



UNIVERSITY OF AGDER

ACTION PLAN FOR:  
EQUAL OPPORTUNITIES,  
INCLUSION AND DIVERSITY

2016-2020

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## 1. INTRODUCTION

UiA adopted its first action plan for equal opportunities and integration in 2008. "Action Plan for Equal Opportunities, Inclusion and Diversity at UiA 2016-2020" is the third action plan for this group of issues at the university. The overall strategy plan applies for the same time period.

The action plan was passed by the Board on 19 October 2016. The plan represents an important part of UiA's development aims. It describes statuses, aims and concrete measures in place to promote equal opportunities, inclusion and diversity at UiA in the period allocated to the plan. Annual reporting regarding measures initiated and results achieved will be practiced.

It is important that students and employees familiarise themselves with the content of the action plan. Everybody has a responsibility so that UiA, as an institution, will develop, that the measures agreed upon are implemented, and that the goals concerning equal opportunities, inclusion and diversity are met.

UiA has formulated a separate action plan for equal opportunities, inclusion, and diversity in order to be able to systematically facilitate conditions to the extent that students and staff be respected as individuals, and receive equal treatment. At UiA, everyone shall have the opportunity to use and develop their skills and expertise.

The region and country both benefit when everyone develops their knowledge and use their expertise for their own – and society's – gain. Women have traditionally had less education, worked and earned less, and had fewer positions of leadership and positions of trust at work and in society. This has changed to a relatively large extent during recent decades, but there are still many areas in which true equality between the genders has not been achieved. This also applies at UiA.

The number of staff and students with an international background has increased in Norway and at UiA in recent decades. A diversity of nationalities and national backgrounds is represented at the university<sup>1</sup>. For some of these, there is a need for measures for favourable inclusion. All staff and students are to be treated equal and must not be exposed to discrimination on the basis of gender, ethnic background or other circumstances.

UiA also has an important follow-up responsibility for students and staff with disabilities. An action plan has been developed for universal design and organisation 2016-2020, which the Office for Students with Disabilities (TSF) has follow-up responsibility for. For staff with needs in relation to disability, the Action Plan for Equal Opportunities, Inclusion and Diversity will serve as the main document.

All discrimination – treating people differently on the basis of gender, religion, political convictions, ethnic background, or sexual orientation – is unwanted and not acceptable at UiA. Both staff and students at UiA shall have the opportunity to develop themselves, their talents, and contribute to developing the university and society. The Action Plan for Equal Opportunities, Inclusion and Diversity at UiA 2016-2020 is an important document if this is to be achieved.

<sup>1</sup>Student and staff nationalities are registered so that it is possible to see developmental tendencies in the number and share of "foreign" students in the university and university college sector. Foreign nationality does nevertheless not always mean that the students have particular needs for measures for inclusion. Many with foreign nationalities can be well-integrated into Norwegian culture and society.

## 2. NATIONAL LAWS AND RULES

In Norway, several laws deal with equal opportunities and discrimination. Of greatest importance for this action plan are

- The UN Human Rights law from 1999
- The law concerning equal opportunities between the genders from 1979, with its last revision in 2013
- The law prohibiting discrimination on the basis of ethnicity, religion and The law concerning working environment, working hours and employment protection etc from 1977, including some revisions

The law prohibiting discrimination on the basis of sexual orientation, gender identity and gender expression, 2014. Criminal Code, chap. 26 comprises of provisions concerning sexual abuse and offensive sexual behaviour. In addition, there are many resolutions, rules and regulations which compel different actors in Norwegian society to work towards equal opportunities. This, of course, also applies for universities and university colleges. The Act Relating to Universities and University Colleges refers to equal opportunities in chap. 6, in relation to employment, and chap. 9 about the composition of Boards.

## 3. THE EQUALITY AND INCLUSION COMMITTEE (LIU) AT UiA

### Composition of the committee

UiA has established an Equality and Inclusion Committee (LIU) for the university. LIU is appointed by the university Board following the recommendation of the university director. The committee is led by the rector or one of the vice rectors.

