OsloMet

Action plan for diversity 2020–23

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SUMMARY

To place the action plan in context, we begin by referring to the strategic basis for our work on diversity and the rules OsloMet is subject to as a public employer through its activity and reporting duties, which must have the formal support of the organisation’s board.

Diversity is one of the university’s core values and is established as a resource in Strategy 2024. OsloMet’s work on diversity is therefore about more than just a duty to meet legal requirements. The main goals of the action plan are *both* to meet OsloMet’s duties as an employer *and* to develop and manage the resource a diverse workforce and student group represents. The target group for the plan therefore comprises both students and staff.

Under the concept clarification, OsloMet states why its point of departure is the expanded quality concept.

The current status section includes a short status report of gender equality. The work on promoting equality and preventing discrimination on other grounds is then described, as well as how OsloMet works to combat complex discrimination and harassment, including sexual harassment.

The proposed measures are presented at the end, organised by organisational areas rather than grounds for discrimination. The mainstreaming approach to diversity work is recommended by the Equality and Anti-Discrimination Ombudsman, the body charged with supervising public bodies’ compliance with their duty to actively promote equality. The action plan commits OsloMet to systematic diversity work where responsibility is not diffused, but assigned, and where concrete measures are to be implemented by a stipulated deadline.

The measures are organised into three main groups with associated main goals:

1. **Institution level – organisation and management**

*Main goal: OsloMet's core value diversity shall be an integral part of the university’s structure, management and culture.*

1. **Faculty and centre level – research and education**

*Main goal: The faculties and research centres shall apply an effective local diversity policy, and relevant diversity perspectives shall be integrated into research and development.*

1. **Recruitment and development** *Main objective: OsloMet’s recruitment, selection and career development processes shall be characterised by equal opportunities.* Career and competence development measures shall contribute to raising the organisation's diversity competence.

The annual status report for the measures is intended to ensure successful implementation and progress during the plan period.

# 1: FRAMEWORK

## **Strategic foundation and legal basis**

The work to promote diversity is based on the sector goals and allocation letter issued by the Ministry of Education and Research (KD), as well as on OsloMet’s [Strategy 2024](https://ansatt.oslomet.no/strategi2024). The university board has also decided that OsloMet will commit to the UN Sustainable Development Goals, including Goal 5: Achieve equality.

As a public sector employer, the university is subject to the purpose of the Equality and Anti-Discrimination Act: To promote equality and prevent discrimination on all grounds.[[1]](#footnote-1) This is done by way of activity and reporting duties, which are employer obligations that were stepped up from 1 January 2020.

## **Diversity as a core value and resource**

OsloMet’s work on diversity is about more than just a duty to meet legal requirements. *Diversity* is one of the university’s core values because it is *considered an important resource at OsloMet, and we believe that diversity of background and experience among staff and students is a strength in developing research and education in a society and region that are becoming increasingly diverse* (Strategy 2024).

## **Goals and target groups**

The main goal of the action plan is to promote an inclusive working environment and activities that create value by promoting diversity and preventing discrimination. As an employer, OsloMet has a duty to make active, targeted and systematic efforts to this end. *In addition to complying with the requirements of the law, it is deemed important and right* to have a diversity strategy that helps the university to recruit and develop the best minds regardless of grounds for discrimination. It is *both* about fairness *and* about investing in getting the most out of the employees' resources. The target group for this action plan is therefore OsloMet's employees.

The action plan also concerns OsloMet's students. The university is geographically located in Norway’s most diverse region and we seek to both reflect and develop this diversity. It is both about representation and reaping the benefits of diversity for both individuals and the university.

## **The expanded equality concept**

The university takes as its point of departure *the expanded equality concept*, diversity. Equality has traditionally been about gender equality to guarantee women and men equal rights and opportunities. However, gender is only *one* of several inequality dimensions in society. Prejudices and barriers can be complex, and this complexity should be taken into account when devising measures. In this way, we take an intersectional approach to our work on equality. This is in step with the more stringent activity and reporting duties that require employers to make efforts to combat complex discrimination.

