

Report about the pilot project
Forum for Equity, Inclusion and Diversity at
Department of Teacher Education, NTNU,
August 2022 - December 2023

- An activity report



Delivered to Head of Department from the Forum for Equity, Inclusion and Diversity 07.11.23.

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Cover image: *Not your exotic*. Kiyoshi Yamamoto (2023). By courtesy of the artist.

¹ Sümer et al. 2023.

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Summary and recommendations

The Forum for Equity, Inclusion and Diversity was established at the Department of Teacher Education (ILU) at NTNU August 12, 2022 with the mandate to give strategic advice to the leadership about how to strengthen equity, inclusion, and diversity (shortened to LIM, from the Norwegian words *likeverd*, *inkludering* and *mangfold*) at the department. The establishment was a fulfillment of the means of action to “Opprette lederforankret forum for inkludering og mangfold” [Create a leader-based forum for inclusion and diversity, our translation] in order to reach the interim goal “Vi skal fremme likestilling og ivareta mangfold i arbeidet med å rekruttere og beholde ansatte og studenter” [We shall promote equality and safeguard diversity in the work to recruit and retain employees and students, our translation] as stated in ILU’s Annual plan 2022. This goal was followed up in the Department Board as shown in decision ILU 21/21 07.10.2021 (See the protocol in attachment 1). The decision made was “Styret ber instituttledelsen konkretisere innspillet i årsplanen” [The Board asks the department leadership to concretize the suggestion in the annual plan, our translation].

Questions of LIM at the department have become pressing on one hand due to rapid internationalization and diversification of staff at ILU, and on the other hand due to lack of teacher candidates with a diverse background representing Norwegian society and classrooms of today. LIM are thematized in the strategic plan 2018-25 of the department and became specifically written into the action plan in 2022. The establishment of the forum at ILU should be seen in connection to NTNU’s increased focus on diversity beyond gender equality, as expressed in NTNU’s *Developmental plan for gender equality and diversity 2023-25*.² NTNU’s new investment area from 2024, *community* [felleskap] is also a focus that walks hand in hand with the increased focus on equity, inclusion and diversity at ILU that the establishment of the forum aimed at.³ The establishment of the forum itself was one strategic outcome at the department to work with LIM issues. The forum is a pilot project, and the design of the forum has throughout the pilot project period been explorative and emerging.

The forum recommends that the forum is continued after the pilot project. The need to continue and systematize the work for equity, inclusion and diversity at ILU as an organization is ongoing. For the forum to be targeted and have positive influence, some aspects are of particular importance:

- The forum needs clear leader support, clear work tasks given by the leadership, and to be clearly used by the department.
- The forum needs a clear organization, enough internal time resources, and communication arenas and channels visible and well-known for staff and students. A Head of Forum with given time resource for the leadership task and a small but dedicated and time resourced forum is recommended.
- The department needs to know what the forum is, and what it is not. The difference between the forum and other organs like HR and the safety representatives, and how communication between the forum and these other organs takes place, needs to be clarified and then communicated to staff and students, but without making it more difficult for staff and students to contact the forum with concerns related to discrimination and exclusion.

Throughout this report the forum offers discussion points and recommendations that give more nuances to these comprehensive aspects. A Kif Committee for Gender Balance and Diversity in Research report in 2016 underlines the need for tailored measures based on an analysis of challenges at the local level.⁴ This report seeks to be such an analysis, based in the 18 month long pilot project period and the executive summary of *A survey on inclusion and diversity at ILU* by Sevil Sümer, Steven K. Holland and Britt Karin Utvær in 2023.⁵ With this activity report the forum offers discussion points and recommendations for the organization of a future forum and the continuous work with and for equity, inclusion and diversity at the Department of Teacher Education at NTNU.

² NTNU Norwegian University of Science and Technology 2023.

³ Javorovic 2023, June 26: unpaginated.

⁴ The Kif Committee for Gender Balance and Diversity in Research 2016.

⁵ Sümer et al. 2023.

Sammendrag og anbefalinger

12. august 2022 ble Forum for likeverd, inkludering og mangfold etablert ved Institutt for lærerutdanning (ILU), NTNU. Forumets mandat var å gi strategisk råd til ledelsen om hvordan likeverd, inkludering og mangfold (forkortet til LIM) kan støttes ved instituttet. Etableringen innebar en realisering av virkemidlet “Opprette lederforankret forum for inkludering og mangfold” for å oppnå delmålet «Vi skal fremme likestilling og ivareta mangfold i arbeidet med å rekruttere og beholde ansatte og studenter» som var nedfelt i ILUs årsplan for år 2022. Delmålet ble fulgt opp av instituttstyret i vedtakssak ILU 21/21 07.10.2021 (se protokoll i vedlegg 1). Vedtaket som ble gjort var at “Styret ber instituttledelsen konkretisere innspillet i årsplanen”.

