EQUALITY DATA**

Since 2015, existing and newly appointed governors have been invited to complete a Board Equality Monitoring form 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 2026 report presents the GSA's equality monitoring data as at 1 December 2025 as it relates to age; disability; gender reassignment; religion or belief; ethnicity; sex; and sexual orientation. Data relating to marriage and partnership, caring responsibilities, pregnancy and maternity is not included.

As of 1 December 2025, the GSA Board of Governors totalled twenty-three members, comprised of sixteen Independent Governors (including the Chair of the Board of Governors); the Director and Principal; two Staff Governors (Academic and Professional Support); two Trade Union Governors; and two Student Governors.

[To note, one Independent Governor has since demitted office. At the time of publishing, April 2026, the total composition of the Board of Governors is twenty-two.]

Appointments in early 2025 enhanced the gender balance on the Board, achieving the gender representation objective of 50% non-executive members being women, as reported in the April 2025 [Gender Representation on Public Boards \(Scotland\) Act 2018, Report on Progress by the School and the Board for the period 1 May 2023 until 30 April 2025](#), reported biennially.

## **3. THE GSA BOARD OF GOVERNORS EQUALITY MONITORING: POSITION AS AT 1 DECEMBER 2025**

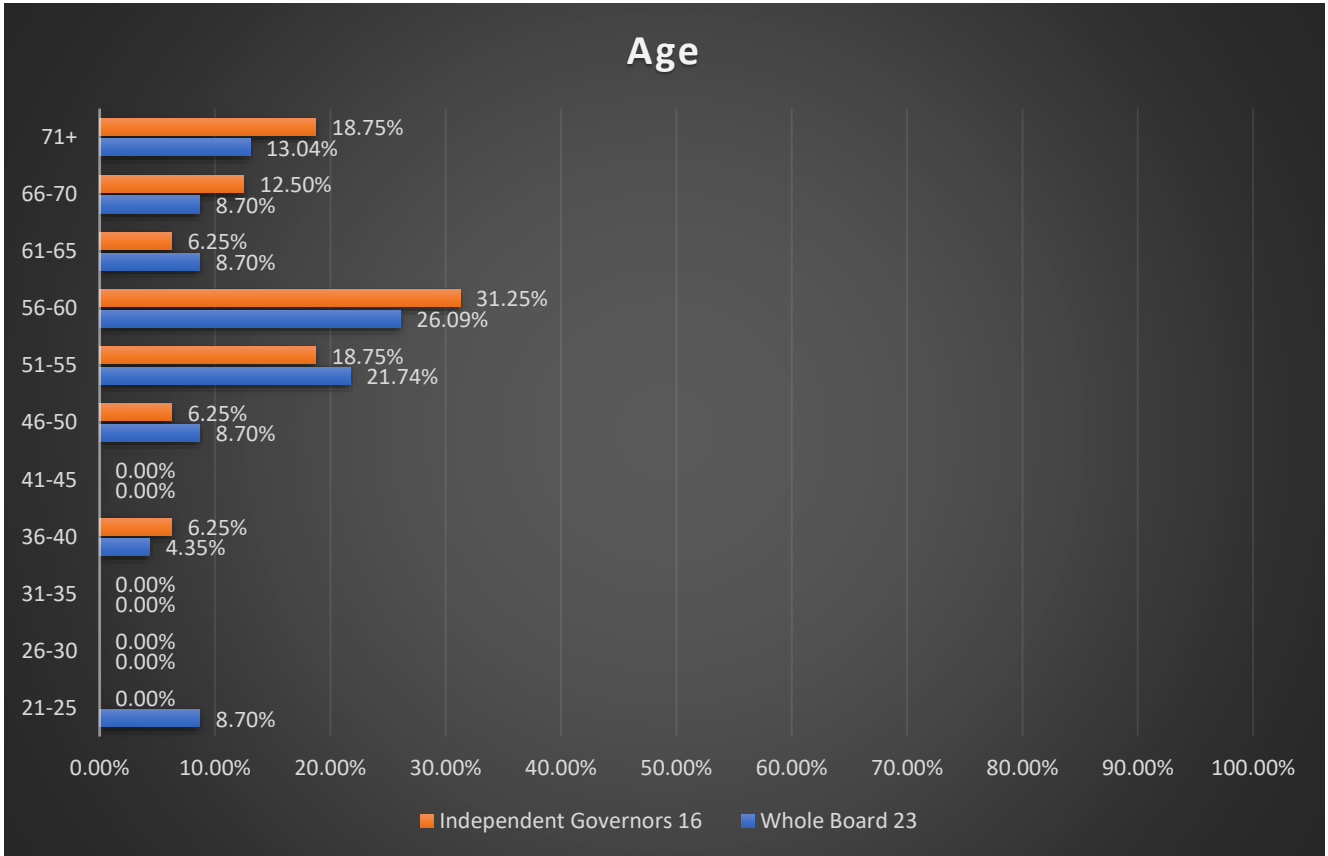
Figures 1-7 below provide the graph form position of the Board's composition in respect of both the whole board and independent governor membership data, as at 1 December 2025. The data reflects ongoing efforts by the Board to enhance its diversity. Owing to the relatively small number of governors, care has been taken to anonymise the data.

