Nominations & Remuneration Committee

Date of Meeting	Thursday 4 October 2018
Paper Title	Diversity Succession Planning 2018-19
Agenda Item	10
Paper Number	NRC1-F
Responsible Officer	Board Secretary
Status	Disclosable
Action	For Decision

1. **Report Purpose**

   1.1 To review progress in relation to Board diversity succession planning since October 2017 and agree a plan for 2018-19.

2. **Recommendations**

   2.1. The Committee is invited to:

   - **consider** the report on progress against the 2017-18 plan;

   - **agree** planning for 2018-19.

3. **Background**

   3.1 The Scottish Specific Duties (which are provided for in the Equality Act 2010) include college board members within the mainstreaming duty[1]. The regulations were amended in 2016 to introduce a new requirement for listed public authorities to publish the gender composition of their boards and to produce succession plans to increase the diversity of their boards.

   3.2 Board diversity refers, in the context of the Scottish Specific Duties, to the protected characteristics defined in the Equalities Act. In terms of the Scottish Government's and the Board's own expectations of what will lead to strong and effective governance, however, diversity refers also to the range of social, educational, economic, and other perspectives that will make for a balanced and representative board. That broad and inclusive definition of diversity was the basis of the plan approved in October 2017.

   3.3 Several changes to membership have taken place since October 2017, including the appointment of a new GCRB Chair and Chair of Kelvin College, a process to extend the appointments of five Non-Executive Members, the recruitment of three new Non-Executive Members, and elections to appoint Staff and Student members.

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[1]   While GCRB is exempt from many of the mainstreaming and other reporting requirements as these apply only to organisations with twenty or more staff, its practices must nonetheless reflect the equality principles inherent in the reporting requirements, and it must comply with those requirements that are specific to board-level practice and those that apply to all organisations irrespective of size.

3.4 While the Board cannot exercise influence over Student and Staff appointments or the Board Chair, Non-Executive appointments/extensions and the appointment of College Board Chairs are within the Board's powers, and the Committee is invited to review:

- how effectively diversity succession planning has been implemented in the course of making and extending appointments;

- other ways in which the Board has engaged in activity in the interests of strengthening diversity during the year, for example, through development and training.

3.5 The following report provides:

- a table showing current gender balance;

- a report outlining activity relevant to board diversity and diversity planning in the course of the last year;

- a draft Diversity Succession Plan for 2018-19 for consideration and approval, which carries forward relevant items from the 2017 report and incorporates new items arising from 2017-18 activities and developments;

3.6 Members should note that, at this stage, no recruitment activity is planned during 2018-19.

4. Gender Balance

4.1 Gender balance is one important aspect of board diversity that is currently monitored and reported. Other equalities data is retained (anonymised) when new GCRB Board Members are appointed.

4.2 While GCRB has subscribed to the aspirational 50/50 by 2020 target, it is only with regard to Non-Executive appointments that the Board must comply with legislation requiring it to act, in circumstances where there are two equally qualified candidates for a vacancy, in the interests of appointing an equal number of male and female Members.

	Male	Female
Full Board	**10 members: 56%**	**8 members: 44%**
By membership category		
Chair of the Board	●	1
Non Executives[2]	5: 50%	5: 50%
Assigned College Chairs	3: 100%	●
Staff Members	1: 50%	1: 50%
Student Members	1: 50%	1: 50%

5. **Progress Report 2017-18**

   5.1 Appointments

   a) In overseeing recruitment plans for new Non-executive Members, the Committee reviewed the current membership and skills balance and considered the Board's needs going forward.

   b) In appointing the panel, the Board sought to ensure both male and female members were included (the panel comprised three women and one man), and a range of experience and perspectives, including a Student Member and an Independent Person who met the criteria set out in the Ministerial guidance.

   c) New appointments reflected the Board's need to include in its membership a diverse range of perspectives. In particular, new appointees bring knowledge and experience in the fields of: education; mental health; social and economic change; public sector leadership; the wider political context; industry; finance and governance; and partnership working.

   d) New appointments have maintained the 50/50 gender balance among Non-Executive Members, and have enhanced the age diversity profile of the Board.