Spørsmål knyttet til LIM ved instituttet har blitt presserende på den ene siden på grunn av rask internasjonalisering og mangfoldiggjøring av ansatte ved ILU, og på den andre siden på grunn av mangel på lærerstudenter med mangfoldige bakgrunner som representerer norske klasserom og det norske samfunnet i dag. LIM tematiseres i ILU’s strategiplan 2018-25 og ble spesifikt skrevet inn i årsplanen for 2022. Etableringen av forumet ved ILU må ses i forbindelse med NTNUs økte fokus på mangfold utover kjønnslikestilling, som nedfelt i NTNUs *Utviklingsplan for likestilling og mangfold 2023-25*.⁶ NTNUs nye tematiske satsningsområde *felleskap* fra år 2024 går hand i hand med det økte fokuset på likeverd, inkludering og mangfold ved ILU og intensjonen ved etableringen av forumet.⁷ Etableringen var i seg selv et strategisk resultat av beslutningen om å øke fokus på LIM ved instituttet. Forumet er et pilotprosjekt, og design av forumet har gjennom hele pilotprosjektperioden vært prøvende og i prosess.

Forumet anbefaler at det videreføres etter pilotprosjektperioden. Det er behov for å fortsette og systematisere arbeidet med likeverd, inkludering og mangfold ved ILU som en organisasjon. For å få til et målrettet forum som har positiv påvirkning, er noen aspekter særlig viktige:

- Forumet trenger klar lederstøtte, klare arbeidsoppgaver som tildeles av ledelsen, og å bli tydelig brukt av instituttet.
- Forumet trenger en klar organisering, tilstrekkelig interne ressurser i form av tid, og kommunikasjonsarenaer og -kanaler som er synlige og velkjente for ansatte og studenter. En leder av forumet som har tildelt ressurs for lederoppgaven og et lite men dedikert forum med ressurser i form av tid anbefales.
- Instituttet trenger å vite hva forumet er og ikke er. Forskjellen mellom forumet og andre instanser som HR og verneombudene, og hvordan kommunikasjon mellom forumet og disse andre instansene foregår, må klargjøres og så kommuniseres til ansatte og studenter, men uten at man gjør det vanskeligere for ansatte og studenter å henvende seg til forumet med bekymringer knyttet til diskriminering og ekskludering.

Gjennomgående i denne aktivitetsrapporten skriver forumet fram diskusjonspunkter og anbefalinger som gir flere nyanser til disse overgripende aspektene. Kif-komiteen for kjønnsbalanse og mangfold i forskning framhever i en rapport fra 2016 behovet for skreddersydde tiltak basert på en analyse av utfordringer på lokalt nivå.⁸ Denne rapporten forsøker å være en slik analyse, basert på den 18 måneder lange pilotprosjektperioden, og sammendraget fra rapporten *A survey on inclusion and diversity at ILU* av Sevil Sümer, Steven K. Holland and Britt Karin Utvær i 2023.⁹ Med denne aktivitetsrapporten foreslår forumet diskusjonspunkter og anbefalinger for et framtidig forum og det fortsatte arbeidet for likeverd, inkludering og mangfold ved Institutt for lærerutdanning, NTNU.

⁶ NTNU 2023.

⁷ Javorovic 2023, 26. juni: upaginert.

⁸ Kif-komiteen for kjønnsbalanse og mangfold i forskning 2016.

⁹ Sümer mfl 2023.

Structure of the report

After *Summary and recommendations*, the report offers discussion points for work tasks and comprehensive aims to support the continuous development of equity, inclusion and diversity at ILU which a future forum could assist. Then, the document reports and discusses the forum's background, mandate, the laws and strategies it rests on, the forum's main activities and organization during its pilot project period, before discussing challenges during the period. The report ends with some concluding remarks. The following attachments are included in the report:

- Attachment 1. Department board protocol, October 2021.
- Attachment 2. Mandate for the Forum for Equity, Inclusion and Diversity
- Attachment 3. Til Forum for inkludering og mangfold – punkter fra studentene 27.09.22.
- Attachment 4. Working structures for the forum as agreed about 15.12.22.
- Attachment 5. Staff survey about equity, inclusion and diversity.
- Attachment 6. Forum ILU staff presentation 10.10.2022.
- Attachment 7. Forum ILU staff presentation 18.11.2022.
- Attachment 8. Forum ILU staff presentation 17.02.2023.
- Attachment 9. Leadership visit in the Forum, Social Sciences.
- Attachment 10. Leadership visit in the Forum, Arts, Physical Education and Sports.
- Attachment 11. Leadership visit in the Forum, English and Foreign Languages.
- Attachment 12. Leadership visit in the Forum, Natural sciences.
- Attachment 13. First meeting and workshop 23.09.22.
- Attachment 14. Meeting agenda and meeting minutes 17.01.23
- Attachment 15. Meeting agenda and meeting minutes 28.02.23
- Attachment 16. Meeting agenda and meeting minutes 11.04.23
- Attachment 17. Meeting agenda and meeting minutes 11.05.23
- Attachment 18. Meeting agenda and meeting minutes 09.06.23
- Attachment 19. Meeting agenda and meeting minutes 30.08.23
- Attachment 20. Meeting agenda and meeting minutes 25.09.23
- Attachment 21. Meeting agenda and meeting minutes 24.10.23
- Attachment 22. Meeting agenda 06.12.23

