

Gender Equality Plan

versie 1 document in ontwikkeling

Inhoudsopgave

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Preface

1.1 About ArtEZ

ArtEZ is constantly 'in the making'¹. We are developing on a variety of fronts: in our education, for example, through flexibilisation and education in context-rich places, by broadening the range of courses on offer and by stimulating lifelong development. In our research, by setting up a coherent research portfolio that we carry out together with partners and which is substantially financed from the second and third funding streams. And as an organisation by embedding inclusion and diversity more deeply throughout the organisation, by shaping our organisation as a large and connected network, and by establishing collaborations between our education and research and our services. The core of the institutional plan (period 2022-2026) consists of five values. These values give direction to the ambitions of ArtEZ. One of these values is Inclusion and Diversity.

Regarding the theme of inclusion and diversity, we propagate the following principles:

- we continue to communicate with each other
- we welcome different perspectives, voices and opinions
- we show respect for each other's backgrounds, views, perspectives and interests
- we show solidarity with each other and look out for each other
- we continue to have these difficult conversations and seek to connect with each other

ArtEZ has inclusion and diversity high on its policy agenda as a goal to achieve in and with the organisation. This focus is not new. We have made policies, developed care systems, taken initiatives, completed studies and started projects in this field. Gender equality is currently more than a programme or a project within ArtEZ. Diversity and inclusion is an essential part of the institutional plan and is embedded in all organisational processes within ArtEZ.

1.2 Link EU and explanation

Institutional change is a strategy aimed at removing the obstacles to gender equality inherent in the research system itself and adapting institutional practices. Institutional change focuses on the organisation.

In the European Research Area (ERA), research organisations and higher education institutions are urged to implement institutional change in relation to human resources management, funding, decision-making and research programmes. The main objectives of institutional change are to increase the representation and retention of women at all stages of their scientific careers and to better integrate the gender dimension in research and innovation.

¹ Source: ArtEZ institutional plan 2022-2026

The European Commission has formulated a number of process-related requirements that a **gender equality plan must fulfil**.

1. Public document
 - The Gender Equality Plan is a formal public document.
 - The plan is signed by the institution's top management.
 - The plan is available on the institution's website.
 - The plan is distributed within the institution.
2. Resources
 - Resources have been allocated to positions or teams dedicated to gender equality.
 - Time is set aside for others to work on gender equality.
3. Data collection and monitoring
 - Data on gender or sex of staff and leadership is available.
 - Annual review and reporting of progress and results.
4. Training and capacity building
 - The whole organisation is involved.
 - Addressing gender bias in people and in decisions.
 - Joint action on specific topics.

In addition, the European Commission has identified a number of recommended areas for attention:

1. Work-life balance and the culture within the organisation.
2. Gender equality in leadership and decision-making.
3. Gender equality in recruitment and career development.
4. Integrating the gender dimension in the content of research and education.
5. Measures against gender related violence, including sexual harassment.

In the following chapters we will address all of the above.

2 Current situation

2.1 Data analysis & resources

The annual report of ArtEZ publishes the gender equality figures. This is a public document that is also discussed within the organisation. It monitors how things are going and where action or improvement is needed within the various Academies. Below are a number of overviews of the current situation (up to and including 2021).

opbouw eenheden geslacht	2021		2020		2019		2018	
	man	vrouw	man	vrouw	man	vrouw	man	vrouw
Art & Design Arnhem	10%	14%	13%	14%	14%	16%	13%	15%
AKI Enschede	6%	5%	6%	5%	8%	6%	8%	6%
Art & Design and Architecture Zwolle	9%	7%	10%	7%	12%	8%	11%	9%
Conservatorium	28%	14%	31%	17%	35%	20%	38%	20%
Theater en Dans	9%	12%	9%	13%	11%	15%	10%	14%
Masteropleidingen	13%	11%	10%	11%	6%	8%	6%	8%
ArtEZ Algemeen	2%	3%	3%	3%	1%	1%	1%	1%
Onderzoek en Valoriatie	3%	7%	3%	6%	2%	7%	2%	4%
Interdisciplinaire projecten	0%	0%	0%	0%	0%	1%	0%	2%
Honours Programme	0%	1%	0%	1%	0%	0%	0%	1%
Service Bedrijf	9%	13%	9%	15%	11%	19%	11%	18%
kwaliteitsafspraken	11%	13%	5%	7%	0%	0%	0%	0%
ArtEZ totaal*	100%	100%	100%	100%	100%	100%	100%	100%

opbouw leeftijd geslacht	2021			2020			2019			2018		
	man	vrouw	totaal	man	vrouw	totaal	man	vrouw	totaal	man	vrouw	totaal
< 25	3%	3%	3%	0%	1%	1%	1%	1%	1%	1%	0%	1%
25 - 34	11%	14%	13%	9%	13%	11%	9%	13%	10%	10%	13%	11%
35 - 44	18%	27%	23%	18%	29%	24%	19%	30%	24%	21%	28%	24%
45 - 54	26%	26%	26%	27%	26%	26%	30%	27%	29%	30%	29%	29%
55 - 59	17%	13%	15%	19%	14%	16%	19%	16%	17%	18%	17%	17%
> 60	25%	15%	20%	26%	17%	21%	24%	14%	19%	21%	13%	17%
totaal	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

opbouw schaal 2021	M	V
t/m schaal 5	38%	24%
schaal 6-8	91%	163%
schaal 9-11	256%	340%
schaal 12-13	183%	193%
schaal 14-15	14%	7%
totaal	581%	727%