   5.2 Raising Awareness of the Board and its Work

   a) A Chair's board member briefing was launched in November 2017; this and other stakeholder publications have begun to raise the profile of GCRB within the college region and externally.

   b) Use of social media, specifically Twitter, has increased significantly in the past year, extending the Board's reach into different communities.

   c) A Joint Boards Diversity Event was held on 4 September at which ideas were put forward to raise awareness and interest among underrepresented groups, and in particular encourage applications from candidates who are younger, or who are part of a BME community, or who have a disability. Ideas included:

      - holding Glasgow-wide information events to raise awareness and encourage applications from underrepresented groups;
      - developing a shared online presence to promote diversity, including interviews with a range of board members from across the region;
      - producing an information leaflet for circulation through existing networks and via events run by other organisations targeting underrepresented groups.

   5.3 Improving Induction and Support

   a) The Board has confirmed it would welcome co-opted committee members. A candidate was identified for co-option during the 2018 recruitment round (in the event, the candidate accepted co-option to one of the College Boards).

   b) Induction arrangements have been strengthened during 2017-18 to ensure a comprehensive introduction for all new members to the strategic aims and governance of the organisation and to the work of committees on which they will serve.

5.4 Developing Board Structures and Processes

a) A draft diversity planning checklist was developed earlier in the year with the support of CDN and Equalities professionals with a view to providing a checklist for the sector (the draft version is attached for information).

b) In terms of developing the Committee's role, 2018 will be the first year in which the Committee has reviewed progress specifically in relation to diversity succession planning.

c) The 4 September event highlighted the need to encourage new Board Members to 'own' their diversity by declaring protected characteristics, as having positive sector-wide data on protected characteristics will encourage others to apply.

5.5 Enhancing Board Member Training and Awareness

a) Some Board Members attended a CDN-run session in the spring on unconscious bias led by Changing the Chemistry.

b) The 4 September event was attended by a majority of GCRB and College Board Members. Speakers from the City of Glasgow Council, Changing the Chemistry and the Office of the Commissioner for Ethical Standards presented on Glasgow's diversity, the difference diversity makes to governance and some of the ways in which public sector boards are succeeding in attracting candidates from underrepresented groups. The event set in train discussions that will lead to region-wide action to improve diversity, outlined above, and provide a basis on which to review progress in future.

5.6 Working in Partnership

a) GCRB worked in partnership with the Glasgow Colleges and the bodies mentioned above to plan and deliver the 4 September event.

b) Work with the Colleges' equalities staff and with CDN led to the development of the draft checklist.

6. 2018-19 Plan of Action for Promoting Board Diversity

6.1 Introduction

a) Although GCRB does not yet have any data from the Scottish Government[3] to inform its succession planning, the Board set out in 2017 steps it would take to ensure a diverse and representative governing body for the Glasgow college region.

b) The Scottish Government's guidance on succession planning for public sector boards makes the following case for board diversity:

Diverse boards are more likely to be better able to understand their stakeholders and to benefit from fresh perspectives, new ideas, vigorous challenges and broad experience. This diversity of thought and contribution should result in better corporate governance

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[3] The Scottish Government has said that it will collate board data on protected characteristics from across the sector and return contextualised data to individual boards.

and decision-making, and, in turn, support continuous improvement of our public services in Scotland.

A Board that reflects the people and communities that it serves is also more likely to have credibility with them, thus promoting public trust in Board decision-making.

6.2 Outline of GCRB's Key Strategic Outcomes

a) The Glasgow Region Strategic Plan for College Education 2017-2022, seeks to build Scotland's most inclusive, most responsive, and most effective regional college system through the following areas of strategic focus:

- Ambitious for Glasgow: better lives in a better economy

- Ambitious for Learners: widening access to life-changing learning

- Ambitious for Colleges: unlocking regional potential and adding value

6.3 Overview of Target Groups

a) The Glasgow college region comprises a large, diverse and predominantly metropolitan population and as such, a Board that is truly representative of the Glasgow college region should include members drawn from a range of social and employment backgrounds relative to the Glasgow college region, and embody as far as possible diversity in terms of the protected characteristics set out in the Equality Act 2010.

b) GCRB has identified, together with the Glasgow College Boards, a need to attract in particular young members, members drawn from BME communities and members with disabilities.

c) Given the Boards leadership role in coordinating the delivery of a coherent and high quality regional college education service, members with extensive leadership experience and knowledge of the education sector are essential to GCRB fulfilling its ambitions.

d) Members drawn from industry and commerce – the major Scottish and regional industries, but also SMEs and start-ups – will bring an understanding of the economy into which students will emerge and which they must be equipped to support and lead.

