

## **PLAN OF ACTION FOR EQUALITY, DIVERSITY AND INCLUSION AT THE NORWEGIAN SCHOOL OF SPORT SCIENCES 2021-2025**

### **1. Background/framing**

All people have the fundamental right to good and fair working conditions where no one shall experience discrimination on the basis of age, gender, gender identity, ethnicity, national origin, language, religion and belief, functional ability, sexual orientation, belonging and social class<sup>1</sup>. The Norwegian School of Sport Sciences (NIH) shall work actively to promote equality, diversity and inclusion among employees and students. Discrimination and harassment of students and staff is incompatible with a good learning and working environment, as any form of abuse of power undermines NIH's values. Equality, diversity and inclusion are about equal opportunities, distribution of resources and recognition of diversity and difference.

The action plan is the strategic foundation of diversity work, and describes how NIH as a public sector employer is subject to the activity and reporting obligation. In day-to-day operations, gender equality considerations will lose out if clear goals are not stated, anchored and responsibility clearly established.

Inequality is a source of diversity, and the individuality and contribution of individual employees is an important resource that should have its rightful place at NIH. Diversity allows for different approaches to problem solving, increased creativity and strengthening of cultural values and languages.

NIH will facilitate the inclusion of students and staff with different backgrounds and different needs. In order to achieve equality and tolerance, NIH must develop attitudes, competencies and routines to facilitate differences and prevent all forms of discrimination. This work must have stated goals and be anchored in management at all levels.

In the following, an action plan is presented with goals and measures to ensure and promote diversity efforts. The action plan shall be an integral part of the college's strategic plans, and each unit shall prepare its own action plan within the framework of NIH's action plan based on its own challenges. This will be linked to a separate action plan for follow-up of the strategic plan.

### **1. Legislation and definitions**

As a public sector employer, the university college is subject to the purpose of the Equality and Anti-Discrimination Act: To promote equality and prevent discrimination within all grounds of discrimination. This is done through the activity and reporting obligation, an employer duty that was strengthened from 1 January 2020.

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<sup>1</sup> The NIH also wishes to include social class as a basis for discrimination.

## **2. Activity and reporting obligation for employers**

The activity and reporting obligation for employers can be described as the company's HSE work with regard to promoting equality and preventing discrimination.

## **3. Actual state of gender equality**

### **3.1 What does the law require**

Employers must conduct a survey of gender equality in the enterprise. The following elements must be included in the gender equality report:

- Gender balance in the business
- The results of the mapping of wages (in accordance with the activity obligation) by gender
- The results of mapping involuntary part-time work
- Part-time mapping
- Share of temporary employees
- Percentage on parental leave

For privacy reasons, only gender equality must be reported quantitatively in accordance with the reporting obligation. The main challenge in mapping the identification of challenges in all areas of discrimination except gender is therefore related to poorly developed or non-existent data. Statistics cannot be kept in all areas, and this also limits the possibility of monitoring developments and setting target figures. Within these areas, the starting point must be perceived state, or a desire to develop an organisational culture and a working and student environment characterised by diversity regardless of measured status.

## **4. Diversity management and employee relations**

NIH wants to create a diverse organization and a diverse student environment based on the *expanded concept of gender equality*. Gender equality has traditionally been about gender equality to ensure equal rights and opportunities for women and men, but gender is only one of several dimensions of inequality in society. Prejudices and barriers can be complex, which is why NIH wishes to encompass the concept of diversity in several areas. It is also in harmony with a strengthened duty to report on activities and reporting. The duty to act is supplemented by a duty of attitude.

### **4.1 Diversity management**

Exercising diversity management means that the regulations must be followed to prevent discrimination, but also that differences among employees must be recognised in order to increase the sense of inclusion. Diversity management

means that the individual employee's unique contribution is valued, and that they contribute to the good of both the employees and the company.

Diversity management requires leaders to have knowledge about inequality, ideas about how to include people who think differently from themselves and how to use their own and others' differences constructively. Leaders at NIH must receive training and have a special responsibility for acquiring this knowledge. As an institution, NIH, through its leaders, is responsible for facilitating and ensuring that the employees at NIH acquire this knowledge.