From 2022 onwards, various analyses will be combined. From this year onwards, we will not only look at the M/F distribution but also at a cross-analysis that looks at salary scales and career development within ArtEZ.

Besides M/F, ArtEZ also attaches great importance to maintaining an intersectional approach in its data analysis. For instance, it also looks at people with a migrant background and the option 'non-binary' has recently been added to the HR system. The data will be available from next year onwards.

In addition to the annual data analysis, it was decided, as a logical next step to the D&I ambitions within ArtEZ, to recruit a project leader for Diversity & Inclusion. At this moment (May 2022) the vacancy is open. The project leader will connect people, initiatives, projects and networks within the organisation. So that they reinforce each other, we create momentum on this important topic, so that inclusion and diversity are recognisable in the daily practice of all our courses, research and the organisation. Gender equality will be an important part of the portfolio.

Customisation within the various academies is important. This is coordinated centrally. In some academies, we look beyond the male/female split to focus on non-binarity and queerness. At other academies, a shortage of men is registered (mainly among the students) and various actions are taken to achieve a better balance.

In addition to the aforementioned actions, the Academies are conducting awareness-raising actions in all parts of the organisation. In our application committees, for example, the importance of a diverse team is openly discussed in preparation. The team of heads of studies used to consist mainly of men. Due to increased awareness of the importance of equal opportunities, more attention is paid to gender equality during job applications. This is done, among other things, by paying close attention to the ratio of women to men in the composition of the application committees. Partly due to this kind of action, the number of female heads of study has grown from two to three out of eight as of 1 June. Combined with the other main positions for the Education Office and the Workshops, there are now five female and five male heads.

2.2 Training & capacity building

Work is being done with ECHO to promote Diversity and Inclusion. A substantial budget is allocated to it every year. Gender equality is an essential part of this task.

In 2022, the Personnel & Organisation department will do a training course on Diversity and Inclusion so that the knowledge is also further disseminated within the organisation.

Per 2022 a project leader Diversity & Inclusion will start at ArtEZ.

3 Other focus areas

3.1 Work-life balance and organisational culture.

Only in a safe environment can you experiment and develop optimally. In the development of professional makers, attention to the inner process is just as important as attention to the external process. Creative makers in particular are often open to early signals from society. This sensitivity deserves protection. At the same time, we want our students to enter the working field with self-confidence and to shape its future, from within themselves, from their work and through the contribution they can make together. For this reason, a safe learning and working environment is essential as far as we are concerned, and not only for our students: ArtEZ staff must also feel safe at all times to do their work. In the long-term plans, we will extensively investigate what our employees need in order to build (self) confidence, not only among their students or immediate colleagues, but also among themselves. After all, having (self)confidence is also a form of wellbeing, both for students and employees.

In the Annual Plan for 2022, as well as in the Long-Term Plan 2022-2026, it is explicitly mentioned that work pressure and a healthy work-life balance are high on the agenda; this is reflected in the performance and assessment interviews with employees. Policy funding has been requested for research into work pressure at Art & Design Arnhem. This will take place in the autumn of 2022.

We think it is important that students and staff members can be themselves at ArtEZ. To achieve this, the restrooms have become gender-neutral. This change will be monitored and evaluated in close consultation with students and staff.

Additionally, HALT (a student organisation at ArtEZ) organises Safe & Brave Spaces where inclusion, diversity, impact and trust are brought together.

3.2 Gender equality in leadership and decision-making.

Leaders and leading learners are important role models in any context, and certainly in the educational context. Leaders at all levels are therefore accountable on this topic. We find it important that employees feel confident in their functioning.

We are also critical of ourselves when it comes to talent development. How do we see talent and what is our assessment of talent based on? In early 2022, a pilot was launched in which managers make a team scan of the employees in their department. The pilot was well received and will be offered to the whole of ArtEZ. With the help of the Personnel & Organisation department, team scans will be drawn up in which all employees are classified in the 9 grid model. The 9 grid model / 9-Box Grid is a tool to map the performance, talents and potential of employees. In addition, it offers opportunities to take a closer look at these talents and to develop them further. It is a tool for team development, talent recognition and talent development.

3.3 Gender equality in recruitment and career development.

At ArtEZ, we are looking at how we can make our staff as diverse as possible. We also want to make room for a wide range of diversity when recruiting students. For example, an executive search bureau D&I was included in the tender for recruitment and selection.