# 2: CURRENT STATUS

The following briefly describes the status of gender as grounds for discrimination. The work on promoting equality and preventing discrimination on other grounds is then described, as well as how OsloMet works to combat complex discrimination and harassment.

On account of protection of privacy, the reporting duty only covers quantitative reports on gender equality.[[2]](#footnote-2) The main challenge relating to mapping current status and thereby also identifying challenges relating to all grounds for discrimination, with the exception of gender, is that the data are limited or non-existent. Statistics cannot and should not be compiled for all possible grounds for discrimination. However, this also limits the possibility to monitor developments and set target figures. In these areas, we therefore have to take as our point of departure the *perceived* status or a wish to develop an organisational culture and a working and study environment characterised by diversity regardless of the measured status.

## **Gender equality**

Gender balance: **[[3]](#footnote-3)** It is a goal for OsloMet to have good gender balance both in teaching and research (TR) positions and in technical and administrative (TA) positions, as well as in the student body. OsloMet has a very good gender balance in top academic positions (professor/*dosent* professor and senior researcher), with 52% women and 48% men. When compared to other universities in Norway, OsloMet has the most even gender balance in this position category, and the university is 14 percentage points ahead of the university in second place with regard to the percentage of women in top academic positions.

Women account for 66.3% of total full-time equivalents, while 68.2% of OsloMet’s students are female. The proportion of women in TR and TA positions is 66.4% and 66.3%, respectively.

 Table 1: Overview of gender balance among students and staff 2014–2019

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Indicator** | **2014** | **2015** | **2016** | **2017** | **2018** | **2019** |
| The percentage of all students that are female  | 70,3% | 69,9% | 69,5% | 68,3% | 68,3% | 68,2% |
| The percentage of FTEs (full time equivalents), academic and technical-administrative, that are female | 66,7% | 66,3% | 66,0% | 66,6% | 67,1% | 66,3% |
| The percentage of academic FTEs that are female | 67% | 66,3% | 66,2% | 66,8% | 67,4% | 66,4% |
| The percentage of technical-administrative FTEs that are female | 66,2% | 66,4% | 65,7% | 66,3% | 66,5% | 66,3% |

Gender and pay: Male and female staff at the university must receive equal pay for equal work or work of equal value. The pay statistics show that there are no major systematic differences in the average pay between men and women at OsloMet. Statistics show that women's pay is around 96.2% that of men’s pay. Wage developments broken down by gender are monitored through local pay negotiations, and the board made a decision in 2016 to specify in the Rector’s negotiation authorisation that particular attention will be given to any differences in pay that could be explained by gender.

## **Other grounds for discrimination and complex discrimination**

The university has a statutory duty to strive for equality and work against discrimination on all grounds *and* make efforts to combat complex discrimination. This harmonises with the university’s inter-sectional approach to the topic and is in accordance with the new national standard for diversity management.[[4]](#footnote-4) Furthermore, an integrated approach to work on diversity does not generally distinguish between individual grounds for discrimination, but rather attempts to establish general generic diversity expertise in the organisation.

Through the OsloMet Academy, in particular the programme for diversity management, managers, employee representative, safety delegates, HR and others have received training in topics that provide such generic diversity expertise.