#### **4.2 Employeeship**

Respecting and valuing diversity is not just a leadership responsibility, but a responsibility that comes from being a good employee. This responsibility is held by all employees at the university college. Everyone has a duty to contribute to a safe and good working environment through attitudes and behaviors that are in line with NIH's values. It is a managerial responsibility to provide clear guidelines for what is acceptable and unacceptable behaviour, and to ensure that unacceptable behaviour has consequences. At the same time, it is the employee's responsibility to ensure that this happens in daily interaction with others. Employees should reflect on the fact that privileges the employee takes for granted may result in a sense of inferiority for others.

#### **5. Objectives of the Action Plan**

At a general level, NIH is obliged to fulfil its activity and reporting obligations annually. The work of following up the action plan shall be regarded as a process, and not as a condition. The main focus is not the reporting itself, but how the various measures are actively worked on along the way.

##### **5.1. Objectives of the NIH**

In the following, goals for NIH as an organization and for various employee groups and students are presented.

##### **The NIH shall:**

- Recruit more diverse
- Strengthen efforts to promote gender diversity
- Increase its efforts to prevent harassment
- Implement measures to improve the gender balance in study programmes with particularly unequal representation (less than 40%)
- Highlight diversity perspectives in research and teaching, including through core literature
- Establish role models (internal and external) to strengthen diversity perspectives in research and teaching

##### **A) Recruit diversity**

##### **The NIH shall:**

- Work purposefully towards an open, professional and inclusive internal culture that profiles NIH as an attractive place to study and work. Active efforts will be made to attract a broader composition of students and staff from the entire population.
- Use templates for call text that safeguard the diversity perspective and prepare competence requirements that appeal to a diversity of applicants.
- Ensure that qualified applicants are invited for an interview, and practise moderate gender quotas for positions with uneven gender balance.
- Quality assure interview templates/reference interview templates to ensure equal opportunities, and further that objective and neutral assessment criteria form the basis.
- Ensure that everyone involved in a recruitment process has sufficient knowledge of how to map and assess varied and unique competence.
- Ensure that the methods used in recruitment and selection processes are standardised, well validated and take into account possible subjective assessments as well as neutral parameters.

## **B) Retaining diversity**

### **The NIH shall:**

- Ensure better opportunities for jobseekers with disabilities to compete for positions. In the event of employment, employees shall be able to perform and experience progress through adequate access to training and other skills development. This is ensured through laws and regulations for universal design.
- Develop attitudes that safeguard all groups of employees, and focus on maintaining a good working environment that ensures that NIH does not lose well-qualified labor.
- Facilitate the work for groups that need this, and ensure equal opportunities for competence development.
- Identify opportunities for promotion in all job categories for the underrepresented groups.
- Ensure that employees are not subjected to bullying and harassment based on their belonging to underrepresented groups. This is done by working actively with a conscious relationship to otherness, and by having routines that ensure that cases are addressed and ensure that measures and follow-up are initiated immediately.

## **C) Promote diversity**

### **The NIH shall:**

- Arrange regular activities to raise awareness of diversity.
- Facilitate NIH's participation in Oslo Pride.
- Initiate a diversity award presented by ULM to departments/institutes/individuals who have distinguished themselves by creating a culture and attitude that promotes inclusion in the workday at NIH.
- Work on projects that promote diversity and employee engagement.

- Facilitate meetings for exchange of experience between students and employees who feel that they belong to one or more minority groups. The exchange of experience can provide input to concrete measures for a more inclusive and diverse NIH.

## 6. Relevant measures

Proposed measures are based on where the NIH is today, where the proportion of students with other ethnic backgrounds and disabilities is particularly low. When it comes to employees, NIH has greater diversity, but still a way to go. The purpose is to draw up a plan with associated measures to increase this proportion, where the measures will guide how the proportion can be increased.

Proposed measures are not organised on the basis of discrimination, but shall be an integral part of the agency's management. Such a "mainstreaming" approach to diversity work is recommended by the Equality and Anti-discrimination Ombud (LDO).<sup>2</sup> This represents an approach where the organisation's diversity work is an integral part of strategy, governance, structure and management. Without institutionalisation, concrete strategies or the allocation of responsibility, there will be little effect.