e) Understanding of the wider economic and political context in which colleges are currently operating is also key, given the changing nature of post-16 education including the move towards more coherent public services and towards a learner journey that is seen as a continuum with alternative progression routes available to learners. Thus, board members drawn from public sector leadership positions and other areas of the education spectrum who have knowledge and experience of the wider educational context are an important component of the Board.

f) Given that almost a third of the region's students come from the 10% most deprived areas, the Regional Board should include members who have a sound understanding of social and economic factors affecting the Glasgow region and drivers for social and economic development.

g) The Board's appointment decisions should also reflect the fact that successful regional governance depends on effective relationships and partnership working across a complex and unique FE governance structure.

h) The complexity and scale of GCRB's financial responsibilities demand a particular focus on members with financial expertise and the increasing regulation and scrutiny of the sector and its stewardship of public funds necessitate strength, too, in the fields of audit and risk.

7. Proposed Actions for promoting diversity among Board members

7.1 Raising Awareness of the Board and its Work

a) Ensure statement on diversity and gender balance is clearly visible on Board's web pages.

b) Continue to develop ways to promote the Board and its work to a wider audience, for example, through social media, stakeholder communications, and more regular updates to keep information on the website live.

c) Continue to work with Equality and Diversity professionals within the college region and external organisations to explore ways to reach underrepresented groups and promote inclusion.

d) Explore further and, in collaboration with the Colleges, take forward suggestions from the Joint Boards Diversity Event, for example:

- Glasgow-wide information events;

- An information leaflet;

- Use of networks to extend reach into underrepresented communities;

- A shared online presence to promote diversity.

7.2 Improving Induction and Support

a) Consider co-option and/or shadowing to engage less-experienced candidates with potential in the work of the Board.

b) Explore option of mentoring for new and/or less experienced Board members, creating a more supportive environment.

c) Encourage good candidates who are not appointed by providing constructive feedback and other opportunities to engage in the work of the Board that may support their development.

7.3 Developing Board Structures and Processes

a) Continue to develop the Nominations & Remuneration Committee's role, for example, in proposing an approach to identifying candidates for co-option.

b) Review recruitment procedures against the draft checklist to ensure they optimise the potential for underrepresented groups to access membership opportunities and provide for reasonable adjustments during application/interview stages.

c) Identify and remove potential barriers for appointed members where possible, for example, by keeping the timing of meetings under review to ensure those who are working and/or have childcare commitments are able to attend, or allowing for attendance by video-conference.

d) Consider ways to encourage members to declare and 'own' their diversity.

7.4 Enhancing Board Member Training and Awareness

a) Ensure diversity continues to feature in the Board's annual development programme.

b) Identify external opportunities and encourage Board members' attendance (for example, further Changing the Chemistry or Scottish Government-run events).

7.5 Working in Partnership

a) Continue to work with the College Boards to build on the positive outcomes of the September 2018 event, including follow-up in 2019 of actions arising from the event (this could take place at the start of the 2019 joint boards' event).

b) Continue to work with other sector boards/board secretaries, CDN and others to develop and share good practice across the sector.

c) Engage with bodies, for example, Glasgow City Council, Scottish Government, ACOSVO or the Institute of Directors that may be promoting programmes to develop the 'pipeline' of candidates for non-executive board roles from diverse backgrounds.

8. Risk Analysis

8.1 If GCRB does not have a sufficiently diverse and skilled membership, it will not operate as effectively as it might. The action plan contained within this report is therefore intended primarily to mitigate risk 0011: the capacity and capability of the Board is inadequate and standards of governance fall below the level required.

9. Equalities Implications

9.1 The Diversity Succession Plan is compliant with relevant Equalities legislation and regulation and supports the Board's development with regard to equality and diversity objectives.

10. Legal Implications

10.1. There are no new legal implications associated with this report.

11. Resource Implications

11.1. There is the potential for modest cost and in-kind resource implications in progressing collaborative activities.

12. Strategic Implications

12.1 This report is not directly relevant to the Regional Outcome Agreement, however, a balanced Board and robust governance arrangements are the essential to the effective determination and delivery of GCRB objectives.

DRAFT Diversity Succession Planning Checklist

The following checklist draws from a range of sources, including work undertaken by the equality teams at City of Glasgow, Glasgow Clyde and Glasgow Kelvin Colleges.

It is intended not so much as a final model, but as a starting point for an ongoing discussion about how we can best facilitate the development of more diverse, representative and strong governance in the sector.

