Action Plan for Equality, Inclusion and Diversity at the Faculty of Psychology 2024-2025

Approved by the Faculty Boad at the Faculty of Psychology on 13 June 2024.

Introduction

Equality, inclusion and diversity in research, education, and administration are essential to enrich our shared study and work environments, learning and research environments, and to promote innovation so that we can be relevant and beneficial to society. Diversity, equality, and inclusion can improve the quality of research and education by challenging and further developing established ideas and methods. To prepare students and researchers to understand and work in an increasingly globalized society, increased equality, inclusion and diversity are crucial. The Faculty of Psychology's action plan is meant to support the two overarching goals of the [university's action plan](#):

1. "All employees and students at UiB shall be included in the community and given equal opportunities regardless of gender, ethnicity, religion, belief, disability, sexual orientation, gender identity, gender expression and age.
2. UiB will recruit students and staff from the entire talent base."

At the same time, the faculty's action plan must also be based on the faculty's strategy plan. Therefore, the Faculty of Psychology's action plan for equality, inclusion and diversity is built around the following points:

- *Recruitment and career paths for scientific and administrative staff.*
- *Recruiting, welcoming, and supporting students throughout their studies.*
- *Diversity management.*
- *Capacity building for diversity competence in the organization.*
- *Diversity in research and education.*
- *An inclusive work and learning environment.*
- *Language and international staff and students.*
- *Discrimination, harassment, and sexual harassment.*

Measures

It is important to see inclusion and diversity as both an economic and practical strength, and not just as measures that create difficulties. The recommendations and proposed measures in the action plan can be incorporated into already existing activities. One possibility could be to implement the plan as a research project and put it on the agenda on the research day and teaching day. It is further proposed to introduce an annual "EID-day" at the faculty and department level with mandatory participation. This can include dialogue in smaller groups and relevant contributions from internal or external contributors. This action plan proposes several concrete measures that over time will require investment of both time and money.

It will be important to evaluate over time to what extent the various measures in the action plan are followed up.

Finally, it must be emphasized that the action plan also includes already existing measures/activities, but it is important to highlight these, and in this way ensure that they are continued.

A: Recruitment and career paths for scientific and technical/administrative staff

Focus area/goals and measures	Main activities	Responsible	Timeframe
Recruitment process	Job advertisements with a broad appeal	HR, department	Continuously
	Use search committees to identify applicants from underrepresented groups (must be documented)	HR, department	Continuously
	Develop e-learning courses for expert committees, interview groups, head of departments, HR staff, and administrative managers to strengthen their competence in recruitment processes, with a particular focus on training committee members to assess applicants in order to • avoid unconscious biases • increase understanding of research work and products outside conventional academic frameworks, where relevant	HR, department	As soon as possible
	Active use of existing opportunities in relevant legislation	Department, HR	Continuously
Career paths	Mentor for all new employees	Head of department	First year after employment
	For technical/administrative staff • Opportunities for course participation and engagement in central work groups	Management	Continuously
	For scientific staff • Facilitate networking and career development programs, including support in the process towards promotion to professor	Faculty, department	Continuously

Recommendations and further comments:
- Existing e-learning courses should be expanded beyond gender, including race, religion, ethnicity, disability, sexuality, gender identity, etc.
- Evaluation, hiring, and promotion committees: Clear guidelines should be developed with documentation through reporting.

- Annual surveys related to mentoring schemes and development opportunities for new employees.
- Develop and initiate a research project that examines issues related to knowledge about inclusion and diversity among faculty staff. This examination can be repeated, for example, during the revision of this action plan.
- Active use of opportunities in relevant legislation: The main agreement in the state (Hovedavtalen i staten) §§ 30 and 31 with UiB's adaptation agreement, for example, moderate gender quotas and the requirement that certain applicant groups must be invited for an interview.

B: Recruiting, welcoming, and supporting students throughout their course of study

Focus area/goals and measures	Main activities	Responsible	Timeframe
Recruiting	Ensure that the faculty's websites have good and accessible information, also in English. It must be clear from the faculty's and departments' websites and social media that the Faculty of Psychology is a place where everyone can feel a sense of belonging.	Academic affairs, department	Continuously
	Visit high schools to give information about our study programs and the career opportunities they provide.	Academic affairs, department	Annually
Welcoming	Introduction days must include information about equality, inclusion, and diversity, and the importance of taking care of each other to ensure that all new students feel welcome and included from the start.	Faculty, department	Each semester
	The mentoring scheme should be continued and strengthened, and the mentors' diversity competence must be developed.	Faculty, department	Continuously
Supporting	Information on how to report special needs, such as challenges related to hearing and vision, must be easy to find on the websites.	Faculty	Each semester
	Talk to the faculty's students to gather knowledge on how to increase diversity.	Faculty	Regularly
	Facilitate more diversity in student committees and involve student organizations in the implementation of measures in the EID-action plan against exclusion, bullying and harassment.	Faculty	Each semester