Wikipage for the Forum for Equity, Inclusion and Diversity

The activities of the forum have been regularly documented throughout the pilot project period on the wikipage for the forum:

<https://innsida.ntnu.no/start/#/feed//12948ce5-786d-393d-96be-b1c556aeaca7>

Possible work tasks for the forum in the future:

Discussion points in a non-prioritized order

Organization development / department development

The forum might have as its task to:

- Receive specific work tasks from the leadership, like for example: to comment on strategy and action plans, different hearing documents, and to participate in the assessment of applications to the Rector's funding for gender equality and diversity at the departmental level, and further to be consulted on section level, on study program level and in ILU's different fora.
- Apply for external funding which can strengthen the work for equity, inclusion and diversity at the department, like the Research Council of Norway *BalanseHub* Call.
- Work with organization development, preferably in collaboration with external expertise like the *Equality and Anti-Discrimination Ombud* [Likestillings- og diskrimineringsombudet] and *Dembra - Democracy against Prejudice and Exclusion* [Dembra- demokrati mot fordommer og utenforskap] to develop for example: the staff's diversity competence [mangfoldskompetanse], leadership for diversity [mangfoldsledelse], the design of study programs to help attracting diverse students, discussions about curriculum and teaching practices to attract and be meaningful for under-represented and/or marginalized teacher candidates. An overarching goal is to recruit diverse teacher candidates and be found an interesting teacher education institution by diverse teacher candidates.
- Develop a 3 ECTS module about inclusion and diversity as an introduction for all newly employed staff, after a model from Chalmers University (part of ENHANCE European Universities of Technology Alliance, Work Package for Diversity and Gender Equality, which NTNU is also part of).¹⁰
- Arrange conversations and panels about diversity and inclusion, for example through being a link for all research groups that are already focusing on diversity and inclusion at ILU. One way of doing this could be to arrange a Diversity Café (Mangfoldskafé) twice a semester, modelling the *Kunnskapskafé*, where researchers at ILU could be invited to present their research followed by a discussion. Preferably, it should be open for staff and students.
- Initiate follow-up research [følgeforskning] in the form of in-depth interviews after the staff survey¹¹, and to continue doing follow-up research on all activities of the forum. A research responsible staff could preferably be appointed among the forum members, to distinguish this as an independent role from the Head of Forum. There should be a principle of independence between the Research Coordinator and Head of Forum.
- Be invited to leadership meetings, sections meetings, the educational forum, the research forum, the PhD forum, the safety representatives [verneombudene] and other fora and units, to discuss and workshop LIM issues.

¹⁰ ENHANCE Diversity and Inclusion Hub 2023.

¹¹ Sümer et al. 2023.

Recruitment and training

The forum might have as its task to:

- Work directly with the recruitment of under-represented and/or marginalized teacher candidates in close collaboration with other units at ILU, like the administration and the communication department.
- Initiate a student survey similar the staff survey¹² about equity, inclusion and diversity.

Initiatives and responses to issues

The forum might have as its task to:

- React to discrimination, racism, ableism and exclusion issues at the department which are reported to the forum by staff or students. Routines for collaboration with the leadership, HR and the safety representatives when such issues are reported must be established in a way that does not make it more difficult to report issues of concern.
- Self-initiate activities (like workshops, discussions, ‘tankestreif’ [short reflection texts] on Innsidan, or social events) which the forum finds needed and valuable for the department.

Long-term goals that the Forum for Equity, Inclusion and Diversity could support at ILU

The forum might support the continuous development of:

- Diverse teacher candidate recruitment to ILU, teacher candidates that reflect, represent, and add value to the diverse Norwegian classrooms of today.
- Staff satisfaction, experiences of inclusion, safety and value, and respectful collaboration and communication across differences.
- Accessible teacher education, where accessibility is filtered down in all aspects of the institution: its study programs, physical facilities, digital resources, communication, and ways of organizing itself as a department.
- Thorough knowledge among staff and students about laws and regulations, especially the Equality and Anti-Discrimination Act [Likestillings- og diskrimineringsloven], and The activity duty and the duty to issue a statement [Arbeidsgivers aktivitets- og redegjøringsplikt].
- Thorough discussions and dialogues among staff and students around the importance and meanings of equity, inclusion and diversity at ILU.
- Enhanced access to research-informed knowledge among staff and students about the structural and personal consequences of discrimination, exclusion, ableism and racism in education and society.
- Increased quality and precision in use of terms and knowledge on equity, inclusion and diversity in the department sections and fora, based on research, laws and strategies.
- A spirit of community and hope for a diverse and inclusive teacher education at ILU.

