

Approved at IDF and board meetings in June 2015

Ethical Guidelines for the Oslo National Academy of the Arts

Introduction

The Oslo National Academy of the Arts' ethical guidelines shall help increase our focus on professional and institutional issues that require particular ethical consideration, and they will underpin the work done at the Academy in the same way as the Ethical Code of Practice (*Vær Varsom-plakaten*) underpins the work of the Norwegian press.

Though the ethical guidelines often do not provide clear-cut answers, they are meant to promote responsibility, critical thinking and debate.

The Academy's ethical guidelines will be incorporated into the informational material that all new employees and students receive. The guidelines shall also always be available on the Academy's web pages.

All employees have a duty to familiarise themselves with the guidelines and adhere to them.

The ethical guidelines for the Academy's employees consist of the following:

1. Ethical Guidelines for the Public Service

Ethical Guidelines for the Public Service (note that the English version was not updated after the 2012 revision)

2. Ethical Guidelines for Employees of the Oslo National Academy of the Arts

The following guidelines also apply:

The Oslo National Academy of the Arts' guidelines for conflict management

Whistle-blowing procedures for employees and students

Ethical guidelines for artistic research and development

General guidelines on ethics in research

Ethical basis for international cooperation

Ethical guidelines for students

Ethical Guidelines for Employees of the Oslo National Academy of the Arts

These guidelines are a supplement to *Ethical Guidelines for the Public Service*.

2.1. General guidelines

Zero tolerance for bullying and harassment

At the Oslo National Academy of the Arts we practise zero tolerance for bullying and harassment in the workplace.

“Bullying” and “harassment” refer to situations where individuals feel they are subjected to negative behaviour from others in a way that threatens their own well-being, dignity and self-respect. Such behaviour may be either a single, offensive act or a series of acts that become a psychological burden when repeated over time.

Gifts and remunerations

The Academy follows the Norwegian state’s general guidebook on receiving gifts in the line of duty. This guidebook aims to describe the type of behaviour that is both expected and acceptable from government officials and civil servants. The guidebook describes certain situations and dilemmas that may arise and enumerates criteria for evaluating how to act in a given situation.

See [the general guidebook on receiving gifts in the line of duty](#).

A particular issue for employees is that they should not receive any form of remuneration for supervision and/or teaching in addition to what has been agreed upon with the Academy. If students wish to express their appreciation for the teaching and/or supervision by giving a gift to an employee during the period in question, the employee should consider whether accepting such a gift will have adverse consequences. In case of doubt, employees should contact their immediate superior.

Involving third parties in conflicts

The Academy has drafted its own guidelines on conflict management, adopted by the Working Environment Committee on 9 December 2014.

See [the Academy’s guidelines on conflict management](#).

When conflicts arise between employees or between an employee and a student, the involved parties should always attempt to resolve the situation themselves. If an employee or student finds a certain relationship to be so problematic that further cooperation seems impossible, they should consider involving their immediate leader/superior in determining whether the current educational or supervisory relationship should be terminated or renegotiated.

Whistle-blowing

We seek transparency and will work for a healthy environment of free speech. Should you come across any wrongdoing that may be detrimental to the Academy or to individuals at the Academy, we would like you to report this immediately.

Employees and students are encouraged to blow the whistle if wrongdoing should take place that is not in accordance with these guidelines. The whistle-blower's concerns shall be addressed in a dignified and sincere manner.

As an employee, you have the right and in certain instances the duty, pursuant to the Working Environment Act, to report cases where you experience harassment, discrimination and mistakes or deficiencies that may impose a threat to your life or health.

It shall be safe for you to act as a whistle-blower, and you shall be sure that the case will be addressed.

We refer to the Academy's guidelines: <https://cp.compendia.no/kunsthogskolen-i-oslo/kunsthogskolen-i-oslo-hms-handbok/64998>.

2.2. Particular ethical guidelines for teaching and supervision

The guidelines apply to all types of teaching and supervision. The employee must be cognisant of his or her role as the student's teacher or supervisor also in contexts outside of the Academy, for example when the employee and the student act as colleagues in professional settings.