Because we think it is important to propagate our core values, a line has been added to the vacancy text: "ArtEZ highly values a diverse and inclusive organisation. Working in diverse teams makes ArtEZ more effective, innovative and enjoyable. Anyone who feels inspired by this is invited to apply."

In addition, vacancy texts are screened with Textio. This tool helps to use the right words in the context of gender neutrality.

In its (visual) communication, Marketing & Communication ensures a reflection of society and ArtEZ. In case of requests from the media, external parties or others, close attention is paid to a good, equal representation of girls/boys/non-binary/trans.

3.4 Integrating the gender dimension in the content of research and education.

ArtEZ invests in the development of competences in teachers, staff and students for an inclusive study environment. In collaboration, jam cultures are embraced, in which curiosity, an inquisitive attitude, being open to each other and allowing non-knowledge are starting points for unexpected encounters and collaborations.

Given the nature of the organisation, it is very important to make proper role models visible.

Equality is also sought mainly in being able to offer more work by female authors, makers and choreographers. There are specific projects for this. After the completion of an earlier project, the library was enriched with the work of more female makers.

The main focus here is on how the methods used, the sources, and the plays, are all by white males, while as mentioned, the students and staff are mixed in gender (predominantly female). As part of this, following a suggestion from students, the drama school worked for a full year only with female writers, directors and designers. Dialogue with students is essential. Pieces have also been translated for this purpose. The teaching team is now working on feminising movement education. Many of the methods were developed by men.

A selection of other activities within ArtEZ, published on the website:

- Within Research & Valorisation, a lot is happening around gender and inclusiveness, especially at Studium Generale. In the past four years, this subject has been emphatically on the SG agenda. In this file, a lot of information has been collected as a result of the programming².
- The main symposium that dealt with gender inequality in the arts was Roadmap to Equality in the Arts³.
- This podcast, produced as a result of the symposium, speaks specifically about art education.⁴
- In addition, one of the lecturers, Nishant Shah, has written a piece for the APRIA journal that touches on this topic.⁵

3.5 Measures against gender-based violence, including sexual harassment.

As an institute, ArtEZ itself is committed to inclusion and diversity. We have therefore taken the initiative to draw up a Social Safety Code for art education in the Netherlands. This code has been signed by all art institutions and presented to the minister at the KUO agenda. This way, attention is paid to it sector-wide.

We are committed to a seamless student care chain (including independent confidential counsellors) and to making it even easier to find.

We organised feminist reading groups to take a stand against sexism and misogyny and built safe environments for queer support.

Policy funds have been applied for for social safety issues; all aspects of social safety (including countering discrimination (on the basis of gender), realising an approachable culture in which gender equality is one of the basic principles) are addressed in training sessions. The code of conduct and texts on the intranet have also been updated to include all 14 forms of discrimination.

² Source: <https://studiumgenerale.artez.nl/nl/studies/all/feminism/>

³ Source: <https://studiumgenerale.artez.nl/nl/studies/all/publication/written+report+conference+the+roadmap+to+equality+in+the+arts/>

⁴ Source: <https://studiumgenerale.artez.nl/nl/studies/all/podcast/discrimination+and+harrassment+in+arts+education+equality+in+the+arts+pt+3/>

⁵ Source: <https://apria.artez.nl/issue/feminist-by-design/>

Because we all strive for a safe learning and working environment for everyone, various care systems, protocols and codes of conduct apply within ArteEZ. Steps have also been taken recently in having independent external confidential counsellors available, a collaboration with Mores.online and the complete rewriting of student information about how we do things and how we arrange things. These are the formal routes, but do you know where to go if you are bothered by something, feel unsafe or are treated unfairly?

The safe learning and working environment requires us to be alert to possible differences, inequalities and to be open to critical and perhaps uncomfortable questions and conversations. In the academic year 2019-2020, the Executive Board decided to commission an independent survey, a so-called baseline measurement within ArteEZ of the current learning/working culture and the care systems.

The aim of the culture survey is to take an objective look, by an independent party, at our culture and the systems put in place to further optimise this, with any concrete recommendations for improvement, in consultation with the community. How do we connect to the knowledge, projects, research and movements already developed within ArteEZ?

The survey therefore focuses on the following three topics:

- Mapping the perception of ArteEZ as a safe learning/working environment (culture)
- Mapping the current situation (awareness and use) of the care systems
- Mapping the current experiences with the care systems

The Corona pandemic delayed the actual implementation of this survey, but in the meantime the surveys have been completed in more than half of the organisational units. The results are positive; in general, people feel safe within ArteEZ and the survey leaves room for concrete suggestions for improvement. These suggestions will be discussed with the employees in order to develop an improvement plan for the organisational units.

In drafting the questionnaire for the social safety survey, a conscious effort was made to ensure a good representation of different genders in the preparatory committee, which worked on preparing the questions for the social safety survey.