All of the faculties are represented, totalling 6 people. Each faculty puts forward two people – one representative and a personal deputy – in which men and women are represented and at least one is an employee in an academic position.

The students have 2 representatives. STA nominates 2 representatives and 2 deputies. Women and men shall be represented equally. The nominated student representatives must be from at least 2 faculties.

The gender distribution of LIU shall be balanced.

The term of office follows the Board period. The student representatives are elected for one year. The Equal Opportunities Adviser is LIU's secretary, and joins the committee with the right to speak. LIU writes an annual report which is submitted to the Board and which forms the basis of UiA'S further reporting to the Ministry of Education and Research and other organs. A separate action plan is to be agreed upon covering equal opportunities, inclusion and diversity at UiA every fourth year.

UiA has an equal opportunities adviser in a 50% part-time position

### The mandate

The Equality and Inclusion Committee has the following aims and mandate:

#### § 1 Nomination, aim

The Equality and Inclusion Committee (LIU) is nominated by the university Board. The committee's aim is to promote true equality

at the University of Agder, regardless of gender, ethnicity, disability, religion, outlook on life, age and sexual orientation.

### §2 Mandate

LIU shall:

- Draw the attention of the university Board and management to conditions which could lead to violations of laws which regulate the circumstances mentioned in § 1. The committee can itself take initiative to prevent laws being broken in individual cases.
- Propose measures to promote equal opportunities, and take initiative to studies related to such measures. The committee shall assist the university director in cases which concern equal opportunities and inclusion.
- Contribute to increasing the understanding of equal opportunities at the university through educational work.
- Keep orientated regarding practice inside the university and in particular at the University of Agder concerning the implementation of measures to promote equal opportunities. It will assist the university management in developing plans for equal opportunities, and can receive enquiries from, and give advice to, people, groups or authorities within the university concerning equal opportunities questions.
- Have the right to acquaint the members of the committee with all documents pertaining to equal opportunities, and be able to express themselves regarding the equal opportunities aspect of recruitment processes in employment cases.
- Subject to the wishes of the committee, be able to comment on curriculum changes and the establishment of new subjects in which equal opportunities questions can play a part.
- Contribute to arrange marking 8 March when the day coincides with a workday.
- Arrange an open equal opportunities conference each year.



## 4. EQUAL OPPORTUNITIES AND GENDER BALANCE

### GENDER EQUAL OPPORTUNITIES AMONG STAFF MEMBERS

#### A) GENDER BALANCE

##### Status

By the turn of the year 2015/2016, 50.4% of the staff at UiA were women, with 49.6% men. In the central administration, the majority were women. Men were in the majority amongst the academic staff. There is significant variation between the different faculties and departments. 22% of the professors at UiA are women. There has been no percentage increase during the course of the last action plan period. Refer to the attached overview of the gender ratio in the faculties, departments and in positions in the management section.

##### Goal 1 by 2020

UiA shall be an active and creative institution in terms of bringing in new subjects, methods and tools to improve the gender ratio amongst employees. By 2020, all departments at UiA are to have at least 30% of each gender represented amongst academic staff. At least 35% of the professors at UiA are to be women.

##### Measures

1. Employment procedures must be open and thorough. The goal to achieve a gender balance must be normative from the design of job advertisements to appointment in all positions. The Faculty and department management has a particular responsibility in this regard.
2. With all appointments, the aspiration must be to have both women and men amongst the applicants before offers and appointments are made.

3. Search and find committees are to be used in the appointment of academic personnel in departments with fewer than 20% women in such positions.
4. Qualifying measures for research fellows must be established at departments in which one gender is strongly underrepresented amongst the academic staff.
5. An offer to consider the academic expertise of all female staff with a doctorate and 5 years' practice after their disputation shall be made.
6. Individual qualification grants will be advertised each year in order to facilitate professorial preferment for women with doctoral degrees.
7. All of the research groups shall have participation from both genders.
8. The number of adjunct professor positions shall be increased. These are to be used primarily for the recruitment of women.

