

Action Plan 2024–2026

Equality, Diversity, and Inclusion at the Faculty of Science and Technology



UNIVERSITY OF BERGEN

Introduction

The Faculty of Science and Technology, through its [employer's activity duty and the duty to issue a statement](#) and [UiB's strategy](#) and [Action Plan for diversity, inclusion, and equal opportunity](#), is obliged to actively work on improving equality, diversity, and inclusion at the faculty. As an educational institution and societal actor, this responsibility extends to both our own employees and students, in research, dissemination, and collaboration with external organizations and stakeholders.

The Faculty of Science and Technology aims to be a role model in this area by actively addressing these issues and highlighting that diversity is an enrichment and a necessity for our success in research, dissemination, and teaching. The faculty strives to be clear and proactive in its work on equality, diversity and inclusion.

The Action Plan for Equality, Diversity and Inclusion (EDI) will outline the specific areas the faculty intends to focus on during the period from 2024 to 2026, while also providing guidance for local efforts within the departments. Clear assignment of responsibility in the faculty leadership demonstrates a commitment to prioritizing work on equality, diversity and inclusion. However, successful implementation requires the involvement of all stakeholders in training initiatives, cultural work, and executing the actions listed in the plan. Additionally, alongside new focus areas, the faculty will continue its efforts related to gender balance through the GenderAct 2 project, which specifically addresses "resistance" to EDI work¹.

The knowledge base, primarily focused on gender balance and representation, is limited to the target of achieving 40% gender representation for both sexes. We use the legal definition of gender here. Lack of statistical data at the unit level is due to privacy and GDPR considerations. For other factors such as disability, sexual orientation, etc., status and reporting will be linked to specific activities.

The various grounds for discrimination mentioned in the action plan stem from the definitions in the Equality and Anti-Discrimination Act.²

¹ Examples of resistance include undermining (Jones et al 2021), diverting attention, appearing engaged but not acting accordingly (Brorsen et al 2021), avoidance, informal practices that sabotage formal procedures and mechanisms for equality and maintain the status quo (Peterson et al 2021), or denial that inequality exists.

² [Act relating to equality and a prohibition against discrimination \(Equality and Anti-Discrimination Act\) - Chapter 1. Introductory provisions - Lovdata](#)

In Appendix 1, we present an overview of gender balance/representation trends in education and among employees at the faculty. Notably, the overall proportion of women in permanent academic staff is approximately one-fourth. Gender balance is generally good for technical positions, while administrative positions show a significant majority of women³

Regarding other discrimination grounds beyond gender, there is limited local-level statistical data. We do know that Faculty of Science and Technology has a substantial number of international employees. In 2023 alone, 50% of recruitments for permanent academic positions were foreign nationals, which means we have a large group of employees whose first language is not Norwegian.

Negative attitudes persist toward homosexuals, lesbians, bisexuals, and individuals with different gender identities and expressions, despite positive societal trends. This context underscores the need to emphasize diversity perspectives in the action plan.⁴

Vision and Overall Goals for the Action Plan

The Faculty of Science and Technology aims to create an environment where students, employees, and visitors feel welcome and included regardless of gender, ethnicity, religion, worldview, disability, sexual orientation, gender identity, gender expression, or age. The action plan serves as a tool to facilitate equality, promote diversity, and prevent discrimination.

3 [Fakultetsstyresak 2024/68](#)

4 <https://www.buudir.no/statistikk-og-analyse/LHBT/holdninger>

High-Level Goals and Measures

Goal 1: The EDI work shall be firmly anchored within the faculty and department leadership. Department and faculty leaders shall have good knowledge about equality, diversity and inclusion work and relevant measures. During this plan period, the faculty will have a particular focus on diversity, at the same time as the work on gender equality continues.