FORMALLY ESTABLISHING COMMITMENT TO BOARD EQUALITY & DIVERSITY	
1	Agree commitment at board level, including targets, where relevant, as part of diversity succession plan, and how this will be monitored and reported on.
2	Sign up to 50/50 by 2020.
RAISING AWARENESS OF THE BOARD AND ITS WORK	
3	Ensure website includes gender balance and that members' biographies focus on board members' diversity and the value of a diverse board.
4	Seek ways to promote the board and its work to a wider audience, for example, through social media, newsletters, and keeping the website regularly updated.
5	Consider making downloadable podcasts of relevant meetings or events.
6	Consider adding an FAQ about board appointments and the role of a board member to the website.
7	Run workplace events to develop staff awareness and encourage employees to see board positions as development opportunities.
8	Work with equality and diversity teams within the college/region to explore other ways to reach underrepresented groups and further promote inclusion.
IMPROVING INDUCTION AND SUPPORT	
9	Consider co-option to a committee and/or shadowing to engage and develop less experienced candidates with strong potential.
10	Consider allowing prospective board members to meet with a current member or observe a meeting before applying for a position.
11	Explore the option of mentoring for new/less experienced board members, creating a more supportive environment.
12	Encourage good candidates who are not appointed by providing constructive feedback and offering other opportunities to engage in the work of the board or college to support their development.
13	Ensure that the induction process is tailored to the individual's needs, and that it includes training on definitions, duties and the benefits of diversity.
14	Develop a supportive approach that encourages board members to declare equality information.
DEVELOPING BOARD STRUCTURES AND PROCESSES	
15	Ensure that the board's business cycle includes the regular review of skills balance and diversity.
16	Consider not only the balance on the board but on committees, and take account of gender and diversity among committee chairs.
17	Ensure board equality and diversity monitoring and reporting are aligned to regulatory requirements and best practice guidance by consulting with E&D professionals and keeping this under review.
18	Monitor equality and diversity during application, shortlisting, interview and appointment stages.

19	Ensure recruitment procedures optimise the potential for underrepresented groups to access membership opportunities, for example, by using the bank of diverse media outlets collated by Public Appointments in Scotland.
20	Ensure that gender and diversity are taken into account in determining the membership of appointments/nominations committees and appointments panels.
21	Ensure members of appointments/nominations committees and appointments panels have received appropriate training including on unconscious bias.
22	Provide a named contact in the application pack to assist potential applicants with further information and advice.
23	Ensure the application pack promotes opportunities for induction, mentoring, and development to encourage less experience candidates.
24	Ensure the application pack is in an accessible format, and that pack and advert are written in accessible and not excessively formal language.
25	Include statement such as, "We welcome and encourage applications from groups currently under-represented, such as women, disabled people, those from a BME background, people aged under 50, and LGBT individuals" and use relevant ED&I logos in advert and other communications.
26	Be prepared to make reasonable adjustments during application/interview stages.
27	Reduce gender identification by using first initials during shortlisting stages of recruitment.
28	Assess every candidate in a consistent way against measurable requirements to ensure appointments are based on merit.
29	Seek to reduce the effects of unconscious bias by taking appropriate, scheduled breaks between interviews.
30	Consider inclusion of a standard equality and diversity focused question in all interviews, and questions that seek to elicit a candidate's commitment to the board's values.
31	Identify and remove potential barriers for appointed members where possible, for example, by keeping the timing of meetings under review to accommodate childcare and other commitments and considering attendance via video-conference.
32	Ensure that board and committee papers and communications are designed in an accessible, electronic format and available in alternative formats on request.

ENHANCING BOARD MEMBER TRAINING AND AWARENESS

33	Incorporate aspects of equality and diversity training in the board's annual development programme.
34	Identify external opportunities and encourage board members' attendance (for example, Changing the Chemistry or Equality Challenge Unit events).
35	Promote use of the 'Diversity Delivers' self-assessment tool (when available).
36	Ensure annual self-evaluation and individual development plans take into account members' potential to develop, for example, skills to chair a committee or a board in future (consider use of vice-chair roles).

WORKING IN PARTNERSHIP

37	Continue to work with other boards and board secretaries, CDN and others in the sector to develop and share good practice.
38	Maintain good communications with Equality & Diversity professionals and networks in the interests of continuing improvement.
39	Look for opportunities to engage with other bodies, for example, Scottish Government, ACOSVO, or the Institute of Directors, that may be promoting programmes to develop the 'pipeline' of candidates for non-executive board roles from diverse backgrounds.