#### B) SALARY

##### Status

On average, women earn 90% of what men earn at UiA. The salary differences have diminished over time, but are still part of the reality. The difference is greatest in administrative positions. In academic positions in the same category, where seniority and faculty are the same, salaries are approximately the same for both genders. Teaching and research positions together had an average salary for women in 2015 of 94.1% of the average for men.

##### Goal 2 by 2020

UiA shall practice equal salaries for work of equal value.

### Measures

Education and practice shall be weighted equally for both genders in salary negotiations. Women and men are to have the same salary-oriented assessments. Emphasis is to be placed on equal salaries in the case of new appointments.

## C) MANAGEMENT

### Status

The university management (rector, vice-rectors, assistant university director) at UiA comprises of 3 women and 2 men. 3 of 7 deans are women. 2 of 7 Faculty directors are women. 11 of 22 department heads are women.

At two of the Faculties, the management group comprises of, respectively, 4 men and one woman, and 5 men and one woman.

As of 2016, there are 10 administrative managers (department directors etc) in the administration. 4 of these are women.

### Goal 3 by 2020

UiA shall, by 2020, have at least 40% of each gender in all management groups at Faculty and department level. Half of the Faculties and departments are to be led by women. Both genders shall make up at least 40% of the managerial staff in the administration.

### Measures

1. Before appointments to management positions are made, both women and men are to be amongst the applicants.
2. Female department heads are to be actively encouraged to apply to the dean trainee arrangement.
3. Women, both university and external staff, are to be actively encouraged to apply for management positions.

## GENDER EQUALITY AMONGST THE STUDENTS

### Status

Several of the study programmes still recruit traditionally with regard to gender. The teacher-training and health programmes at UiA are dominated not only by female students, but also by women in teaching and research positions. For degrees in technology, the situation is the opposite. Many of the engineering subjects have, in recent years, increased their numbers of female students significantly.

### Goal 4 by 2020

All study programmes shall have at least 30% students of each gender by 2020.

### Measures

1. All information about "Study Programmes in South Norway" is to have positive reference to recruitment for better gender distribution.
2. The student advisers are to be attentive to the problematics of gender and motivate with regard to untraditional choices.
3. Study programmes with a gender distribution whereby one gender makes up less than 25% of the students shall implement special measures for student recruitment. The possibility of extra admissions points for the underrepresented gender will be explored.
4. The departments are to provide particular follow-up for the underrepresented gender.

Work year in total and women's proportion of the work years as of 1.10.2016.  
Faculties and departments, the Teacher Education Unit and the UiA administration.