The annual report to the board shall say something about the measures that have been implemented and oblige NIH to pursue a diversity policy where responsibility is clearly placed. The Equality and Anti-Discrimination Act states that the activity and reporting obligation shall be endorsed by the NIH Board, and it shall be safeguarded by the board adopting this action plan and the measures are linked to NIH's strategic plan.

The action plan is divided into seven different topics:

- 6.1 Governance and management
- 6.2 Recruitment of employees
- 6.3 Student recruitment
- 6.4 Teaching and research
- 6.5 Gender and sexuality diversity and sexual harassment
- 6.6 Competence and career development
- 6.7 Information and awareness-raising work

### 6.1 Governance and management

<b>Governance and Management – NIH must</b>	<b>Responsibility</b>
Reinforce the role of the Equality, Diversity, and Inclusion Committee at NIH, and ensure that the committee has broad representation that reflects the areas of work.	Board
Adopt an action plan for equality, diversity and inclusion, and highlight the work in the annual status report (ULM).	Board

<sup>2</sup> LDO is the body that supervises the activity of public undertakings.

Anchor gender equality, diversity and inclusion efforts in strategic plans and budgets that highlight prioritised measures at departments and departments.	Board
Have a clear recruitment strategy for recruiting people from underrepresented groups to management positions by contacting relevant academic communities/networks to find qualified applicants who are motivated to apply for vacancies.	NIH with help from hiring managers
Hold the units accountable in the work of developing their own action plans where measures aimed at equality, diversity and inclusion will be incorporated based on the challenges that exist at the individual units.	Unit leaders
Develop and ensure that supervisors from bachelor to PhD level complete compulsory supervisor courses.	PØ facilitates/ Heads of department
Create guidelines for what is included in academic freedom and academic discourse.	Heads of Department (FL)
Create ethical guidelines at NIH.	Board
Create guidelines for what is included in "everyday management" and raise awareness among managers that managers are primarily responsible for building a perceived good, healthy and inclusive culture among their employees.	PØ (part of management training)

## 6.2 Recruitment of employees

<b>Recruitment of employees – NIH shall</b>	<b>Responsibility</b>
Have a recruitment policy that emphasizes the recruitment of a diverse pool of competent and flexible employees.	PØ
Design job advertisements broadly and in a way that makes it attractive for underrepresented groups to apply.	PØ/Managers
Make members of assessment committees and appointment committees aware of their own attitudes/implicit bias and emphasis on gender equality and diversity.	PØ/Recommending authority
Use templates for announcements, interview guides, reference interviews, test teaching and recommendations to ensure that all candidates are well looked after on equal terms throughout the process.	PØ/Heads of Department
Emphasise experience with gender equality and diversity competence in recruitment to management positions.	Leader
Offer new employees courses with information about risk situations, zero tolerance for harassment and reporting routines.	PØ
Ensure that procedures are in place for adequate care of new employees with an international background. They must be offered a separate employee day where the information is in English, and further be assigned a sponsor on arrival. In their first time at NIH, they will receive adequate Norwegian language training. A special responsibility rests on the manager to ensure that new employees	Managers



with an international background are included in the unit in the best possible way.	
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### 6.3 Student recruitment

<b>Student recruitment – NIH will</b>	<b>Responsibility</b>
Strive for a good learning and study environment with respect towards each other, cooperation across backgrounds and cultures and facilitate an open culture where the environment will be perceived as inclusive and accepting.	NIH staff together with the students
Initiate recruitment measures focusing on both academic content and study environment for study programmes with strong underrepresentation of one gender.	Head of department/STA /management
<p>Ensure recruitment of students in a long-term perspective:</p> <ul style="list-style-type: none"> <li>• Consider indirect student recruitment already at primary and lower secondary school level</li> <li>• Consider other venues than school visits: sports clubs/clubs, festivals (MELA), parent evenings, the change house, the districts' leisure clubs and attend Oslo Culture Night. This will be carried out with the assistance of OMOD to secure and create good meeting places.</li> </ul> <p>NIH wants a diverse student body – how to make this visible:</p> <ul style="list-style-type: none"> <li>• Clarify the study programmes at the university college – what will I become by studying at NIH?</li> <li>• NIH must follow the free principle, which means that when planning the teaching, it shall be assumed that students shall not be subject to large costs with regard to equipment. Social differences should not be a limitation to being able to follow a teaching programme.</li> </ul>	NIH in collaboration with STA/KOMM
Consider introducing admission criteria that open NIH to students with an educational background other than sports science.	NIH together with SU and FL.