The Academy expects that the employee shall carry out all activities in a professional, benevolent and ethically defensible manner. The employee is expected to help ensure that the teaching and supervision work optimally in an interactive process with the student.

The employee-student relationship

Employees must show respect for the student's personal and academic integrity and refrain from acts or statements that may be perceived as violating the student's dignity.

Employees shall respect the student's personal integrity and shall show due consideration to gender, ethnicity, religion/belief system, sexual orientation, body issues, life situation, age and the like. This must nonetheless not prevent the employee from addressing undesirable behaviour, language, clothing and the like that may be perceived as rude or offensive.

Asymmetry in educational and supervisory relationships

In education there is an asymmetrical relationship between the teacher and the student. The employee shall not exploit his or her professional knowledge and authority to gain professional or personal benefits at the expense of the student.

Dual relationships

Dual relationships in the employee/student relationship should not exist.

A "dual relationship" refers to a case where the employee assumes other roles than his or her professional one whilst interacting with the student, for example when the employee is romantically engaged with the student or is closely related to him or her. There might also be cases where the employee has a financial interest in the student. The employee must be cognisant of his or her role and bears a particular responsibility to not initiate relationships that put the student in a difficult or vulnerable position. Dual relationships may also lead to conflicts of interest when evaluating the student's work.

It is the employee who is obligated to notify their immediate superior of any such situation. As a general rule the teacher-student relationship should be terminated; if for whatever reason this proves impossible, the parties must attempt to find other suitable solutions. In that case, the parties must be conscious of their deviating from the general rule and hence exercise due caution in their further work.

Trust and confidentiality

The employee must view him- or herself as exercising a professional role and must view the relationship with the student as a professional one. This means that the employee must endeavour to separate any private interests from the professional focus inherent in an educational and supervisory relationship.

The employee shall demonstrate loyalty and exercise great caution and discretion when referring to colleagues and students and shall demonstrate loyalty to his or her workplace. Confidential and personal information provided by the student to the employee shall be treated confidentially.

If the employee believes that the student needs personal help and that this is relevant to their academic life, the employee should as a general rule encourage the student to seek assistance from the correct entities.

See the Academy's procedures for following up students who are hurt or mentally unbalanced:

<http://www.khio.no/intranett/for-students/helse-og-velferd#sio-helse>.

By virtue of working at the Academy, the employee is subject to the normal duty to confidentiality and shall sign a statement of confidentiality upon being employed and also when for example serving as a member of a jury, committee or panel.

For a statement of confidentiality form, see <https://cp.compendia.no/kunsthogskolen-i-oslo/kunsthogskolen-i-oslo-personalhandbok/128591>.

Academic integrity

If the employee wants to use a student's or a colleague's data or research findings in his or her own publications or research, the employee must receive advance permission from the person in question. If such material is used, the employee must follow the conventions for good citation practice when referring to and crediting the professional contributions of other scholars.

Copyright

The Academy's students and employees shall have a high degree of awareness about their own and others' rights as creators, and they are obligated to familiarise themselves with current copyright laws and regulations. It is important to be aware of more recent copyright provisions that deal with open access or protecting one's own works.

See <https://lovdata.no/document/NL/lov/1961-05-12-2>.

Freedom of expression

Freedom of expression is a fundamental right and a keystone of artistic thinking and practice. The Academy's employees are encouraged to engage in critical thinking and in an ethical discourse on the freedom of expression and the responsibility of expression, as well as to focus on such issues under way when it is relevant to their project work. The tension between one's own freedom of expression and others' integrity and professional or ideological position shall be given a high degree of attention. Particular consideration shall be shown to groups or individuals who cannot be expected to be aware of the consequences of their participation in an art or design project. The emotions, ignorance or poor judgement of others shall not be exploited.

Guideline violations

Guideline violations may be given weight during a disciplinary procedure. Such violations are encompassed by the general rules governing official conduct and negligence, and as such they may be deemed to constitute official misconduct, or, in serious instances, may lead to prosecution and legal sanctions pursuant to general legislation.