¹² Sümer et al. 2023.

Background, mandate and activation of laws and strategies

The forum has emerged out of staff and student request at the department to increase the focus on equity, inclusion, and diversity due to rapid changes, growth, and internationalization at ILU. The forum's background, mandate and bases in the Equality and Anti-Discrimination Act, the employer's Activity duty and the duty to issue a statement, as well as NTNU and local ILU strategic plans are described here.

Standing on the shoulders of others

The establishment of a Forum for Equity, Inclusion and Diversity did not happen by itself. The forum wishes to acknowledge that the establishment of the forum stands on the shoulders of the work of those who paved the way for it. It was the work of the Department Board during the leadership period 2017-21 with Torberg Falch as Head of Department that led up to the decision that a leadership supported forum for inclusion and diversity is needed at ILU. The suggestion about a forum for inclusion and diversity was brought to the former board by PhD candidate Gry Ulrichsen and Professor Rose Martin. Gry Ulrichsen was part of the board. The suggestion to establish a forum was then written into the ILU Action Plan 2022 by Head of Department from August 2021, Ingrid Thowsen. The decision to follow up on the action plan suggestion was made in October 2021 by the new Department Board (see the protocol in attachment 1), and it was Ingrid Thowsen who decided to turn the board decision into reality in August 2022. The forum had thus gone from a staff request to reality at the department

Mandate for Forum for Equity, Inclusion and Diversity

The mandate for the forum was developed after the establishment of the forum August 12, 2022, and received its final form as decided October 17, 2022, by Head of Department after a process involving the leader meeting. The mandate says (see attachment 2 for Norwegian version)

Aims and tasks

The establishment of the forum is grounded in a Department Board decision from 2021, as well as in the Department of Teacher Education (ILU)'s annual plan for 2022. Diversity and inclusion are articulated as important dimensions in several aims in the strategic plan 2018-25 and annual plan 2022.

The forum will function as an advisory body to the Head of Department. The forum will discuss what equity, diversity and inclusion imply as distinct and complex concepts and use the Forum's understandings of the concepts to identify opportunities and challenges related to equity, inclusion and diversity in ILU's organization and activities. The forum will recommend measures that can strengthen work with equity, diversity and inclusion at ILU and provide suggestions for strategic development in the long term, and annual action plan in the short term. The measures will cover the entire organization: recruitment (of employees and students), administration, research, the study programs, teaching, dissemination, collegial collaboration, work environment, and partnership with the field of practice.

Working methods

The Forum is appointed for a pilot period lasting from 2022 to 2023. The Head of the Forum is appointed by the Head of Department during the pilot period until the end of 2023. A continuation of the forum will be considered continuously during the pilot period and as part of the work with the 2023 and 2024 annual plan.

The Head's main task is to facilitate and represent the Forum's work, and ensure that suggestions and recommendations given by the Forum/Head of Forum are based amongst the members of the forum.

The Head of Forum reports to the Head of Department.

The Forum has meetings at least once a semester.

The Forum presents proposals for measures to the Leadership Meeting at least once a semester and writes a report that is presented to the Department Board autumn 2023. Employees and students at ILU can contact the Forum and report issues they want the Forum to get involved in, focus on, or make recommendations about. Conversely, the Forum can find and create venues to reach out to employees and students.

Representation

The forum consists of administrative staff, academic staff and Department elected students, as well as external members.

The members of the forum are appointed by the Head of Department.

The Equality and Anti-Discrimination Act and The Employer's Activity Duty and the Duty to Issue a Statement

The work of the forum is based in the Equality and Anti-Discrimination Act. The Act states that discrimination on the basis of "gender, pregnancy, maternity leave at childbirth or adoption, care responsibilities, ethnicity, religion, belief, disability, sexual orientation, gender identity, gender expression, age or a combination of these bases is forbidden. «Ethnicity» includes national origin, descent, skin colour and language». ¹³ The Act further specifies that "The prohibition includes discrimination on the basis of actual, assumed, former or future factors specified in the first paragraph». ¹⁴ The Act further writes about how «Discrimination» means direct or indirect differential treatment that puts the person discriminated against in a worse position or gives the person a worse treatment than other persons. ¹⁵ This means that when the forum works for diversity, it does so based in a definition of diversity in a perspective of legal rights [mangfold i et rettighetsperspektiv]. Thus the forum understands diversity as:

[...] et rettighetsbegrep med forankring i nasjonalt lovverk samt internasjonale avtaler og konvensjoner som skal beskytte sårbare grupper og sikre at alle mennesker har ytringsfrihet, diskrimineringsvern og like muligheter til å delta i alle deler av samfunnslivet. ¹⁶

[a concept of rights anchored in national legislation as well as international agreements and conventions that must protect vulnerable groups and ensure that all people have freedom of expression, protection from discrimination and equal opportunities to participate in all parts of social life, our translation]

Different understandings of the concept of rights exist, and the concept is complex, but as *NOU2016:16 Ny barnevernslov – Sikring av barnets rett til omsorg og beskyttelse* [New Child Protection Act – Securing the child's right to care and protection, our translation] points out, from a human rights perspective rights are understood as duties that the parties are bound to fulfill. ¹⁷

According to NTNU's developmental plan for gender equality and diversity 2023-25 "The Act requires NTNU to make active, targeted and systematic efforts to promote equality, prevent

¹³ Lovdata 2017: Chapter 2, Section 6.