1. INTRODUCTION
	1. OsloMet – with ‘diversity as a core value’ – what, why and how?
	2. Diversity and inclusion management
	3. Awareness training
		1. Implicit prejudices/Power and privileges
2. BASIC DIVERSITY EXPERTISE
	1. Moral obligation?
	2. Legal obligations
		1. Legislation and framework (activity and reporting duties)
		2. Selected courses
			1. Harassment/sexual harassment
			2. Sexual diversity, LHBT+ in relation to *Rosa kompetanse* (Pink competence)/Oslo Pride
3. DIVERSITY EXPERTISE AS VALUE CREATION
	1. Does diversity pay?
		1. Diversity and innovation
		2. Can diversity raise the quality of research and education?
		3. Recruitment and development of employees in a diversity perspective

Other major institutional measures are the provision of complementary education for refugees, foundation of a master’s programme in sign language interpreting, the initiative to increase recruitment of men to primary and lower secondary teacher education (years 1–7) and the university’s participation in the Government’s inclusion initiative. The latter resulted in 4.7% of all new employees falling under this target group in 2019 (11 persons). Furthermore, the research group Studies of Diversity in Professional and Public Life, and a professorship in diversity studies have been established, as well as the continuing education Diversity Competence for Professionals, which started up in 2020. The university’s programme coordinator for diversity was certified as a diversity manager that same year in accordance with the new national standard.

Figures from OsloMet’s recruitment system indicate that around 10% of the university’s new employees in the period 2017–19 were persons with immigrant backgrounds. However, some methodological uncertainty rests with these figures. In general, the possibility of changing the composition of OsloMet’s workforce is somewhat limited since an employment freeze has been implemented since 1 January 2018 as one of the measures under the project ‘Administration for the Future’ (2018–).

## **Harassment and sexual harassment**

The more stringent activity and reporting duties under the Equality and Anti-Discrimination Act, the Act relating to Universities and University Colleges and KD’s letter of allocation require OsloMet to make systematic efforts to combat harassment.

The #metoo campaign has also brought mapping of sexual harassment in academia to the forefront. In 2018, OsloMet chose to incorporate questions about sexual harassment in its employee survey, and was the first institution in the sector to do so. This is to obtain data on the scope and types of harassment and to gain an overview of how many choose to speak out. The overall response rate was 82%, 2% of which stated that they had been subjected to sexual harassment in the past year.

In 2019, OsloMet took part in the nation-wide mapping of bullying and harassment in the higher education sector. With a response rate of 48% (5% above the national average) it emerged that 11% of staff at OsloMet state that they have been subjected to bullying and harassment in the past year. This is seen in comparison to the national average of 13%. Of OsloMet’s staff, 1.2% stated that they has been subjected to sexual harassment, seen in relation to the national average of 1.6%.

In the students’ health and well-being survey (SHOT) the same year, 23% of OsloMet’s students stated that they had been subjected to sexual harassment (response rate 35.6%). The national average was 24%.

Overall, the data shows that the sector and OsloMet have challenges to overcome in relation to harassment. To address them, the university has therefore devised different measures, the most important being:

* Local guidelines against harassment for students and staff from the start of the academic year 2019.
* Staff training in how to prevent and deal with harassment.
* Better online information targeting students and staff about harassment and giving notification.
* Review and improvement of notification channels.
* Harassment is now a topic in compulsory management training in conflict management procedures.

## **Connection between culture and diversity**

The core value ‘diversity’ establishes diversity as a resource at OsloMet. To trigger the resource that a diverse workforce and student group represents, the university's organisational culture and student environment must be characterised by diversity so that the value is perceived as genuine. Core values make up the cornerstones of organisational culture and at OsloMet, a conscious connection has been made between culture and diversity efforts. The university’s culture committee works systematically to integrate the topic of diversity into cultural events and provisions for students and staff. This is for instance at literature events, film events, theatre productions and concerts. Our cultural scene is open to the people of Oslo and is an academic and open arena for diversity. The university addresses different key societal development characteristics in the area of diversity, such as #metoo and #blacklivesmatter. The global coronavirus pandemic of 2020 has also raised new problems, including within the field of diversity. At the overriding level, diversity and equality work are given lower priority in times of crisis, and we need to ask which blind zones deserve attention. This is one of the questions OsloMet seeks to address. Annual ‘rituals’ related to diversity include International Women’s Day, the Sámi National Day, the UN International Day of Persons with Disabilities and Oslo Pride. In all, these contribute to making *diversity* a common identity marker for students and staff.