Sub-goal 1.1: Responsibility for EDI work should be owned by the scientific and administrative leadership at the faculty and department levels

No.	Measure	Responsible
1.1.1	Competence and experience with EDI work will be requested and weighted when recruiting leaders to the faculty.	Faculty and department leadership
1.1.2	Equality, diversity and inclusion work at the departments will be a monthly topic in the faculty's leader group meetings.	Faculty leadership
1.1.3	Equality, diversity and inclusive work shall be a topic in appraisal interviews with heads of department and heads of administration.	Dean and department leaders

Sub-goal 1.2: The leadership at the faculty and departments should have high competence in EDI work, particularly focused on diversity.

No.	Measure	Responsible
1.2.1	The faculty's leader group will be offered training through a new "Leadership Program for EDI work".	Faculty and department leadership

Sub-goal 1.3: The faculty will continue to work on gender balance and equality throughout the plan period, with particular attention to resistance and obstacles to balance work.

No.	Measure	Responsible
1.3.1	The departments should implement, evaluate, and revise measures in local action plans for gender balance, equality, and diversity during the plan period.	Department leadership
1.3.2	The faculty will work on gender balance and equality through the Balance project GenderAct2 during the plan period.	Faculty and department leadership
1.3.3	The faculty should continue its allocation of equality funds, and in line with central guidelines, also use these funds for measures to improve diversity and recruitment.	Faculty leadership

Gender Balance and Equality

The faculty has has a strong focus on improving gender balance and equality within the GenderAct project in the previous plan period. In the current plan period, the faculty will continue the important work of cultural change and concrete measures through the follow-up project GenderAct 2. The project is particularly aimed at resistance to EDI work. For 2024, the faculty board has set a target that the proportion of women recruited to associate professor positions should be at least 40%, while for employees in adjunct positions, a target of 50% women has been set.⁵

Goal 2: Equal opportunities for all, regardless of gender, improved gender balance and equality at the faculty among employees and students, and a fair and inclusive practice for work distribution.

Sub-goal 2.1: The faculty shall continue its work on changing culture and attitudes, with particular focus on resistance to balance work. Targeted efforts will be made to raise the competence of research leaders and research group leaders.

No.	Measure	Responsible
2.1.1	Competence building for the faculty's leadership group by giving resistance to balance work a central place in the Leadership Program for EDI work.	Faculty and department leadership
2.1.2	Establish a Research Leader Program under the auspices of GenderAct 2 - initially for two pilot departments.	Faculty and department leadership

Sub-goal 2.2: Good gender balance in academic positions in line with the faculty's current targets.

No.	Measure	Responsible
2.2.1	<p>Conduct regular and mandatory training for leaders, hiring boards, and evaluating committees related to gender balance, diversity and equality, to ensure compliance with the following:</p> <p>Gender balance issues must be addressed at all stages of the recruitment process. This must be documented when submitting recommendations.</p> <p>The academic staff must take active initiatives to identify potential candidates of the underrepresented gender – search committees shall be used for all announcements of permanent academic positions.</p> <p>If an advertised position does not have applicants of the underrepresented gender, the head of department, in collaboration with the dean, must consider whether the position should be re-advertised with enhanced measures to attract qualified applicants.</p> <p>If none of the underrepresented gender is ranked in the recommendation from the head of department, the position should normally be re-advertised. The dean, in collaboration with the head of department, will assess whether there are compelling reasons not to re-advertise.</p>	Dean, department leadership, HR
2.2.2	Contribute to CV building for the underrepresented gender by including career planning in the appraisal interview and focusing on participation in meritorious tasks.	Department leadership, in collaboration with the local academic staff, research coordinator, the Phd programme board
2.2.3	Tenure track positions ("innstegstillinger") to recruit talents of the underrepresented gender should be used as a tool.	Department and faculty leadership

⁵ https://www.uib.no/sites/w3.uib.no/files/attachments/3 - nokkeltall_og_fastsetting_av_maltall.pdf

Sub-goal 2.3: The faculty should have an increased focus on career development for the underrepresented gender in academic positions.