¹⁴ Lovdata 2017: Chapter 2, Section 6.

¹⁵ Lovdata 2017: Chapter 2, Section 6-8.

¹⁶ Ogundipe et al. 2020: 17.

¹⁷ NOU2016:16 2016.

discrimination and promote inclusion”¹⁸ and “All units at NTNU have an obligation to report on their status and work actively on gender equality and diversity”¹⁹.

Based in this definition of diversity in a perspective of legal rights and the understanding that to work for diversity is an active act which does not happen by itself, and which is both a value and a duty, it is a national and local NTNU goal to have a teacher education that is non-discriminatory, representative and relevant for the entire breadth of the population. It is thus important to actively work on making Department of Teacher Education relevant for groups in the population that might experience structural exclusion from teacher education and from even imagining that becoming a teacher might be something for them. To work for a representative student population goes hand in hand with working for equity, inclusion and diversity at all levels of the department among staff. To work for inclusion and diversity also means working for *equity*, meaning that different treatment might be needed to grant historically excluded groups or individuals’ equal opportunities:

[Equity] recognizes that while all people have the right to be treated equally, not all experience equal access to the same resources, opportunities or benefits. Achieving equality is not simply about treating individuals or groups in the same way, but may require the use of specific measures to ensure fairness.²⁰

NTNU in its *Developmental plan for gender equality and diversity 2023-25* specifies this as:

“Equality” here refers to equal status, equal opportunities and equal rights. Accommodation and adaptation may often be necessary to prevent discrimination and to promote equality and inclusion. NTNU has traditionally had a focus on gender equality. As a result of internationalization, the inclusion of employees and students with an international background has become more important.²¹

NTNU’s and thus ILU’s duty to work for equity, inclusion and diversity systematically and actively, is based in the employer’s Activity duty and the duty to issue a statement as described by the Norwegian Equality and Anti-Discrimination Ombud:

The duty for employers

All Norwegian employers are obliged to work actively, targeted and systematically to promote equality and prevent discrimination in the workplace. The employer activity duty is preventative work that employers are expected to do before incidents of discrimination occur. Such incidents can be very stressful for the employee and the employer to handle. In addition, individual cases of discrimination rarely lead to structural change. The activity duty is important as a preventive measure.

The general activity duty states that all employers must identify and address challenges regarding equality and diversity in the workplace before any incidents of discrimination take place.²²

On 1 January 2020, the duty legislation was extended and made more comprehensive, now saying that:

¹⁸ NTNU Norwegian University of Science and Technology 2023: 4.

¹⁹ NTNU Norwegian University of Science and Technology 2023: 4.

²⁰ Canada Council for the Arts 2017: 4.

²¹ NTNU Norwegian University of Science and Technology 2023: 4.

²² The Norwegian Equality and Anti-Discrimination Ombud 2020: unpaginated.

These are the grounds of discrimination that the employers need to consider:

- gender
- disability
- sexual orientation,
- gender identity, gender expression
- religion, belief
- ethnicity
- pregnancy
- leave in connection with childbirth or adoption, care responsibilities

Companies are also obliged to prevent intersectional discrimination – discrimination that takes place on the basis of several grounds which operates and interact with each other at the same time.

Employers shall also seek to prevent harassment, sexual harassment and gender-based violence.²³

Finally, the student representatives at ILU have been active in requesting focus on issues related to equity, inclusion, and diversity. As the forum started in August 2022, the students sent the following list of focus points to the forum (see also attachment 3). This list was sent to the forum in Norwegian and is only offered in Norwegian here:

Til Forum for inkludering og mangfold – punkter fra studentene

Etter oppstartsmøte med studentene 27.09.22

Lektorstuderter --> Hvordan skal de i større grad føle seg som en del av ILU? Dette er viktig for felles læreridentitet.