# 3: MEASURES

The proposed measures are not organised by grounds for discrimination, but divided into organisational areas. The reason for this is that, in general, diversity measures should be an integral part of an organisation's structures and management rather than a discrete part, which would entail a risk of becoming a lower priority. The mainstreaming approach to diversity work is recommended by the Equality and Anti-Discrimination Ombudsman, the body charged with supervising public bodies’ compliance with their duty to actively promote equality. *Diversity mainstreaming* represents an approach whereby an organisation’s diversity efforts form an integral part of its strategy, governance, structure and management. However, mainstreaming is not effective without institutionalisation, concrete strategies and assignment of responsibility. This emerged in the then Equality Commission’s two reports from 2011 and 2012.[[5]](#footnote-5)

The action plan below obliges the institution to apply a diversity policy where responsibility is not diffused, but assigned, and where concrete measures are to be implemented by a stipulated deadline. The amendments to the Equality and Anti-Discrimination Act entail that the activity and reporting duties must have the formal support of the organisation’s board. The rector will inform the university board about the plans to address this provision.

It is a challenge to formulate proposed measures that on the one hand must not be too detailed and specific and on the other hand not so general that they become difficult to operationalise and thus become less binding. The measures listed below are an attempt to balance overall guidelines against the concrete level. They are to be seen in conjunction with the description of current status above and the guidelines and strategies OsloMet is subject to.

The measures are organised into three main groups with associated main goals:

1. **Institution level – organisation and management**

*Main goal: OsloMet's core value diversity shall be an integral part of the university’s structure, management and culture.*

1. **Faculty and centre level – research and education**

*Main goal: The faculties and research centres shall apply an effective local diversity policy, and relevant diversity perspectives shall be integrated into research and development.*

1. **Recruitment and development**

*Main goal: OsloMet’s recruitment, selection and career development processes shall be characterised by equal opportunities.* Career and competence development measures shall contribute to raising the organisation's diversity competence.

The person responsible for the measures must submit an annual report of the status of follow-up to the Programme director for culture, diversity and welfare, who, in turn, is responsible for providing a comprehensive status report to the rector. A status report will be prepared in connection with annual reporting.

| **Institution level – organisation and management**Main goal:OsloMet's core value *diversity* shall be an integral part of the university’s structure, management and culture |
| --- |
| Goal | Measures | Responsibility | Deadline |
| 1. OsloMet’s core value *Diversity* must be clearly operationalised and integrated in the university’s strategies, governing documents and initiatives.
 | The analysis team will review OsloMet’s most important strategies, governing documents and initiatives to identify where the diversity perspective should be incorporated/more clearly specified.  | Programme director for culture, diversity and welfare | 15 March 2021 |  |
| 1. OsloMet's ambitions in the

 field of diversity must be matched with financial resources. | Diversity work will be established as a fixed item on the HR budget to ensure a long-term predictable approach reflected in the implementation of the plan’s proposed measures.  | HR Director | From and including the accounting year 2021 |  |
| 1. Oslomet must be further developed as a regional arena for diversity where relevant social topics, such as #metoo, #blacklivesmatter and the consequences of the coronavirus are raised and debated.
 | Internal expert resources on diversity will be appliedand incorporated in cooperationwith relevant regional partners and local culture institutions.   | Programme director Ongoingfor culture, diversityand welfare  |
| 1. Strategic efforts must be made in:
2. Recruitment of diversity (students and staff)
3. Strengthening and highlighting OsloMet's programmes and environments in diversity.
 | The fixed-termcouncil ‘Mangfoldige OsloMet’ (‘Diverse OsloMet’) will be established, chaired by the rector and comprising internal and external resource persons.  | The Rector | 1 January 2020–1 January 2021 |  |