Faculty/department	Work year total	% of women total	Work years TAP	% of women TAP	Work years UFF	% of women UF
<b>School of Business and Law</b>		40,8	16,2	71,0	66,3	33,5
Faculty administration		79,4	10,7	79,4	-	-
working life and innovation		17,1	0,5	0,0	17,1	17,6
law		52,3	1,0	100,0	9,9	47,5
strategy and management		36,2	3,0	33,3	18,0	36,7
economics		39,7	1,0	100,0	21,4	36,9
<b>Faculty of Health and Sport Sciences</b>	136,7	69,3	20,9	71,3	115,8	69,0
Faculty administration	16,9	70,4	16,9	70,4	-	-
public health, sport, and nutrition	42,7	58,2	1,0	0,0	41,7	59,6
health and nursing science	57,5	83,1	1,0	100,0	56,5	82,8
psychosocial health	15,7	46,3	1,0	100,0	14,7	42,7
centre for care research – South	4,0	75,0	1,0	100,0	3,0	66,7
<b>Faculty of Humanities and Education</b>	169,5	57,1	21,4	76,6	148,1	54,3
Faculty administration	17,4	88,5	17,4	88,5	-	-
foreign languages and translation	29,0	61,4	1,0	0,0	28,0	63,6
Nordic and media studies	33,8	54,7	1,0	0,0	32,8	56,4
education	51,6	68,0	1,0	100,0	50,6	67,4
religion, philosophy and history	37,8	26,5	1,0	0,0	36,8	27,2
<b>Faculty of Fine Arts</b>	80,8	41,7	22,5	53,7	58,4	37,1
Faculty administration	19,7	53,2	18,5	59,9	1,2	0,0
classical music and music education		33,0	1,0	100,0	17,2	29,2
popular music		15,9	2,0	0,0	23,2	17,2
visual arts and drama		71,3	1,0	0,0	16,8	75,5
<b>Fakultet for samfunnsvitenskap</b>	92,4	55,1	23,3	79,2	69,1	47,2
Faculty administration	18,8	78,7	18,8	78,7	-	-
global development and planning		41,3	1,0	100,0	11,1	36,0
information systems		24,9	1,0	0,0	19,9	26,1
sociology and social work		82,9	1,5	100,0	20,1	81,6
political science and management	19,0	42,1	1,0	100,0	18,0	38,9
<b>Fakultet for teknologi og realfag</b>	231,6	30,4	56,5	55,0	175,2	23,6
Faculty administration	29,5	57,7	28,2	60,3	1,3	0,0
information and communication technology	54,8	17,9	8,3	51,8	46,5	11,8
engineering sciences	75,8	14,8	12,0	25,0	63,8	12,9
mathematical sciences	41,1	45,8	2,0	100,0	39,1	43,0
medical and biological sciences	30,6	44,2	6,0	46,2	24,6	43,7
<b>Teacher Education Unit</b>	22,3	64,1	22,3	64,1	-	-
<b>Administration</b>	269,8	55,9	256,6	55,2	13,2	45,5
<b>Total UiA</b>	1 085,7	50,2	439,6	59,4	646,1	44,0

TAP: Technical and administrative positions. UFF: Teaching, research, and dissemination-oriented positions. Dean/head of department are defined as management positions.

## 5.ETHNICITY

### Status

The action plan for equal opportunities, inclusion, and diversity shall contribute to equal opportunities and treatment of all staff and students, regardless of gender, ethnicity, disability, religion and worldview, and sexual orientation. Discrimination based on ethnicity, religion or worldview is prohibited. Discrimination on the basis of national origins, ancestry, skin colour and language is also considered to be discrimination on the basis of ethnicity<sup>2</sup>.

Inclusion means not just that “foreigners” are to adapt to the Norwegian language and culture. A university must be connected to the global development of knowledge, and be open to being influenced by global academic culture.

“Ethnicity” is problematic as a term for a characteristic of people, and “ethnicity” is of course not registered either for staff or students at UiA. Nationality is registered. However, there is no unambiguous connection between ethnicity and nationality. Norwegian citizens can have “foreign ethnicity”; foreign nationals can be “ethnic Norwegian”.

It is, nevertheless, possible to ascertain that greater levels of ethnic diversity in Norway's population and amongst staff and students at UiA have become apparent in recent decades. This is a strongly desired development for UiA.

Some academic environments have a considerable proportion of staff and students with foreign roots and with non-Scandinavian language backgrounds. Around 7% of the staff (c. 80 of 1100 work years) and 7% of the students (c. 1500 of 13 000 students) had foreign citizenship in 2016. UiA has an international workforce. In some academic environments, this leads, not least, to some linguistic challenges. UiA requires that academic staff be able to communicate in Norwegian (or another Scandinavian language) after two years of employment.

The strategy plan presupposes increased internationalisation at UiA. The student population represent great linguistic and cultural

diversity. Some of the teaching is carried out in English, but there are many challenges around the organisation of the teaching. Bilingual students have a higher percentage of failures and a greater drop-out rate than the average. It is, amongst other things, noted that a number of students fail their practical training periods.