	Create a website for students with information about UiB and the faculty's goals and specific measures for diversity, equality, inclusion, belonging and justice. This page should also include information on channels for reporting unwanted incidents and what happens afterward.	Academic affairs	As soon as possible

Recommendations and further comments:
- Develop and initiate a research project that examines issues related to knowledge about inclusion and diversity among students at the faculty, to be repeated during the revision of the action plan. The research project should be developed together with students.
- Completion of relevant updates and development of websites.

C: Diversity management

Focus area/goals and measures	Main activities	Responsible	Timeframe
Leadership	The faculty must request UiB to establish a program that includes training and workshops for leaders at all levels, led by qualified experts. This is especially important for new heads of department, and it should be followed up over time.	Faculty	As soon as possible
Recruitment	The wording "The University of Bergen works purposefully for increased equality and emphasizes the importance of gender balance and diversity in leadership teams. Knowledge of and experience with equality and diversity work are important when recruiting leaders." (found in the job advertisement templates) should be moved to the "Qualifications and personal qualities" section to give it more importance.	HR	Continuously
Follow-up	Input should be gathered from employees through discussion groups to understand their experiences and identify factors that enhance or hinder inclusion. This can be part of an established meeting structure (e.g., employee appraisals and HSE meetings).	Local management	Continuously

	Leaders at all levels must adhere to the action plan for equality, inclusion and diversity.	Faculty, leaders	Continuously

Recommendations and further comments:
- Follow up with UiB centrally: Request the development of a diversity management program for everyone employed in leadership positions.
- Organization of a dedicated event aimed at building awareness and competence about diversity and inclusion.

D: Capacity building for diversity management in the organization

Focus area/goals and measures	Main activities	Responsible	Timeframe
Training and resources	It is important to increase awareness and knowledge about what diversity and diversity management entail - especially among the faculty's leaders.	Faculty, department	Continuously
	Diversity training should be part of the mandatory components in the PhD-education.	Research schools	Continuously
Working group at Faculty level	Establish a work group at the faculty level consisting of representatives from the various units plus students.	Faculty	As soon as possible

Recommendations and further comments:
- Training and resources must be offered at all levels to build awareness of the importance of diversity competence, especially regarding power (a)symmetry (e.g., in supervisory relationships and the relationship between academic and technical/administrative staff).
- For the PhD-education: Investigate whether training programs already exist and initiate new programs as needed.
- The work group should support the faculty in following up on the points in the action plan for equality, inclusion and diversity.
- Highlight activities related to equality, inclusion, and diversity work and activities that are already ongoing in the department and group level through various (already existing) reporting channels (annual reports, semi-annual reports, etc.)

E: Diversity in research and education

Focus area/goals and measures	Main activities	Responsible	Timeframe
Websites	The faculty's website should convey a message that the faculty is a place where everyone can feel a sense of belonging and see opportunities for academic development and career building, regardless of gender, ethnicity, religion, beliefs, disabilities, sexual orientation, gender identity, gender expression, age, etc.	Faculty	Immediately and continuously
Life phase adaptation	It is important to accommodate different needs in different life phases.	Faculty, department	Continuously / as needed
Mapping opportunities	Explore opportunities for how the faculty can support research that promotes diversity and inclusion, even when these are not immediately reflected in traditional success criteria.	Faculty	Continuously
Master projects	Offer master projects that explore aspects of equality, diversity and inclusion in various study programs.	Department	Continuously
Evaluation of job criteria	The criteria for various positions should be evaluated to see if expertise in diversity and inclusion is represented.	Faculty, department	Continuously

Recommendations and further comments:
- Master projects**:** This will not only provide students with valuable research experience but also contribute to the faculty's overall knowledge on these topics.
- Life phase adaptation: This helps ensure that employees and students at all stages of life have equal opportunities to thrive and develop their careers.
- Evaluation of job criteria: For example, should competence in universal design or inclusive teaching be indicated for positions such as associate professor or professor in terms of pedagogical competence? Such an approach will ensure that the faculty attracts and recognizes employees who can contribute to a more inclusive learning environment.