| 1. **Faculty and centre level – research and education**

Main goal: The faculties and research centres shallapplyan effective local diversity policy, and relevant diversity perspectives shall be integrated into research and development |
| --- |
| Goal | Measures | Responsibility | Deadline |
| 1. OsloMet’s diversity work must become less person-dependent and more coordinated and comprehensive.
 | An interdisciplinary measures team led by the Programme director for culture, diversity and welfare will be established. Work more across fields and disciplines to ensure the flow of information and make the work more comprehensive. Access to resources will also ensure less vulnerability and greater impact.[[6]](#footnote-6)  | Deans/heads of centres/HR director  | 1 January 2021 |
| 1. OsloMet must be perceived to be an attractive place of study for a diversity of students.
 | The diversity perspective will be incorporated in the project ‘A better student experience’ by involving the Programme director for culture, diversity and welfare and the university’s diversity committee.  | Project manager for ‘A better student experience’.  | Within the duration of the project  |
| 1. OsloMet must have a good gender balance in

 its study programmes (within the ratio 60–40).  | The gender balance in all programmes is under review and measures will be devised to improve it where necessary.  | Programme coordinators/faculty and centre management |  Ongoing |
| 1. OsloMet’s students are equipped to meet the diverse labour market they will enter as professional practitioners.
 | The signature course ‘Diversity expertise’ will be developed.  |  CouncilMangfoldige OsloMet (Diverse OsloMet) | Autumn 2021 |

| **Recruitment and development**Main goal: OsloMet’s recruitment, selection and career development processes shall be characterised by equal opportunities. Career and competence development measures shall contribute to raising the organisation's diversity competence |
| --- |
| Goals | Measures | Responsibility | Deadline |
| 1. OsloMet must become a more maturely diverse organisation by raising competence in diversity. Diversity must have stronger ties to value creation and innovation.
 | The programme for diversity management will be better integrated in the overall competence plan and made compulsory for managers at all levels and selected target groups, such as employee representative, safety delegates, student representatives and HR. | HR director/ Programme director for culture, diversity and welfare/Programme director for OsloMet Academy  | 1 September 2021 |
| 1. OsloMet must have a good gender balance in all position categories (within the ratio 60/40).
 | OsloMet’s extended recruitment team, managers, assessment and appointment committees will receive training in recruitment of diversity.Training under the auspices of the OsloMet Academy.  | HR director/ Programme director for culture, diversity and welfare/Section manager for HR services | 1 December 2022 |
| 1. Map whether the coronavirus pandemic has affected the staff’s career development in relation to variables such as gender and life phase.
 | Map the consequences of the coronavirus through forthcoming internal PULS surveys and follow up measures.  | HR Director 1 January 2021 | * + - 1. 1 January 2021
 |

1. Gender, disability, sexual orientation, gender identity and gender expression, religion and beliefs, ethnicity, care responsibilities, pregnancy, leave in connection with childbirth or adoption. Employers must also work to prevent gender-based violence, harassment and complex discrimination. [↑](#footnote-ref-1)
2. OsloMet reports annually on gender quality in its annual report. [↑](#footnote-ref-2)
3. Figures are from 2019. Source: Database for Statistics on Higher Education (DBH). [↑](#footnote-ref-3)
4. [NS 11201 Diversity management systems – Requirements (in Norwegian only)](http://www.standard.no/no/Nettbutikk/produktkatalogen/Produktpresentasjon/?ProductID=985130). The Norwegian Government highlights this in its inclusion strategy. [↑](#footnote-ref-4)
5. [Official Norwegian Reports NOU 2012:15 – Policy for Equality](https://www.regjeringen.no/no/dokumenter/nou-2012-15/id699800/)/[NOU 2011:18 – Structure for Equality](https://www.regjeringen.no/no/dokumenter/nou-2011-18/id663064/) [↑](#footnote-ref-5)
6. During the previous plan period, an action plan for diversity was developed at the Faculty of Social Sciences. This measure aims to ensure more operative and coordinated efforts. [↑](#footnote-ref-6)