During autumn 2015 and spring 2016, UiA has implemented a project in which bilingual nursing and nursery school teaching students have been offered a mentor. The mentors have been recruited from amongst students taking the same educational programme, and these work as advisers in relation to written assignments and examinations, conversational partners in relation to practice and other forms of follow-up in terms of general information, curriculum and timetables. The scope has been 20 hours of guidance for each student, and 5 hours training for mentors. The project has been organised by the Resource Centre and the nursing and teacher-training programmes.

Informative assessment reports from this trial now exist.

UiA has an extensive buddy scheme for all new students, and in addition the Erasmus Student Network (ESN) office a buddy scheme with different social arrangements throughout the whole year.

### Goal 5 by 2020

UiA should be characterised by a global mindset. The institution is to have an international and diverse work and student environment. All staff at UiA, regardless of origin or background, shall have the same work conditions and equal development opportunities in the workplace. There shall be a culture of systematic and positive inclusion at UiA. .

### Goal 6 by 2020

All students with foreign backgrounds shall have a satisfactory benefit from the teaching and the same opportunity to complete

their education as Norwegian students. Some subjects offered shall be organised particularly for foreign language speakers. Everybody who wishes are to be offered an academic mentor.

### Measures

1. UiA shall facilitate diversity in the recruitment work through, amongst other things, the job advertisement texts.
2. Information concerning help and support measures must be clearly visible and available for all staff, both in Norwegian and English.
3. The heads of department are responsible for their own employees. They are aware of and know all of those who do not have Norwegian backgrounds. Each foreign employee is offered the information required to succeed well during the working day.
4. Staff with a mother tongue that is not Norwegian, Swedish or Danish shall be offered a free language course.
5. The Faculties have a responsibility to facilitate the inclusion of employees who are newly arrived in Norway and at UiA.
6. The strategic plan and action plans must be available in English.
7. Information concerning help and support measures for students must be clearly visible and available for everyone, both in Norwegian and English.
8. Department heads and study coordinators are to be acquainted with the students who have an ethnicity which is not Norwegian. Foreign students are to be offered information needed for their everyday work.
9. The department management is responsible for ensuring that all students of non-Norwegian origin are registered systematically and that any particular needs are addressed.
10. Foreign students shall be offered an academic student mentor for up to 20 hours during the first year of study. This arrangement will gradually be increased in scope during the action plan period. Students from non-Nordic countries are to be offered language courses. These measures do not apply to exchange students.

<sup>2</sup>The Anti-discrimination Act on Ethnicity (LOV-2013-06-21-60).



## 6. DISABILITIES

### STAFF

#### Status

UiA is a large workplace with around 1300 staff. The age range is significant. There is no systematic registration of staff with disabilities. Some have visible, physical challenges. However, the largest proportion of the staff with disabilities have types which are connected to mental issues, hearing problems, dyslexia or, in some cases, are as a result of age. The new campuses in Kristiansand and Grimstad have a universal layout and are well adapted for those with different physical challenges. The more invisible challenges for individual UiA employees are more difficult to address, and must be assessed on an individual basis. The employer is responsible for follow-up and making adaptations in accordance with legislation.

#### Goal 7 by 2020

UiA shall adapt the working environment and the workplace in such a way that all employees with disabilities have access to training and skills development in such a way as to provide them with the opportunity to make progress in their work in the same ways as others in the institution.

#### Measures

1. The immediate superior is to ensure that each individual employee is followed up with necessary adaptations made in order that their job can be carried out in a satisfactory fashion for both parties.
2. Systematic surveys of the working environment are carried out with regard to, amongst other things, staff with disabilities.

### STUDENTS

#### Status

UiA does not have statistics on students with disabilities. The students can have different and, in many case, disabilities which are barely visible. As with staff members, these might include hearing impairments, mental issues or, for example, dyslexia. Students with reading and writing difficulties make up a significant group at UiA.

UiA's campuses in Kristiansand and Grimstad are both relatively new and very well adapted for people with physical challenges. All new student residencies have a universal design.