### 6.4 Teaching, research and dissemination

<b>Teaching and Research – NIH must</b>	<b>Responsibility</b>
Strengthen and highlight topics of diversity so that it is reflected in research, supervision and teaching.	Academic staff
All courses should consider including literature sources related to diversity where this is academically relevant, and these should be linked to the learning outcomes of the course. Assessments of choice of literature shall be included in the course report.	Programme Manager/ Course coordinator
Establish teaching situations that give all students the opportunity for learning and mastery, regardless of the challenges they face. The programme leader has an ongoing dialogue and regular meetings with course	Programme Managers/Subject Managers /academic staff

coordinators about the content and teaching of the various courses.	
More transparency around invisible disability will be facilitated. Universal design of digital learning resources should be the standard at NIH, and in practice this means that PowerPoint, Word, PDF, videos and text pages in Canvas must take this into account.  In addition, it will adapt teaching to students' individual needs via e.g. UPT.	STA/NIHLS/UPT/Academic staff
Arranging subject days with topics such as cross-otherness <sup>3</sup>	NIH arranges with the help of the institutes
Establish regular workshops where NIH gathers a diversity of students who can assist in student recruitment.	STA/KOMM
The choice of movement activities in NIH's studies should reflect the diversity that students encounter in their everyday lives. This includes activities beyond traditional Nordic movement activities.	Programme managers and subject managers
Make students aware by teaching topics that deal with sexual harassment in e.g. sports.	Instituttleder/ Academic staff
Strive for diversity balance among invited speakers at major events such as conferences.	ULM
Mark various anniversaries and participate in commemorations such as: International Women's Day 8 March, Sami National Day 6 February, Kvene People's Day 16 March, 17 May, participate in Pride, UN Day Against Discrimination (1 March), World Mental Health Day (10 October) and UN International Day for Persons with Disabilities (3 December)	COME

### 6.5 Gender and sexuality diversity and sexual harassment

<b>Gender and sexuality diversity and sexual harassment – NIH shall</b>	<b>Responsibility</b>
Increase knowledge about gender and sexuality diversity among students and staff	PE assists
Help create an environment for students and staff that is perceived as safe and inclusive, regardless of gender identity and gender expression	Managers, staff and students.
Conduct training with the Student Board and student representatives to prevent sexual harassment in connection with the buddy week and other social events organised by the college.	PØ

<sup>3</sup> Several different causes of perceived harassment at once, such as disability, other ethnic backgrounds, gender diversity and more.



Ensure good training of managers, safety delegates and employee representatives on sexual harassment and handle reports of this.	PØ
Arranging seminars/workshops on gender and sexuality diversity	ULM together with PO
Arrange annual workshops for PhD candidates and other temporary employees with training on sexual harassment and how to handle a report.	PØ
Establish a low-threshold service where employees who experience bullying/harassment can contact a neutral party for a conversation before deciding whether they want to take the case further.	Management

### 6.6 Competence and career development

<b>Competence and career development - NIH shall</b>	<b>Responsibility</b>
Establish a leadership development programme to include topics on gender equality, diversity and inclusion perspectives.	PØ together with management
Implement measures to improve the diversity balance among research group leaders with special focus on large projects.	Heads of department
Offer women who wish to pursue personal promotion to professor by the end of 2025 to participate in a promotion project based on: <ul style="list-style-type: none"> <li>• facilitate promotion in everyday work</li> <li>• inform about requirements for and preparation of applications for personal promotion</li> <li>• offer participants mentors and other informal tutors</li> <li>• arrange joint gatherings with exchange of experience and networking</li> <li>• arrange writing workshop</li> </ul>	Heads of department/ Management
Offer competence measures for women in technical and administrative positions who qualify for management positions	CE/AL/management
Offer presentation and media training courses to academic staff.	COME
Have a personnel policy adapted to the employees' life phase and offer opportunities for professional development.	PØ