- Hvordan velger vi pensum som speiler mangfoldet og ikke er etnosentrisk utformet?
- Hvordan gjør vi det attraktivt å være minoritetsgrupper på studiet? --> rekruttering er viktig, men hvilke tiltak gjør vi for å beholde de?
 - Hvordan tar vi imot utvekslingsstudenter? Hvordan inkluderes de her. Både faglig og sosialt--> Skulle det vært samlingspunkter sosialt som spesielt er tilpasset de
 - Hvordan tilpasser vi studiet for de med norsk som andrespråk?--> Forslag:
 - Skrivekurs
 - Noen klasser på hvert trinn som har undervisning på engelsk slik at de som ønsker har muligheten til å ha undervisning på engelsk. --> samtidig som de får noe kurs slik at de føler seg komfortable med å undervise på norsk i skolen.
 - Fortsette med menn i skolen
 - være god på å gi ut informasjonen på engelsk og slik at det kan passe for flere menn (utvekslingsstudenter)
- Rekrutteringsarbeid
 - Kjønnspoeng?
 - Ta med en av våre minoritetsstudenter(f.eks. mannlige) studentambassadører på messer og rekrutteringsdager for VGS/ungdomsskole
- Mangfoldet av kompetanse
 - Hvordan er utdanninga tilpasset ulike utdanningsbakgrunn? --> F.eks. hvis du har full realfagsbakgrunn fra vgs

The background and motivation for the Forum for Equity, Inclusion and Diversity at ILU is thus based in an experienced need by staff, national laws and regulations reflecting international human rights agreements, NTNU plans, ILU's own strategy and action plan, and students' concern to strengthen equity, inclusion, and diversity at ILU.

²³ The Norwegian Equality and Anti-Discrimination Ombud 2020: unpaginated.

Table 1 shows that during autumn 2022 the forum used time to get to know its members, and find a way to work, as it started without a mandate, and without a clear organization or way of working. There were four forum meetings, but they were decided from time to time, depending on issues that came up. Head of Forum had an individual chat with all forum members, to get to know one another, discussing their expectations to the forum, regarding aims as well as ways of working, and questions to the forum leader. The forum leader's main way of communicating to the forum was through weekly or monthly summaries through email. There were several issues brought by ILU staff members to the forum or Head of Forum, but without a clear mandate or organized way of working, it was not evident how the forum could work on those issues as they could sometimes be complicated matters. Head of Forum was quite active in commenting on issues based on matters brought to the forum through different channels. The forum made two presentations at ILU staff meetings, and the forum was consulted for two tasks by the leadership: to help assessing the Rector's funding for gender equality and diversity applications at ILU level, and to comment on the ILU 2023 annual plan draft. These were meaningful tasks for the forum to work with, but the deadlines were short for a large group like the forum. Head of Forum had regular meetings with Head of Department, to discuss the emerging forum and report on issues. Ideas about a staff inquiry started to develop, and there was one meeting with the University municipality TRD3.0 [Universitetskommunen TRD3.0] about collaboration with the forum. In summary, the first autumn of the pilot project shows a very active, but not yet fully organized forum, getting a lot of incoming issues from day 1, but without a mandate, clear way of working, and without established communication channels.

| Forum meetings | Leaders visiting the forum for a discussion around LIM issues | Meetings to develop the staff survey | Weekly / monthly information summaries from the Head of Forum to the forum | Meetings between Head of Department and Head of Forum | ILU staff meeting presentations | Tasks given to the forum by the ILU leadership | Individual ILU staff members consulting the forum | 'Tankestreif' reflection texts written on Innsidan by forum members or invited guest writers | ILU leadership or external meetings / presentations |
|------------------------------------|--|---------------------------------------|--|---|---|--|---|--|---|
| 17.01.23 | Head of Department 17.01.23 | 09.01.23 | 06.01.23 | | 17 February (about the staff survey by Sevil Sümer) | | 07.02.23 | 09.01.23 NTNU Internationalization conference. By Katrine Dalbu Alterhaug, Head of Internationalization | 14.02.23 (SU Faculty, Heads of Department meeting (instituttledermøte)) |
| 08.02.23 (workshop preparation) | Head of Matematikk senteret, Head of Skrivesenteret 11.04.23 | 19.01.23 | 10.02.23 | | 25 April (workshop in Åre, stories of inclusion and exclusion at ILU, by Stine H. Bang Svendsen) | | 03.04.23 | 06.02.23 Lihkku beivviin! Gratulerer med samisk nasjonaldag! By Ann-Karin Orset, Leder for Nasjonalt senter for kunst og kultur i opplæringen | 13.03.23 (The forum visited ILU's leader meeting with a one-hour workshop) |
| 28.02.23 | NTNU Senior Adviser for Gender Equality and Diversity 11.05.23 | 17.02.23 (with Head of Department) | 17.02.23 | | | | 12.05.23 | 08.03.23 Of Care: A Feminist Letter to Ivan Coyote. By Libe García Zarranz, Associate Professor in Literature in English. | |
| 11.04.23 | 01.06.23 (preparatory meeting) | 09.03.23 (research team only) | | | | | | 08.05.23 From a mathematics education perspective. By Sikunder Ali, Associate Professor in Mathematics Education. | |
| 11.05.23 | 09.06.23 Head of Social Sciences, Head of Arts, Physical Ed. and Sports | 16.06.23 (research team only) | | | | | | 01.06.23 Knullhard dom fra Sannhetskommisjonen 01.06 | |
| 09.06.23 | | | | | | | | 13.06.23 Speculating possibilities for equity, inclusion and diversity. By Eir-Anne Edgar, Associate Professor of Literature in English. | |