No.	Measure	Responsible
2.3.1	The plan for promotion to professor should be on the agenda in appraisal interviews with associate professors. The head of department should pay particular attention to supporting and facilitating associate professors of the underrepresented gender to qualify for promotion.	Head of department
2.3.2	University PhD fellowship positions should be actively used to prioritize associate professors of the underrepresented gender who are working to qualify for promotion to professor. This applies especially to newly appointed ones, and a start-up package with a PhD fellowship position should normally be offered to all associate professors of the underrepresented gender.	Head of department
2.3.3	Available equality funds, in addition to diversity measures, should be directed towards associate professor positions of the underrepresented gender to facilitate faster career development, as well as the recruitment of adjunct positions of the underrepresented gender. Prioritization in the allocation of strategic research funds, allocation of operating funds, and other career-promoting funds should also be used.	Faculty and department leadership

Sub-goal 2.4: Improve gender balance in other job categories

No.	Measure	Responsible
2.4.1	A working group should be established with a mandate to identify measures to improve gender balance in technical and administrative positions. The activities should be incorporated into the action plan from 2025.	Faculty director

Sub-goal 2.5: Improve gender balance among students

No.	Measure	Responsible
2.5.1	Departments that have challenges with gender balance in their study programs should work purposefully with recruitment measures to attract more applicants of the underrepresented gender.	Heads of education, study administration
2.5.2	Special measures should also be considered to support students of the underrepresented gender in the study to ensure good retention and prevent dropout.	Heads of education, study administration
2.5.3	Research-based measures should be identified and implemented to ensure that gender disparities/biases are minimized in education, and to raise awareness among educators about gender and diversity perspectives for fair and universal design of our educational offerings.	SERC



Sub-goal 2.6: The faculty shall be a fair and inclusive employer, where everyone has equal opportunities regardless of gender. Special emphasis shall be placed on gender both in the distribution of non-meritorious tasks and representation in leadership positions.

No.	Measure	Responsible
2.6.1	The departments shall consider gender when distributing both meritorious and non-meritorious responsibilities and tasks.	Department leadership
2.6.2	Academic staff of the underrepresented gender shall be given protected time to work on meritorious tasks. This is particularly important for associate professors before achieving promotion to professor.	Department leadership
2.6.3	The departments shall actively work to achieve a clear improvement in gender balance in research leadership. Systematic and targeted efforts shall be made to achieve a significant increase in project leaders of the underrepresented gender in applications (SFF, TMF, etc.).	Department leadership

Sub-goal 2.7: The faculty shall practice zero tolerance for unwanted sexual attention and sexual harassment.

No.	Measure	Responsible
2.7.1	All employees and students shall be made aware of UiB's routines and guidelines for sexual harassment ⁶ and reporting channels ⁷ , as well as routines for individuals who experience or observe sexual harassment.	Faculty and department leadership, study administration
2.7.2	The faculty shall establish a working group with a mandate to develop a code of conduct and training/briefing routines for field and expedition activities to prevent sexual harassment and unwanted sexual attention during such activities.	Faculty and department leadership, HR section

⁶ <https://www.uib.no/student/104396/retningslinjer-konflikter-mobbing-trakassering-og-seksuell-trakassering-som-ber%C3%B8rer>

⁷ <https://www.uib.no/varsling>

Diversity and Inclusion

Goal 3: Employees and students at the Faculty of Science and Technology shall experience belonging, feel included, and have equal opportunities based on their abilities, regardless of gender, ethnicity, religion, belief, disability, sexual orientation, gender identity, gender expression, or age.

Sub-goal 3.1: The faculty shall be an open, diverse workplace where everyone feel they belong, are a valued part of the community, and are able to participate in the workplace.

No.	Measure	Responsible
3.1.1	Local measures for diversity and inclusion shall be developed and incorporated into local action plans, tailored to the local challenges at the departments	Department leadership
3.1.2	Diversity and inclusion work at the departments shall be broadly anchored in relevant committees and councils, among group leaders, safety delegates, HSE coordinators, and students	Department leadership
3.1.3	Information on important topics shall be communicated clearly and be available in both Norwegian and English.	Faculty and Department leadership
3.1.4	It is expected that all permanent employees learn Norwegian within three years of employment. Permanent employees with a mother tongue other than Norwegian, Swedish, or Danish shall be offered Norwegian language training.	Leader and HR

Sub-goal 3.2: Students at the faculty, regardless of gender, ethnicity, religion, belief, disability, sexual orientation, gender identity, gender expression, or age, shall have good and equal academic development opportunities throughout their studies. There shall be a culture of systematic and good reception of new students at the department and the faculty.