The University Resource Centre for Health has an office on both campuses. The centre comprises of an office for students with disabilities (TSF), which is organised and financed by UiA, a student chaplain, an office for supported education with support from NAV (often students with mental issues), and SIA Health, which has a separate leader who is a nurse and gestalt therapist. The students also have access to a psychologist and psychiatric. There is a high level of activity at the resource centre in general and at TSF in particular.

#### Goal 8 by 2020

UiA shall be a prime mover in making adaptations for students with specific needs, so that people with disabilities are ensured opportunities and rights in line with other students.

UiA is to have well-designed premises, adapted teaching and good teaching material which all students are able to make use of without further need for adaptations.

#### Measures

See UiA's action plan for universal design and adaptations 2016-2020. The action plan is attached.

## 7. UNWANTED SEXUAL ATTENTION AND HARASSMENT

### Status

UiA will not tolerate that students or staff be exposed to unwanted sexual attention or harassment.

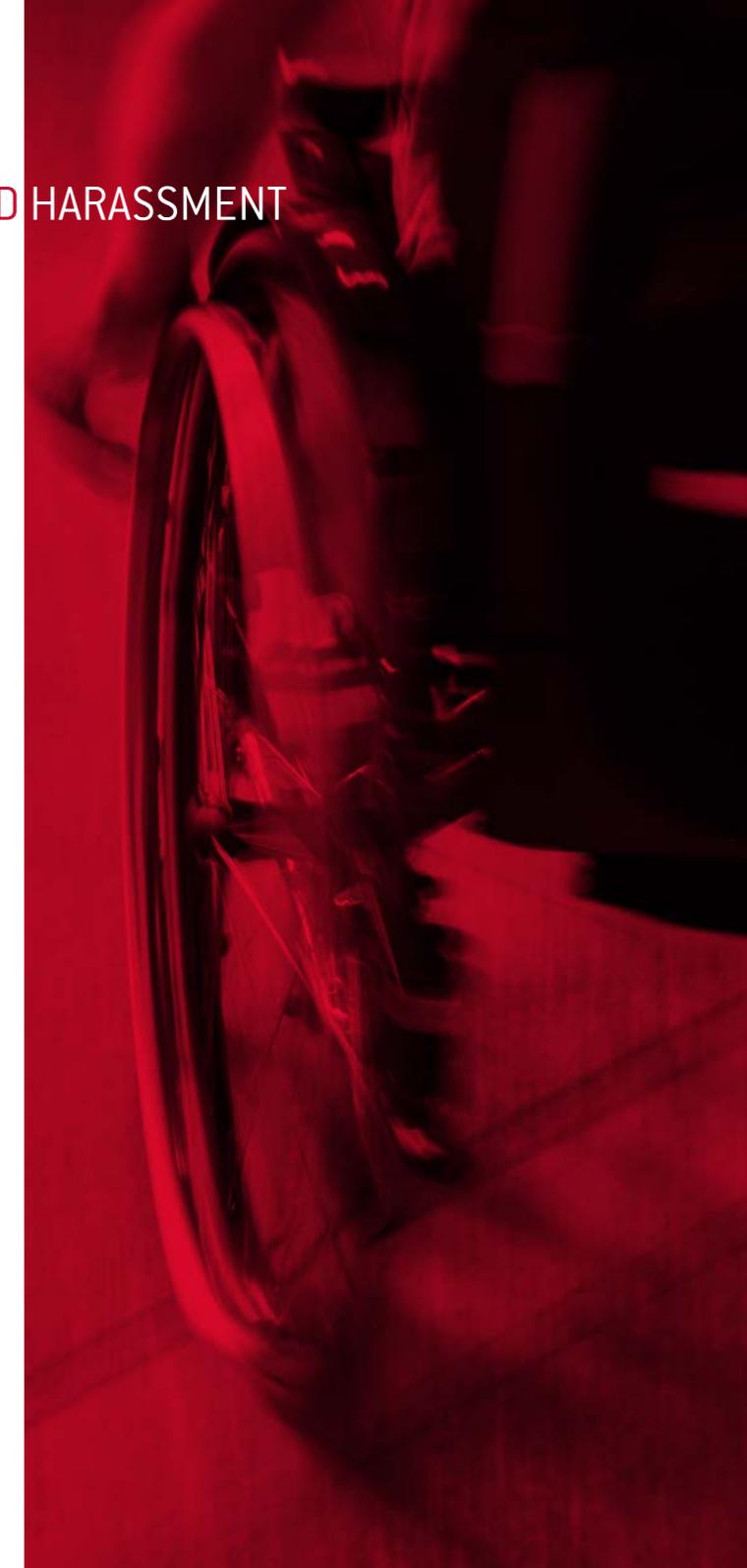
UiA has no overview concerning whether, and possibly how, students or staff become victims of unwanted sexual attention or harassment. There is no particular overview of reports of rape where students or staff are involved either. The duty of confidentiality is important for everyone involved in a professional capacity in such instances. This is exactly how it should be. UiA must nonetheless attempt to promote information about unwanted sexual attention and harassment at the university and in the student environment. UiA has put out a separate link on Innaskjærs (the university's intranet) which details how staff can report unwanted sexual attention and harassment. See [www.UiA.no/om-UiA/si-ifra](http://www.UiA.no/om-UiA/si-ifra).