**Figure 1:**

**Age**

Governors were invited to respond to the request to provide their date of birth.

This informed the following data on **age**:



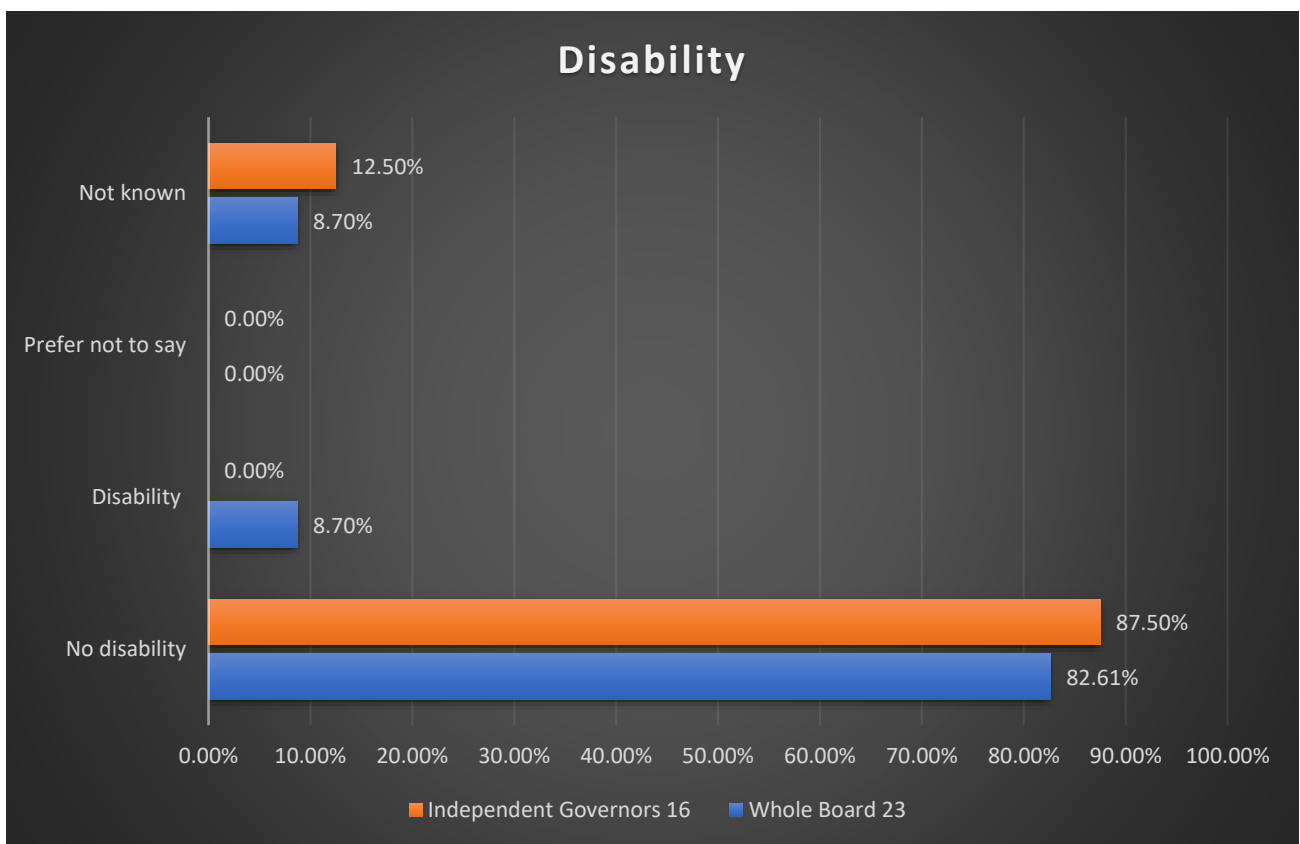
## **Figure 2:**

### **Disability**

Governors were invited to respond to the question:

*Do you have an impairment, health condition, or learning difference that has a substantial or long-term impact on your ability to carry out day to day activities?*

This informed the following data on **disability**<sup>1</sup>:



<sup>1</sup> **The Board Equality Monitoring form provided the following additional guidance concerning disability data:** Under the Equality Act 2010, a person is considered to have a disability 'if they have a physical or mental impairment, and the impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities'. 'Substantial' is defined by the Act as 'more than minor or trivial'. An impairment is considered to have a long-term effect if: *it has lasted for at least 12 months; it is likely to last for at least 12 months, or it is likely to last for the rest of the life of the person.*

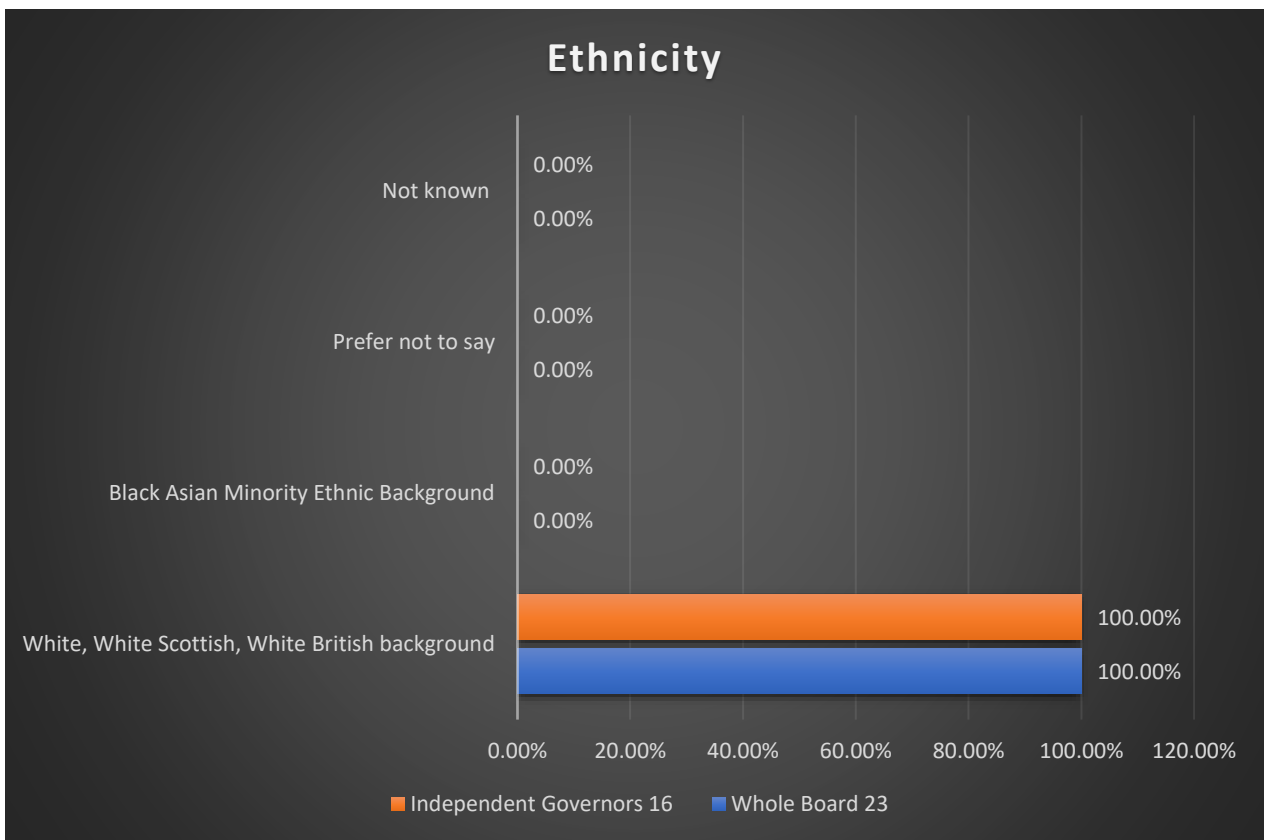
**Figure 3:**

**Ethnicity**

Governors were invited to respond to the question:

*What is your ethnic group?*

This informed the following data on **ethnicity**:



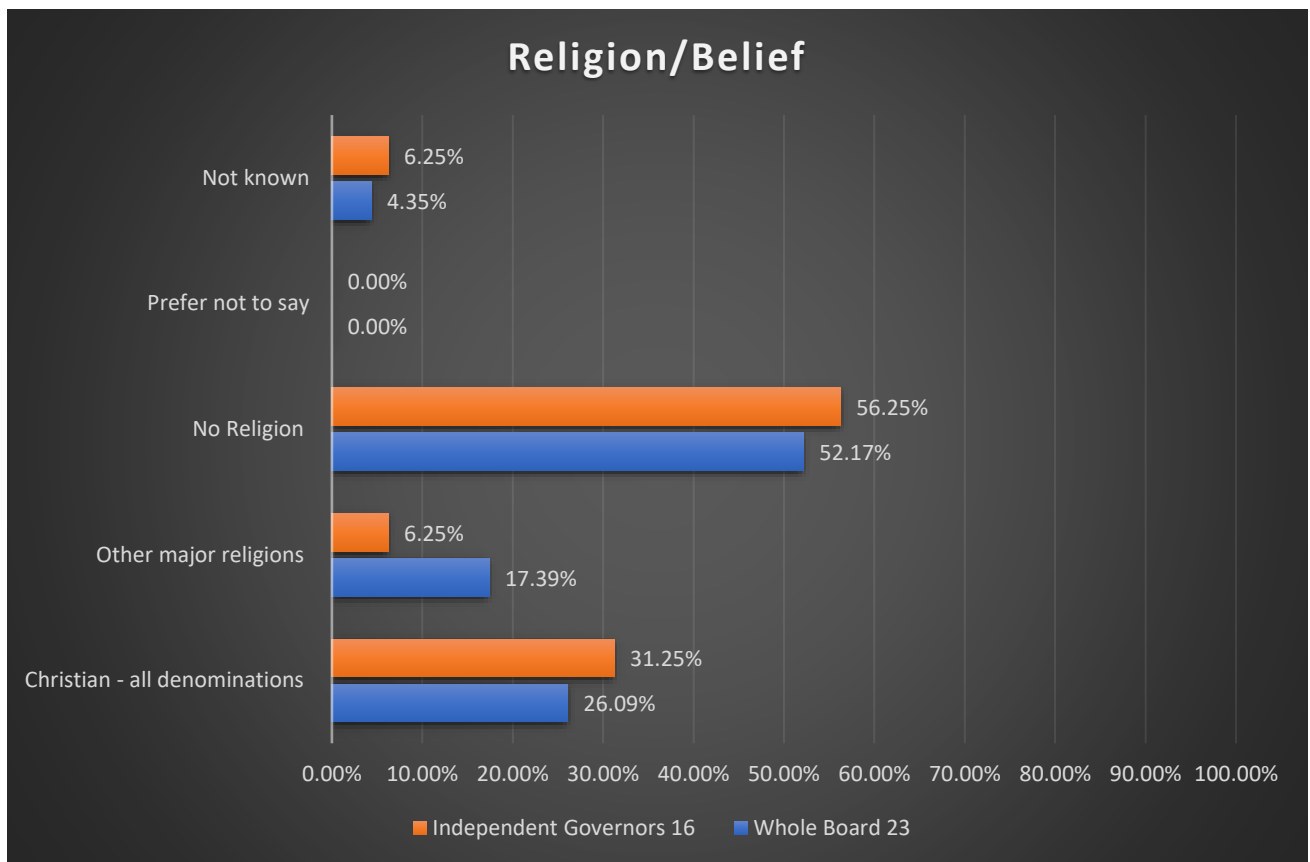
**Figure 4:**

**Religion of Belief**

Governors were invited to respond to the question:

*Do you belong to a religion, religious denomination or body?*

This informed the following data on **religion or belief**:



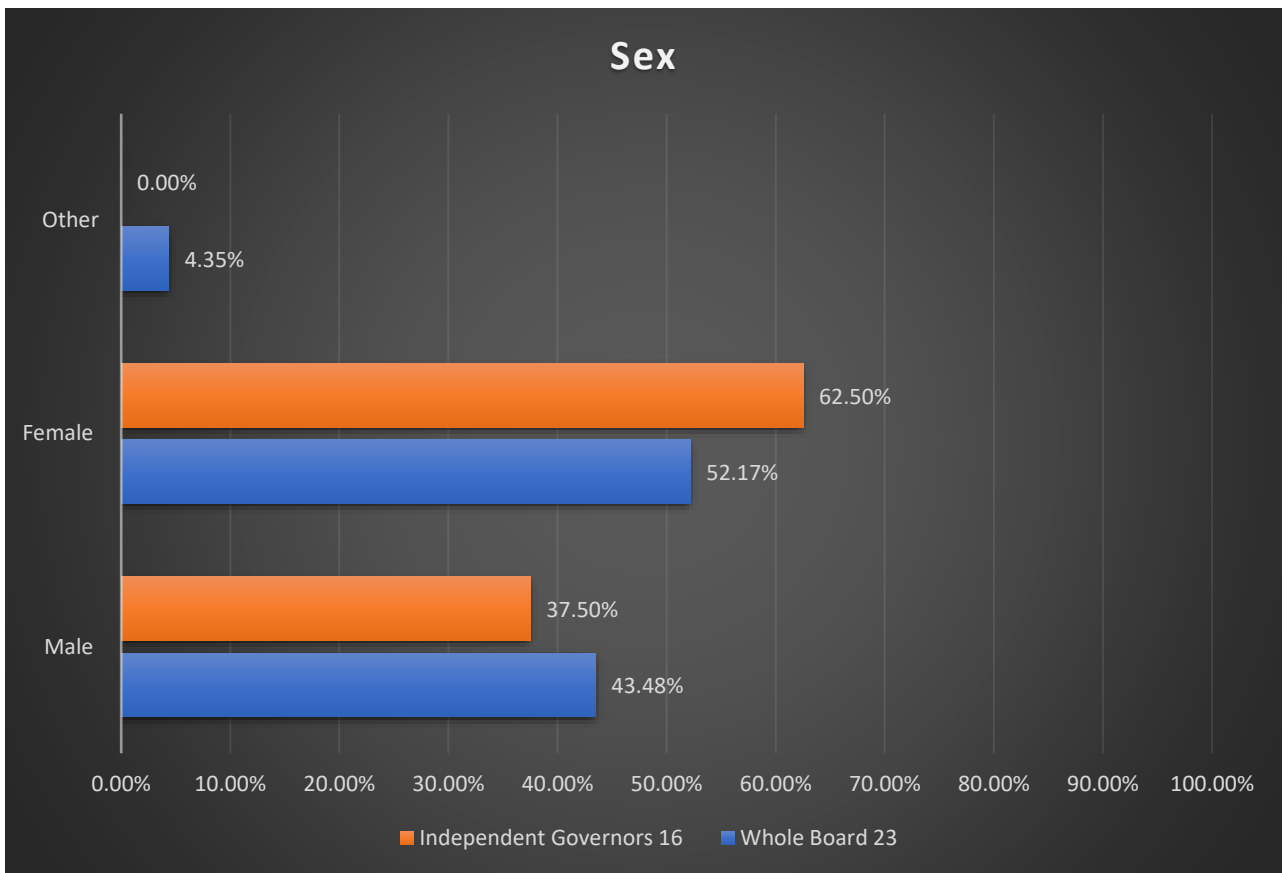
**Figure 5:**

**Sex**

Governors were invited to respond to the question:

*What is your sex?*

This informed the following data on **sex**:



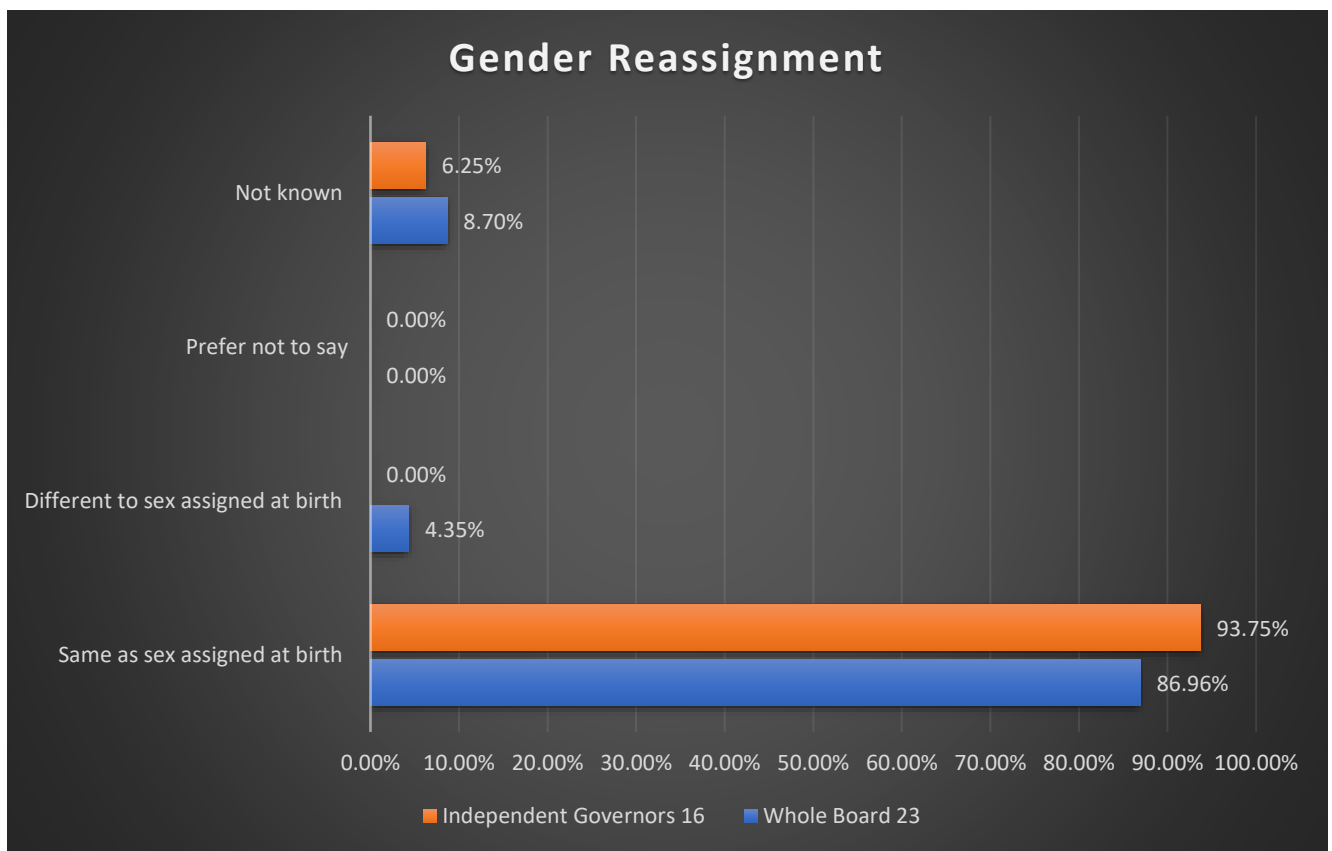
**Figure 6:**

**Gender Reassignment**

Governors were invited to respond to the question:

*Does your gender identity match your sex as registered at birth?*

This informed the following data on **gender reassignment**<sup>2</sup>:



<sup>2</sup> The Board Equality Monitoring form provided the following additional guidance concerning **gender reassignment** data: Information about gender identity is considered sensitive personal data and we want to make sure that we have permission to store this data for the purposes of monitoring and advancing equality and diversity in higher education. Please indicate if you give us permission to store this information and use it in this way.