No.	Measure	Responsible
3.2.1	Study administration and heads of education at the departments will be offered training/courses on diversity and inclusion.	Head of study section, vice-dean for education
3.2.2	The faculty will establish a training program on diversity and inclusion for student representatives.	Head of study section, vice-dean for education
3.2.3	The diversity of the student group shall be reflected in the faculty's recruitment efforts, use of images, and external communication.	Faculty and department leadership, in collaboration with communication staff and study administration
3.2.4	The departments shall have a special focus on inclusive reception of students from outside the EU/EEA, and all such students shall be assigned a buddy/mentor during the first week	Study administration, student organizations ("fagutvalg")
3.2.5	There shall be a culture of inclusion for international students and exchange students, and efforts shall be made to ensure that academic and social events at the institutes include parts of the program in English. This is especially important at the start of studies.	Study administration, student organizations ("fagutvalg"), in dialogue with other student associations ("linjeforeninger")
3.2.6	The faculty and departments have a responsibility to ensure that students who feel particularly vulnerable due to geopolitical/security issues are taken care of.	Faculty and department leadership

The faculty will have a special focus on two themes in diversity work during the current plan period. This is detailed in sub-goals 3.3 and 3.4 with the following measures:

Sub-goal 3.3: The faculty will have a special focus on competence building and measures related to the group consisting of people with an immigrant/multicultural background during the plan period.

No.	Measure	Responsible
3.3.1	Topics related to immigrant/multicultural background will be addressed in a separate module in the faculty's leadership program for equality, diversity and inclusion (EDI) work.	Faculty leadership
3.3.2	The faculty will offer training for employees in the study and HR administration as part of competence building and support for this group of employees in their role as frontline contact.	Head of studies, HR manager
3.3.3	The faculty will develop and offer an annual workshop on language and inclusion as a measure for employees who do not have Norwegian as their first language, based on existing programs at GEO (Department of Earth Science).	Faculty and department leadership
3.3.4	The faculty will create meeting places that promote inclusion, unity, and well-being, such as International Day and Language Café.	Faculty and department leadership
3.3.5	The faculty and departments have a responsibility to ensure that employees who feel particularly vulnerable due to geopolitical/security issues are taken care of.	Faculty and department leadership

Sub-goal 3.4: The faculty will have a special focus on competence building and measures within the theme of sexual orientation, gender identity, and gender expression during the plan period.

No.	Measure	Responsible
3.4.1	The faculty's leadership group will receive real competence building by addressing sexual orientation, gender identity, and gender expression as a separate module in the faculty's leadership program for EDI work.	Faculty leadership
3.4.2	The faculty will offer training for employees in the study and HR administration as part of competence building and support for this group of employees in their role as frontline contact.	Head of studies, HR manager
3.4.3	The faculty will be visibly inclusive towards LGBTQ+ individuals ⁸ , for example, by using symbols such as rainbow flags, rainbow banners, and events related to pride.	Faculty and department leadership

Sub-goal 3.5: The faculty will have zero tolerance for discriminatory behavior, bullying, and harassment related to all grounds of discrimination, including gender, ethnicity, religion, belief, disability, sexual orientation, gender identity, gender expression, or age.

No.	Measure	Responsible
3.5.1	All employees and students will be made aware of UiB's routines and guidelines for bullying and harassment, reporting channels, and routines for individuals who experience or observe such behavior.	Faculty and department leadership, study administration

⁸ [Lhbt+-ordlista | Bufdir](#)

Reference Documents

[UiB Strategy](#)

[Faculty of Mathematics and Natural Sciences Strategy 2023–2030](#)

[Handlingsplan LHBTIQ Trygghet, mangfold og åpenhet \(not available in English\)](#)



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