Table 2 shows a forum that has fallen more into place, with regular and planned monthly meetings and with shifted and more shared communication channels. The mandate for the forum came October 17, 2022. A wikipage was established for the forum November 29, 2022 <https://innsida.ntnu.no/start/#/feed/12948ce5-786d-393d-96be-b1c556aeaca7> and from that date

the administration helped documenting all forum activities on that page. November 29, 2022, the forum also had a meeting deciding about its working structures, which were finally decided about December 15, 2022. This gave the forum a working rhythm and predictability. These three structures (mandate, wikipage and working structures) were important to give the forum a clearer direction. The weekly or monthly emails from Head of Forum were discontinued, and outlook calendar invites with meeting agendas combined with Teams became the main forum internal communication form. The main activity this spring was to design, approve and deliver the leader supported staff survey (will be described in detail later). In addition, an important activity to make connections between the forum, the leadership and ILU staff was to invite members of the leader group to forum meetings, and to write monthly 'tankestreif' on Innsidan. The forum was also presented at a Heads of Department meeting [instituttledermøte] at the SU Faculty and had a workshop with ILU's leader group. The total activity of the forum during spring 2023 went down, which maybe was necessary since the autumn was very active. However, it can be noted that the forum was not consulted for any activity by the leadership during spring 2023, there were less consultations on issues from ILU staff, and Head of Forum consequently stopped commenting on matters brought to the forum. Also, there were no meetings between Head of Forum and Head of Department.

Table 3
Activities during autumn 2023, summarized.

| Forum meetings | Leaders visiting the forum for a discussion around LIM issues | Meetings to write the staff survey report | Meetings between Head of Department and Head of Forum | ILU staff meeting presentations | Tasks given to the forum by the ILU leadership | Individual ILU staff members consulting the forum | 'Tankestreif' reflection texts written on Innsidan by forum members or invited guest writes | Engagements beyond ILU |
|---|---|---|---|---|---|---|---|---|
| 30.08.23 (workshop by Marelize van Heerden, Nelson Mandela University) | 24.10.23 Head of English and Foreign languages, Head of Natural Sciences and Head of Vocational Studies, School Leadership and School Development. | 13.09.23 (research team only) | 05.10.23 (together with the International Leader) | Presentation of the pilot project report 16.11.23 | Invitation to comment on the Periodic Plan 2024-27 | 30.08.23 | | Application to the Rector's funding for the conference <i>Learning and Unlearning with Equity, Inclusion and Diversity</i> and a mapping survey on issues related to inclusion and diversity at ILU among students. |
| 23.09.23 | 06.12.23 Head of Pedagogy, Deputy Head of Education, Deputy Head of Research. | 04.10.23 (research team only) | | | Writing the pilot project report about the forum to be delivered to head of Department first week of November. | | | Contact and preliminary conversations about collaborations made to Equality and Anti-Discrimination Ombud; Dembra - Democracy against Prejudice and Exclusion; Norwegian Center for Racism, and; Rosa kompetanse. |
| 24.10.23 | | | | | Presentation of the pilot project report at ILU's leader meeting 13.11.23 | | | Engagement in ENHANCE + Project (14.4 million Euros) (2023-2027), belonging of 10 universities and other partners, through Sikunder Ali and Katrine Dalbu Alterhaug. |
| 06.12.23 | | | | | Presentation of the pilot project report at ILU's Department board meeting 23.11.23 | | | Application for a Balance Hub announced through the BALANSE program at The Research Council of Norway. |
| | | | | | Delivering the report, <i>A Survey on Inclusion and Diversity at ILU</i> (Sümer et al., 2023) to Head of Department | | | Forum participation by Sikunder Ali at the Dembra international conference "Hvordan møte utfordringer med rasisme, kjønn og ekstremisme i skole og samfunn?" November 2-3 at Gardermoen. |

Table 3 shows a forum where the activity has shifted once more, now into engagement more beyond ILU through strategic applications and networking with existing organizations and large scale projects. The meeting activity is regular and monthly, leadership tasks to the forum are regular and the visits to the forum by members of the leader group continues. The 'tankestreif' contributions on Innsidan continue, but irregularly, and as this report is delivered the autumn's

first ‘tankestreif’ has not yet been posted but will soon. Consultation to the forum by individual ILU staff members are few. The main resources of the forum are now channeled into commenting on strategies, applying for larger projects and nurturing networks, as well as reporting its own activities. Head of Department are involved in and approves all applications and networking activities.

Main activities

In this chapter, the forum’s main activities during the pilot project period are described in detail. Each sub-chapter concludes with the forum’s recommendations for the future.

