

## **IMV Action Plan For Gender Equality and Diversity 2021-22**

The Board of the Faculty of Humanities at the University of Oslo approved on 25 October 2019 the Action Plan for Gender Equality and Diversity 2020-2023. The Action Plan is the result of a process involving consultation with staff at all levels across the organization.

HF's Action Plan is available via the following link:

<https://www.hf.uio.no/om/strategi/handlingsplan-for-likestilling-og-mangfold-20-23/handlingsplan-for-likestilling-og-mangfold-20-23.html>

Plans for an IMV Action Plan for Gender Equality and Diversity 2020-2023 were set in motion at a Department of Musicology seminar on 8 June 2020.

The IMV Diversity Action Plan 2021-23 is intended as a supplement to HF's Action Plan, specific to IMV, and addresses select areas to be followed up in the coming period. The Action Plan should be considered a dynamic document and updated with new measures annually. The Action Plan proposes measures that can be achieved within the current University framework.

The goal of the Department is to foster an academic and working environment in which staff of any gender, ethnicity, nationality, sexual orientation, and religion or spirituality, and those with disabilities, have the support to thrive personally, creatively, and intellectually. The measures included here aim to draw attention to the opportunities offered by the cultivation of diversity and increase discourse about inclusiveness within all fields of music study, and to build on the diversity we have at the Department in creating more diversity.

The following action points are developed with the goal of increasing the inclusiveness and relevance of IMV's study programmes and research activities in the context of the diverse society in which we live. It is intended to be reflexive and critical about the ways that whiteness operates in our subject area and institution. The Action Plan also addresses recruitment. Routines are in place in the University-wide regulations to encourage a greater diversity of applicants. Yet there is much that can be done to develop routines for best practice.

### **Studies, research and societal engagement**

- Compile an overview and establish lines of communication and collaborations with music institutions, organisations, festivals and other external partners which represent wider societal and cultural diversity; for example, when finding partners for courses that have work experience components (Hospitant course) and for master's dissertation projects (establish new projects in 'Vitenskapsbutikken').



- IMV staff are committed to cultivating diversity and inclusivity in all teaching activities. Yet there are limited materials available developed specifically for our study curriculums: continue to develop teaching materials in which diversity and equality issues are an orienting factor. Provide support for the compilation of anthologies and other reading materials that place inclusiveness and equality at the forefront.
- Revise course descriptions and semester pages on IMV's webpages to reflect the diversity and equality of the music – and the musicological approaches to studying this music – on the curriculum.
- Include in student surveys questions about diversity and inclusivity in the study programmes in order to gather information which can inform the further development of the study programmes.
- Encourage applications for externally-funded projects that engage with inclusivity and which propose collaborations with partners/organisations/institutions representative of the wide diversity of society in Norway. This can also be seen in relation to UiO's strategic aim to establish research, education, innovation and outreach partnerships in the Global South.

### **Faculty recruitment**

- Reference to the Faculty Action Plan for Gender Equality and Diversity 2020-2023 should appear in all position descriptions.
- Evaluation committees and appointment boards must be explicitly reminded of HF's and IMV's diversity goals in their work.
- Consider reannouncing positions with very few or no applicants with minority backgrounds, and positions where a significant majority of applicants are male.
- Be proactive in contacting arenas and contexts with the highest levels of women/non-binary candidates and candidates with minority backgrounds in order to ensure diversity in the candidate pools.
- When appointing or inviting guest lecturers, visiting scholars, and supplementary teaching staff to the Department, ensure that the candidate pool is representative of diversity.