

GENDER EQUALITY PLAN

INTRODUCTION

Design School Kolding's Gender Equality Plan (GEP) is the foundation for the school's efforts in the area of gender equality and diversity. The plan is meant to ensure that gender equality and diversity are supported on an ongoing and systematic basis.

The plan is aimed at the school's management, staff and students, but also at the school's partners to the extent it is relevant.

The plan lives up to the UN's SDG 5 on Gender Equality, the Danish Gender Equality Act and the EU's recommendations regarding quality assurance in the field of gender equality. At the same time, however, it is important for the school to emphasize that equality goes beyond equality between the biological sexes, and this plan therefore also focuses on diversity and equality in relation to gender identity, sexuality and ethnicity.

Our objective is for everyone to have equal opportunities to thrive and develop.

With the preparation of the GE Plan, an overall structure for the gender equality and diversity efforts at Design School Kolding is being established, which will organize the work and also elucidate efforts and data monitoring in the area.

The GEP outlines Design School Kolding's approach within the following three focus areas:

1. Dedicated resources
2. Data monitoring
3. Bias training

VISION

Design School Kolding aims to reflect the surrounding community in terms of the composition of its staff as well as its student group. Our goal is to be a welcoming organization where an inclusive culture provides space for differences and diversity. We define ourselves as a "we school", and accordingly we want everyone to be heard and have a voice. We are a diverse organization that promotes inclusive and accommodating behaviour with room for differences. We work continuously to minimize inappropriate, preconceived notions in decision making and also reinforce interactions between difference markers such as gender identity, race and social background. We focus on preventing sexism and offensive behaviour and work actively to ensure an environment where everyone feels safe.

Part of Design School Kolding's overall mission is a focus on collaborating with other disciplines, other professions and working interdisciplinarily and across subject matter. This mission is reflected in the school's employment policy, which aims to be a fair representation of the surrounding community. It is also reflected in the school's organization, where employees work together across departments and professional backgrounds. As a "we school", Design School Kolding wants to be a communicating institution where all employees have the opportunity to develop, realize and express their professional potential. Thus, we ensure that the school maintains the highest level of research and instruction, which also provides the optimal working conditions for the school's staff.

The school primarily recruits students through an admission of talent that assesses potential and qualifications without regard to gender identity, background or other factors. Being responsive to user groups and other professions is part of a designer's job description. It starts as early as during their studies which promote respectful feedback, both in peer-to-peer situations, feedback from teacher to student or from an external partner to the student. Employees have a special responsibility to ensure that all dialogue, to and with students, is conducted in a respectful and appropriate manner.

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While we consider equality as more than gender identity, we are aware that the Design School has a special challenge in connection with gender composition. That is the case both in the employee group and among the students, where people who identify as women are in the majority. We aim to recruit, hire and enrol individuals based on their competencies, but we are aware of the need to ensure a more diverse school. We strive to ensure diversity and recruit without gender bias, also in employment and assessment committees, as well as in positions of trust, board positions and the composition of the rectorate.

As a university rooted in the principles of free, independent and critical research, the Design School's strategic Gender Equality Plan contributes to our overall strategic objectives: To contribute to innovation and development in the field of design within the areas of sustainability, welfare and play. The strategic objectives are reflected in the school's three subject areas within the Master's programme: Design for Planet, Design for People and Design for Play, and in the three-pronged knowledge base: Research, Artistic Development and Practice.

The Design School's GE plan includes all difference markers based on an explicit attention to equality and inclusion. The plan applies to all aspects of the Design School's efforts to create and maintain a conducive study and work environment as well as to complete the school's other assignments. The Design School constantly strives to offer frameworks and working conditions that promote equality and inclusion in study and work environments as well as in our research and instruction. Furthermore, we continuously seek to convey these aspects in our efforts to attract talented students and staff. The GE effort should also ensure that DSKD meets external requirements for equality, diversity and inclusion both nationally and internationally.

The effort to increase equality applies to the entire organization, and certain structural changes are required in order for us to continue to work towards the vision. DSKD's GE plan is an informed, sustained and conscious effort with an ambitious, consistent and long-term perspective.

ORGANIZATION

Design School Kolding's gender equality organization is identical to the school's general organization and rests on the basic assumption that anchoring the gender equality efforts in the existing management structure produces the best results.

The actual responsibility for maintenance and updating is in the hands of the quality coordinator, and the general status and efforts in the field are laid out in the school's quality report.

The work related to gender equality is closely linked to the school's formal councils, committees and structures that are already firmly established in the quality system. Issues are discussed in the annual meetings of the Academic & Artistic Council, the Collaboration Committee and the Study Board. The Teacher's Forum ensures implementation within the programme.

In connection with the school's satisfaction surveys, enquiries are made about the well-being of employees, including issues of sexual assaults and violations. The school has work environment representatives that you as an employee can go to if you need help or need to talk to someone about experiences you have had. A whistleblower scheme has also been established that can be used to ensure anonymity.

The Danish Study Survey enquires into the students' well-being, including sexual abuse and violations. In addition, the students can contact the school's student counsellor and well-being coordinator, the individual head of subject or the Director of Facilities, Student Recruitment and Career Start.

See Appendix 1 for contact information.

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GENERAL EFFORTS

Recruitment of employees

- A standard text is prepared for job postings, where the benefits of working at Design School Kolding are clarified – e.g., the higher employer-paid pension, the flexibility in working hours and workplace, etc. to make the workplace more attractive to everyone.
- The aim is for diversity in gender identity to be represented in all recruitment and assessment committees.

Recruitment of students

- We ensure that most of our students are admitted through an admission of talent, because we believe that we can thus enrol on the basis of very objective criteria. At the same time, however, we are aware that the diversity among the Danish students is limited, and we are working to address this issue by being aware of unconscious bias in the admission process. Furthermore, we have added the option of applying via the Quota 1 system in order to offer additional application opportunities thus creating a more diverse pool of students.
- Work is ongoing to ensure that the admission process measures the actual objective criteria and is not affected by bias.
- A better contact with the vocational educations is sought with the purpose of ensuring a more diverse applicant group, among other things we are investigating the possibility of granting merit for certain craft and trade programmes.

Teaching and research

- The aim is for the gender dimension to be integrated into instruction and research practice.
- The aim is for diversity in gender identity to be represented in PhD assessment committees.
- The aim is for greater inclusivity in the instruction, e.g., in the fashion design study programme, where size inclusivity is an important theme.
- By randomly assigning more diverse target groups for the students' designs, for example, emphasis is placed on expanding the students' target group concept in order to challenge the common bias in which students design for themselves and use their own size as a starting point and measurement scale.

Work and study environment

- The aim is for diversity in gender identity to be represented in the school's decision-making tiers.
- The aim is for diversity in gender identity to be represented in all of the school's councils and committees.

DATA & KEY FIGURES

Most available statistics apply and divide gender identities into male and female. Hence it is impossible to avoid the binary gender perception when monitoring data.

The quality report includes the following figures regarding gender equality:

- Admission – the figures are supplemented with gender distribution among students (men, women, non-binary/other)
- Student well-being – including violations

Every two years, well-being and APM surveys are conducted among all employees.

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APPENDIX 1

Kontaktoplysninger

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