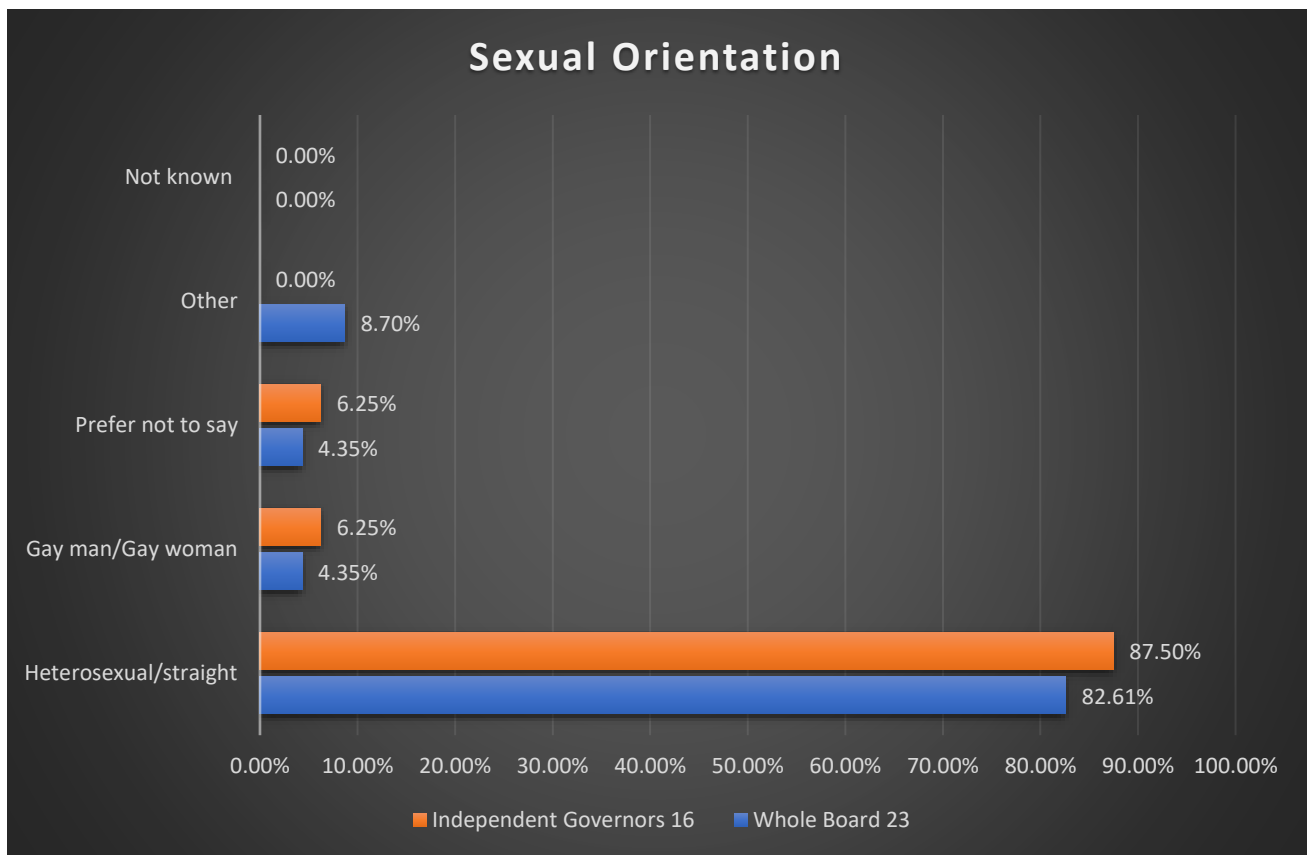
**Figure 7:**

**Sexual Orientation**

Governors were invited to respond to the question:

*What is your sexual orientation?*

This informed the following data on **sexual orientation**:



**HISTORICAL DATA**

Board Equality Monitoring reporting from 2020 to 2024 included trend data from previous sessions to demonstrate how the Board of Governor’s composition had changed over the respective periods, as the [2024 Board Equality Monitoring Report](#) displays.

Further to the [Public Sector Equality Duty: guidance for public authorities](#) 2023 update, determining year-on-year comparison to no longer be a requirement of the Duty, GSA’s Board Equality Monitoring reporting has since focussed on the relevant session only. This was reflected initially in the [2025 Board Equality Monitoring Report](#) (position as at December 2024), and this 2026 report (position as at December 2025) has continued this practice.