F: An inclusive work and learning environment

Focus area/goals and measures	Main activities	Responsible	Timeframe
Websites	The faculty's website must reflect an inclusive environment, for example, through the use of images that show the diversity of people who can thrive at the faculty, regardless of gender, ethnicity, religion, beliefs, disabilities, sexual orientation, gender identity, gender expression, age, etc.	Faculty	Continuously
Attitudes	Demonstrate both in words and actions that discriminatory and prejudiced behavior is unacceptable.	Leaders, lecturers, mentors, buddies	Continuously
Compliance with the Act relating to universities and university colleges *(Universitets- og høyskoleloven)*	All employees have a duty to know and follow the Act relating to universities and university colleges, which states that the learning environment must be fully satisfactory based on a comprehensive assessment of the students' health, safety and welfare.	Everyone	Continuously
Annual activities	Organize activities at department/centre level that focus on examining various power dynamics in the learning or work environment. Examples of topics can be how "ableist" language manifests in the classroom, department, or program, how racism surfaces, and how to discuss sexism in a classroom, department, or research group with a majority of women.	Leaders in all departments / centres	Annually
Leadership/leadership teams	Strive for diversity and gender balance in all leadership teams.	Leadership at all levels	Continuously
Visibility and celebration of diversity	A celebration of diversity can include events that honor the various cultures, backgrounds, and experiences of students and staff.	Leaders in all departments / centres	Upon hiring

G: Language and international staff and students

Focus area/goals and measures	Main activities	Responsible	Timeframe
Communication and information	Communication/information sent to all employees and / or students at the Faculty of Psychology must be in both Norwegian and English.	Faculty, department	Continuously
Exploratory attitude	An exploratory attitude and tolerance when encountering various expressions for culture, gender identity etc. is important.	Everyone	Continuously
Building awareness around differences between gender, gender identity and sexuality	1. Normalization of gender-inclusive language 2. Use of preferred pronouns (and strategies for initiating dialogue about correct pronouns), normalization of using 'hen' in Norwegian or 'they/them' in English.	Everyone	Continuously
Mentor	Mentorship program for all new employees, and especially for foreign employees / students or those coming from outside the city and therefore are without a network.	Department, student organizations	Continuously
Language training	Facilitate language training for international staff.	Leaders in all departments / centres, Immediate leader	Upon hiring

Recommendations and further comments:
- Communication: Ensure that information is accessible to everyone, regardless of language background.
- Language training**:** Investigate among new employees and students if they have experienced language-related challenges during their initial period at UiB to improve integration and facilitation for newcomers.

H: Discrimination, harassment, and sexual harassment

Focus area/goals and measures	Main activities	Responsible	Timeframe
Training	Ensure through training that leaders at the Faculty of Psychology are well-equipped to prevent and follow up on situations, conditions and interaction cultures involving discrimination, harassment and sexual harassment.	Faculty, department, HR	Upon hiring new leaders
	Provide training and information about the "Speak up!" system and the "Studentombud" to new student representatives, PSF and employees.	Learning environment contact	During September each year
Regular updates	Regular updates on UiB's procedures for reporting incidents or suspicions of discrimination, harassment and sexual harassment.	Leaders, safety representatives, student mentors	Annually
Universal design in teaching	All lecturers must use universal design in their teaching.	Lecturers	Continuously
	Regular courses on universal design in all teaching activities; lectures, seminars, laboratory teaching, fieldwork and clinics/practice.	Responsible for the programs	Annually

Recommendations and further comments**:**
- Training**:** Develop e-learning courses covering topics such as discrimination, harassment, sexual harassment, and unconscious bias, and how to handle these, including reporting procedures. Complete UiB's HSE courses for leaders.
- Regular updates**:** Can be done, for example, during HSE days and at the start of the academic year for students.
- Universal design**:** All employees should regularly attend courses on universal design. The course should be conducted collectively, with discussions on how this can be implemented in practice.
  - When developing and revising course plans, it should include a description of how the course is designed for universal accessibility. Additionally, the course evaluation process should include a discussion on how universal design has been applied in the course, and what changes have occurred in the course that enhance the use of universal design. Responsible: KUE.

Useful websites

- [UiB's website for diversity, inclusion, and equality, including a link to the university's action plan for diversity, inclusion, and equal opportunity 2023-2025](#)
- [Strategy for the Faculty of Psychology 2023-2030](#)
- [The University and College Act](#) (*In Norwegian only*)
- [Courses in universal design](#) (*In Norwegian only*)
- [Teaching students with disabilities](#)
- Discrimination and harassment
    - For students: [Guidelines on conflicts, bullying, harassment, and sexual harassment involving students at the University of Bergen](#)
    - For employees:
        - [Guidelines for prevention and management of bullying and harassment](#)
        - [Guidelines for whistleblowing at the University of Bergen](#)