### 6.7 Information and awareness-raising work

<b>Information and awareness-raising work – NIH shall</b>	<b>Responsibility</b>
Strive to satisfy DIFI's recommendations and rules for accessibility on NIH's internal and external websites.	COME

Ensure that gender equality and diversity are visible in the college's profiling, information material, printed matter, use of images and through public commemorations. We must have a conscious attitude to how we appear in all the college's channels.	ULM together with KOMM and the Student Union
Develop a comprehensive marketing strategy for studies at NIH, and the information materials must be designed to appeal to diversity	COME
Establish and disclose clear rules for communication via e-mail, and consequences if these are violated.	Management

## 7. Responsibility and follow-up

Responsibility for gender equality and diversity is binding in all activities at NIH.

### 7.1 Clarification of responsibility

The responsibility for systematic work on gender equality, diversity and inclusion lies with the university college's management and the individual department and department heads. The individual employee and student are responsible for helping to ensure that the action plan is followed up at the college. All employees have a statutory duty to inform their employer or safety representative about possible harassment or discrimination at the university college. Procedures for this can be found in the HSE handbook.

In some areas, authority and task management have been delegated to councils and committees at the university college. This applies in particular to:

- Study Committee
- Committee for Research Training
- Appointments Committee

In addition, a committee has been appointed that has an advisory and fulfilling function. This applies in particular:

- Committee for Gender Equality and Diversity
- The Working Environment Committee
- Learning Environment Committee

### 7.2 Follow-up

#### 7.2.1 Committee for Gender Equality and Diversity (ULM)

ULM's main task is to provide expertise and advisory body for NIH on issues related to diversity and equality. The committee's main task is to help ensure that the leaders at NIH work actively and purposefully with diversity. This means that the committee shall have a visible, outreach and active role in the organisation, and independently propose measures.

ULM consists of one representative from the employees in technical and administrative positions and one from the employees in academic positions who

are appointed for two years at a time. In addition, the Communications Department has a representative on the committee. The students are represented, and the committee is chaired by the rector. ULM has 4-5 meetings per year and is required to report to the NIH Board. The PØ is responsible for leading and facilitating the committee's work.

### **7.2.2 Annual report to the Board of Directors**

The Human Resources and Finance Department shall prepare an annual report to the Committee for Equality and Diversity on how the various units at NIH follow up the adopted action plan. The committee shall check that the intention of the action plan is followed up. The committee shall also ensure that an annual report is presented to the Board.

## **Appendix 1: Legislation**

The purpose of the Equality and Anti-Discrimination Act is to promote equality and prevent discrimination on the basis of sex, pregnancy, leave at birth or adoption, care duties, ethnicity, religion, life stance, disability, sexual orientation, gender identity, gender expression, age and other significant aspects of a person. By equality is meant equality, equal opportunities and equal rights. Gender equality presupposes accessibility and facilitation.

The prohibition includes discrimination on the basis of existing, assumed, past or future circumstances, and also applies if a person is discriminated against because of his affiliation with another person.

Discrimination means direct or indirect differential treatment pursuant to sections 7 and 8 that is not lawful pursuant to sections 9, 10 or 11.

The following laws apply to the NIH:

- [The Equality and Anti-Discrimination Act](#)
- [Chapter 13 of the Working Environment Act](#)
- [The Discrimination Ombudsmen Act](#)

## **Appendix 2: Activity and reporting obligation**

### **The duty of employers**

All Norwegian enterprises shall work actively, purposefully and systematically to promote equality and prevent discrimination through their HSE work. Through systematic work, the purpose is to avoid as far as possible cases of discrimination, as it is very stressful for the person concerned and for the business. The general duty to take action envisages identifying the gender equality challenges that exist and doing something about them before it develops into a conflict or complaint case.

