

THE GLASGOW SCHOOL OF ART

Board of Governors/Nominations Committee

Guidelines on the Criteria for Appointment and Renewal of Lay Governors.

(Including Skills and Experience Matrix and Diversity/Equality policy)

Introduction

This document provides guidance to the Board's Nominations Committee when recommending the appointment of new Lay Governors and the extension of the period of appointment of existing Lay Governors.

There are three core headings which should be borne in mind when new or extended appointments are being considered:

1. Skills and Experience Matrix
2. Standards of Behaviour in Public life
3. Policy on Diversity and Equality in the Board's Membership

1. Skills and Experience Matrix

As specified in the Scottish Code of Good HE Governance, the School's Statement of Corporate Governance includes a commitment to devise a Skills and Experience Matrix. This matrix will be consulted when the Board is considering new or extended appointments.

It is assumed that the matrix applies primarily to lay Governors, given that ex-officio Governors are, by definition, present on the Board because they occupy a specific position. There is flexibility on the number of Lay Governors appointed to the Board, which, as specified in the School's Order of Council, can vary from a minimum of 11 to a maximum of 19.

The Board (through the Nominations Committee) will assess the composition of the Board's lay membership, and future appointments of lay Governors, against two broad sets of criteria:

i) Professional Skills

The Order of Council does not specify many requirements in terms of the professional skills of the Lay Governors, simply stating that "...at least one of the governors so appointed shall have experience in local government and one shall have experience in the provision of education, and the remaining governors shall have experience in industrial, commercial or employment matters or the practice of any profession".

The range of professional skills and areas of expertise relevant to the GSA Board have been grouped into six broad areas:

- Education (including possible specialism in HE, FE, school, support agencies);
- Creative Industries (including architecture, art, design, museums, support agencies);
- Estates
- Legal/Finance/Business (excl. creative industries);
- Experience of Leadership and Management in Local or Central Government/Public Sector;
- Community and Public Engagement.

The Nominations Committee maintains a Skills and Experience Matrix (extract attached) which maps the present Lay Governors against the above skills. As Board members are replaced over time, the Committee can consider the number of Governors corresponding to each area.

ii) Personal Qualities and Characteristics (Attributes)

Key attributes/characteristics among the Governors might include:

- Awareness and experience of strategic planning.
- Appreciation of GSA's creative environment.
- Awareness of Higher Education governance issues.
- An international outlook.
- The ranks of the lay Governors should ideally contain one or more alumni of the School, including a relatively recent alumnus.
- The ranks of the lay Governors should ideally also contain one or more representatives of the local community (as recommended by the Scottish Code).
- The ability to act as an effective ambassador for the School and to participate as fully as possible in both formal and social occasions.

2. Standards of Behaviour in Public Life

The School fully subscribes to the "standards of behaviour in public life", as specified in the Scottish Code (and elsewhere), i.e. "selflessness,

integrity, objectivity, accountability, openness, honesty and leadership”, and will seek to appoint Governors who embody these standards.

3. Board membership: Policy on Diversity and Equality.

The Board of Governors approved the latest School’s Equality Outcomes in March 2017 and will continue to receive regular reports on the implementation of those outcomes. As mentioned in the ECU/LFHE publication Governing Bodies, Equality and Diversity, and also in the Scottish Code of Good Higher Education Governance, governing bodies, in addition to overseeing their institutions’ policy formulation and legal compliance in this area, should also scrutinise their own memberships in terms of equality and diversity.

The Board, through the Nominations Committee, will take the following steps in relation to developing awareness of, and improvement in, the balance of its lay members in terms of equality and diversity:

- Existing and newly-appointed Governors are asked to complete an annual confidential equality and diversity questionnaire (albeit with the proviso that Governors 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 diversity and equality.
- The statements on equality and diversity included in role descriptors and advertisements for new members of the Board will be regularly reviewed.
- Other measures which might encourage greater diversity in the Board’s composition will be considered, e.g. provision of financial assistance to Governors who might otherwise find it difficult to attend meetings.

JM

Updated April 2017