### Goal 9 by 2020

All students and staff at UiA who become victims of unwanted sexual attention or harassment are to notify a member of the management or the SIA Health/Company Health Service immediately.

### Measures

1. Information about reporting procedures is to be easily available and made known for staff. See [www.UiA.no/om-UiA/si-ifra](http://www.UiA.no/om-UiA/si-ifra).
2. A pamphlet is to be made so that staff and students have good information about rights and duties when made aware of unwanted incidents.
3. Staff made aware of unwanted incidents carried out by or affecting students and/or staff, shall notify the UiA management, SIA Health or the company health service as quickly as possible.
4. If an employee and student enter into a relationship, the employee's immediate superior shall be notified.
5. UiA's management shall, in cooperation with SIA Health and the company health service, compile an annual survey of all reported unwanted incidents.
6. UiA is to have clear procedures in place for how a notification concerning unwanted sexual attention and/or harassment is to be handled.



## 8. SEXUAL ORIENTATION, GENDER IDENTITY AND GENDER EXPRESSION

### Status

The theme of different sexual orientations has gained increased focus since more have come forward as lesbian, homosexual, bisexual or trans people (LHBT). The law which forbids discrimination on the basis of sexual orientation, gender identity and gender expression was passed in 2013. The law applies in all public arenas of society.

UiA's Equal Opportunities Conference in 2012 was devoted to the LHBT theme. Positive feedback on the themes in question was given and on the way in which they were illuminated. See UiA's webpages about the equal opportunities conference for more information<sup>3</sup>.

No discrimination against individuals as a result of sexual orientation has been registered or reported during the plan period at UiA.

### Goal 10 by 2020

No students or staff at UiA are to be discriminated against as a result of sexual orientation, gender identity or gender expression. All staff and students shall be familiar with the rights they have in this area, the possibilities to report, and the procedures involved in reporting.

### Measures

1. Sexual orientation is to be a regular theme at the equal opportunities conference at UiA.
2. Comprehensive information about the discrimination law is to be available on the internet.
3. UiA's management shall, in the course of this Board period, have conversations with, and oriented by, SIA Health regarding the issues surrounding discrimination as a result of sexual predisposition, gender identity, gender expression.
4. The university shall, via various arrangements, contribute to rendering visible some of the issues connected to sexual predisposition, gender identity and gender expression.
5. The management at UiA shall, together with SIA Health and the company health service, look to gain a better overview of reported cases of unwanted sexual attention or harassment, and cases of discrimination on the basis of sexual orientation, gender identity or gender expression at UiA.

<sup>3</sup><http://www.UiA.no/om-UiA/UiA-og-likestilling/tidligere-konferanser>

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