

# STK's Action Plan for Diversity, Equality, and Inclusion 2021-2024

## Introduction

STK's work on diversity, equality, and inclusion is multidimensional. We want to create an inclusive working environment in which different backgrounds and experiences are represented and help to shape the centre's operations.

This is an action plan that focuses on practical measures that can ensure more diversity, equality, and inclusion. STK's purpose is to be a resource for the University of Oslo (UiO) when it comes to diversity, equality, and inclusion, and therefore some of the measures have a wider reach than just the centre itself.

STK's plan follows up on the central action plan approved by the University Board on May 4, 2021.

STK's plan is adapted to suit the conditions and challenges specific to the centre and was approved by the Centre Board on December 14, 2021.

## Why are equality and diversity important?

Diversity among employees is important in order to have a working environment comprising different academic approaches and positions. We want to ensure a professional and social environment in which there is room for questions, as well as open and critical reflection. This is necessary in order to generate new insights in our areas of research.

## Situation as of 2021

STK has the opposite gender distribution from UiO more broadly, with a predominance of female employees and students at every level.

Position	Female	Male	Leadership position	Foreign background
Professor (permanent)	4		1 Centre Director (female)	
Senior Lecturer (permanent)	1			
Administrative staff (permanent)	3	1	1 Head of Office (male)	
Associate Professor (temporary)	1			
Researcher (temporary)	1			1 (Netherlands)
Postdoctoral Fellow (temporary)	3	2		2 (Denmark)
Doctoral Research Fellow (temporary)	3			
Research Assistant (temporary)	2			
<b>TOTAL</b>	<b>18</b>	<b>3</b>	<b>2</b>	<b>2</b>

In addition to the employees listed in this table, the centre has emeritus professors (two female and one male) and guest researchers.

STK has a predominance of women with majority Norwegian backgrounds. This imbalance has been part of the centre since its foundation. The field of gender studies, formerly often called women's studies, has always attracted more women than men.

The student body at STK is also dominated by women at every level. In the coming years, we need to pay more attention to, and acquire more knowledge about, the recruitment of men, as well as how to increase diversity when it comes to minority Norwegian backgrounds, social class, and ability.

## Measures

### Recruitment

- As a rule, permanent academic positions should be advertised as associate professorships.
- STK can prioritize the underrepresented gender when two candidates are equally or equivalently qualified.
- Men and people with minority Norwegian backgrounds will be encouraged to apply for advertised positions.
- Positions should be made attractive to members of the underrepresented gender. This can be achieved by for instance focusing on themes that might particularly appeal to male candidates, or to other applicants with backgrounds that are underrepresented at the centre.
- Make the men who are already employed at the centre more visible early on, for instance by profiling them on the website.
- Use a recruitment committee for some selected positions, to increase the number of qualified applicants.
- Use professional and social networks to identify potential applicants and to consider adjusting advertisements and deadlines to attract qualified candidates (first and foremost for early career positions).

### Student recruitment

STK has maintained a systematic focus over time on increasing the number of male applicants to the BA and MA programmes at the centre. However, these attempts have had limited effects. We will intensify these efforts and plan to:

- Start a project that aims to uncover the reasons behind the gender imbalance and find measures that might correct this. The first stage of the project will be an interview survey with male students at STK about what motivated them to choose gender studies, and measures that they feel might increase the number of male students. Then, a working group can suggest concrete measures based on this. Student representatives must play an important role in this process.
- Highlight male students and students with minority backgrounds, for instance when presenting examples of career opportunities after graduation or when presenting MA theses on our website.
- Use student evaluations and other methods to map the hurdles faced by students with minority ethnic backgrounds who have language challenges. On the basis of this, consider extra teaching measures and syllabi targeted at these students.

- Offer a broad range of subjects, with course and programme descriptions that appeal to underrepresented students.

### Competence development and career support

- Ensure that the leadership has competence and awareness on diversity in recruitment and the effects of unconscious bias. This can be achieved by holding seminars at STK that highlight different aspects of research on diversity, equality, and inclusion. These seminars can be open to the public. Additionally, diversity should always be a point of discussion when planning recruitment processes and assessing and interviewing candidates for all positions at the centre.
- All early career researchers should have regular conversations with the leadership about working conditions, the working environment, and career plans.
- Early career researchers should receive support that will help them advance to other academic positions after their time at STK, if this is what they wish to pursue. We will help them gain experience that will improve their chances on the academic job market, including publications, teaching, dissemination, project work, writing applications, leadership, and so on. This must be tailored to suit the needs of the individual and the framework of what is possible at the centre.
- Help those in temporary positions improve their career opportunities by means of the university pedagogy programme, teaching, publications, dissemination, leadership, project work, writing applications, and so on. This must be tailored to suit the needs of the individual and the framework of what is possible at the centre.
- Utilize the resources that UiO offers to staff in temporary positions, such as courses and activities that focus on developing competence and advancing career opportunities.

### Communication and events

- STK will maintain its online article collection on Pride-related themes.
- STK will arrange an annual event to mark International Women's Day.
- STK will aim to provide input to hearings where perspectives on equality and diversity are particularly relevant.
- STK will continue to award an annual prize for the best MA thesis with a gender perspective submitted at UiO. The prize is awarded at the New Year's celebration, which is aimed at employees and students at UiO.
- STK will cooperate with academic staff elsewhere at UiO who can provide feedback on projects and research on themes relating to this action plan.

### A beneficial working environment

- Working conditions should be adjusted to and beneficial for employees with parental responsibilities and/or who care for other family members. There should be a particular emphasis on the needs of those who are pregnant, breastfeeding, or caring for other family members.
- Adjustments should be made for employees with disabilities.
- Norwegian/Scandinavian is the default language at the centre. Guests and new employees should be encouraged to learn Norwegian and should be enrolled in Norwegian classes at UiO. Active language training should also be part of the working environment. At the same time, guests and new employees should be made to feel welcome, both academically and socially, through the use of English in certain situations and circumstances.

- Guest researchers and temporary employees who are at STK for shorter periods will have one of the permanent staff members as a “buddy”. This person will have a particular responsibility for ensuring that the new arrival is made to feel included, both professionally and socially. Simultaneously, everyone at the centre is expected to help make new employees feel welcome and included in the working environment.
- STK is an interdisciplinary centre, and researchers with backgrounds from different fields should feel at home here. We emphasize that there should be room for different theoretical and methodological approaches within the gender research carried out at the centre. This requires that the centre facilitates dialogue and communication across differing perspectives and approaches. Criticism should be offered in ways that are constructive, and that serve to further develop interdisciplinary gender research. Perspectives from other fields should be welcomed and can serve as inspiration, but with an explicit understanding that one cannot always include or pursue suggestions from colleagues in one’s own work. These aspects of the working environment should be maintained and communicated to new employees.
- The diversity of academic and theoretical perspectives at STK should also be made visible to those outside the centre.
- STK shall continue to hold weekly house meetings where everybody shares what they are working on, their achievements and challenges, and collective efforts in terms of research, teaching, and dissemination.
- STK should facilitate and encourage employees to be physically present in the office as a general rule. This will strengthen the professional and social work environment and is particularly important for new employees, guest researchers, and those in early career positions.