### **The activity obligation**

All employers in Norway subject to a general duty of activity described in Section 26 of the Equality and Anti-Discrimination Act, first paragraph.

In addition, a specified and specific duty described in Section 26, second paragraph, of the Equality and Anti-Discrimination Act applies.

#### The enterprises covered by the activity obligation shall: a)

Investigate whether there is a risk of discrimination or other obstacles to gender equality<sup>4</sup>

b) Analyse the causes of identified risks c)

Implement measures that are suitable to counteract discrimination and contribute to increased equality and diversity in the enterprise

d) Assess the result of the work pursuant to points a to c

The basis for discrimination has been expanded and is covered by the following grounds:

- Gender
- Disability
- Sexual orientation
- Gender identity and expression
- Religion and beliefs
- Ethnicity

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<sup>4</sup> New to the enhanced duty is that employers, as part of subsection (a), must also carry out a wage survey and a survey of involuntary part-time work. The survey will be done every other year.

- Caregiving duties
- Pregnancy, parental leave and adoption

Employers must also work to prevent gender-based violence, harassment and sexual harassment and compound discrimination

**Areas the employer will work with**

The assessment of risks and obstacles shall be carried out in the following areas:

- Rekruttering
- Salary and working conditions
- Promotion
- Development/training
- Facilitation
- Combination of work and leisure

**An account of the work to fulfil the activity obligation**

In part two of the reporting obligation, the employer must explain what has been done to fulfil the activity obligation section 26 (a) to (d).

The report is made through the NIH's annual report.

### Appendix 3 – status as of 01.11.20

#### Gender balance at NIH - total number of employees and temporary employees

Gender balance at NIH 2020 (DBH.no)	Gender balance as of 01.11.20			Average posts at 01.11.20		
	% women	% men	Total full-time equivalents	% women	% men	Total full-time equivalents
<b>Total NIH</b>						
2020	45,6%	54,4%	232	49,6%	50,4%	78,6
2019	46,8 %	53,2%	231	48,9%	51,1 %	78,6
<b>Administrative and technical positions</b>						
<i>Management positions - adm*</i>						
2020	100,0 %	0,0%	1,0	-	-	-
2019	100,0 %	0,0 %	1,0	-	-	-
<i>Middle management positions - adm**</i>						
2020	57,2 %	42,8 %	21	50 %	50 %	2
2019	54,5 %	45,5 %	22	0	100 %	2
<i>Case officer/investigator***</i>						
2020	74,3 %	25,7 %	39,8	73,7 %	26,3 %	3,8
2019	79,9 %	20,1 %	41,9	89,6 %	10,4 %	5,8
<b>Teaching and research positions</b>						
<i>Full-time equivalents in associate positions of academic positions excl. Fellows****</i>						
2020	37,8 %	62,2 %	68,5	46,3 %	53,7 %	18,80
2019	39,4 %	60,6 %	67,1	45,9 %	54,1 %	18,75
<i>Professors I and II (also included in all associate professorships above)</i>						
2020	37,2 %	62,8 %	28,7	23,1 %	76,9 %	1,3
2019	36,5 %	63,5 %	26,8	12,5 %	87,5 %	1,6
<i>Percentage of full-time equivalents in recruitment positions of teaching, research and dissemination positions*****</i>						
2020	45,9 %	54,1 %	40,5	45,9 %	54,1 %	40,5
2019	43,1 %	56,9 %	43,2	43,1 %	59,9 %	43,17

\* Adm dir (1062)



*\*\* PØ chief (1056), Comm chief (1057), ICT chief (1407), AFB chief (1407), Head of Studies (1407), Property manager (1407),*

*Head of Section (Head of Department 1475), Head of Archive (1072), Head of Section (1211) and Head of Office (1054)*

*First Counsellor (1069), Secretary (1070), First Secretary (1063), Adviser (1064), Adviser (1065), First Adviser (1408), Adviser (1434), Special Adviser (1220), Senior Adviser (1363) and Senior Adviser (1364),*

*professor (1013), adjunct professor (9301), associate professor (1011), senior lecturer (1198), postdoctoral fellow (1352), scientist (1109, 1110, 1183),*

*Fellows (1017 and 1378)*