Organization of the forum itself

The foundation of the forum in August 2022 happened as an initiative by Head of Department. She posted a Call on Innsidan in May 2022 and invited all staff with an interest for becoming part of the new forum to send her a short motivation text. She received 16 applications, and in June 2021 all 16 were invited into the forum. Among them, she made a Call to become the Head of the new forum. She received one application only, from Professor Tone Pernille Østern, who was appointed Head of Forum by Head of Department. Head of Forum was given a 20 % work resource for the leadership task. The other academic forum members were not given any specific resources but were expected to use a part of the administrative time already allocated in their resource plans. The administrative staff member was not given any specific work resource to their participation.

Head of Department presented the new forum at a staff meeting August 12, 2022. Following that, Head of Forum had the first equity, inclusion, and diversity issue from a staff member in her inbox 30 minutes later. The activity of the forum was thus up and running before a clear mandate and organization had been settled.

A bit later in August, the student representatives at ILU decided about who their representatives in the forum would be. At its biggest, the forum counted 16 staff members + 5 student representatives, in total 21. However, the active forum has been around half that size, and no single meeting during the pilot project period has had more than 12 members present. The number of members in the forum has shifted, and during its initial phase autumn 2022, 6 members went on leave or quit the forum by another reason. The reasons given were: lack of time (2), sick leave (1), maternity leave (1), distrust to the forum (1) and quit their job at ILU (1). Spring 2023 two new members joined the forum. Autumn 2023 there has been a shift in student representatives, leaving 3 active students in the forum. Table 4 shows the participants in the forum autumn 2023, 12 staff members, 1 external member and 3 student representatives.

Table 4*Participants in the forum autumn 2023.*

| | |
|-------------------------|--|
| Tone Pernille Østern | Head of Forum Professor, Section of Arts, Physical Education and Sports |
| Katrine Dalbu Alterhaug | Assistant Professor, Head of internationalization at ILU |
| Sikunder Ali | Associate Professor, Section of Mathematics |
| Ingvild Håkestad | Senior Executive Officer, ILU administration |
| Steven Holland | Associate Professor, Section of Arts, Physical Education and Sports |
| Sevil Sümer | Professor, Section of Social Studies |
| Eir-Anne Edgar | Associate Professor, Section of English and Foreign Studies |
| Anne Bonnevie Lund | Associate Professor, Section of Pedagogy |
| Libe Garcia Zarranz | Associate Professor, Section of English and Foreign Studies |
| Lars Unstad | Associate Professor, Section of Social Studies |
| Stine H. Bang Svendsen | Associate Professor, Section of Pedagogy |
| Sunniva Skjøstad Hovde | Associate Professor, Section of Arts, Physical Education and Sports |
| Azra Halilovic | Minoritetsrådgiver, Trondheim Municipality |
| Alexander Pedersen | Student representative |
| Synne Bråthen | Student representative |
| Elise Liseth Lundem | Student representative |

It can be noted that there is uneven representation and interest from the different sections, with a big interest from English and Foreign Languages and Arts, Physical Education and Sports, and no representation from Natural Sciences; Vocational Studies, School Leadership and School Development²⁴, and Norwegian²⁵. Also *Matematikkssenteret* and *Skrivesenteret* are not represented in the forum. The reasons to this uneven situation are worthwhile discussing in the leadership and at the department. Possible explanations might be that that this interest/disinterest is reflective of interests/disinterests for equity, inclusion and diversity issues in the sections, or simply that the interest/disinterest is directed towards the forum itself.

The forum started with no clear organization or clear communication channels, neither internally nor to ILU. The first autumn thus implied testing out, dismissing and then stabilizing a way of working. At a meeting November 29, 2022, the forum formulated the following working structures, which were agreed about December 15, 2022, after a 2 weeklong Team discussion within the forum (also see attachment 4):

²⁴ There was a representative from the Vocational Studies, School Leadership and School Development section during the first autumn, who then left the forum due to time pressure.

²⁵ There were two representatives from the Norwegian section in the beginning, but none of them participated at a forum meeting before they left the forum due to time pressure and maternity leave.

Working structures agreed about in the forum

(to be evaluated in the pilot period report to Head of Department in 2023)

The forum meets once a month on a day agreed about well in advance through the use of doodle, 2 hours per meeting. The meetings are bilingual, English-Norwegian.

Head of Forum will provide an agenda and necessary documents one week ahead of each meeting. Head of Forum will prepare the agenda based on topics reported to her by the Forum members, ILU leadership, ILU staff, or the Forum leader's own initiative.

Teams is used as a digital tool for shared texts to be written, commented on, revised, and agreed about. Teams is also used as documentation of the Forum's paperwork. Teams is the main communication channel between meetings, and all issues will be discussed on Teams in addition to on meetings.

Alerts about important documents or decisions made during meetings are emailed out to the forum by the Head of Forum, with link to shared documents in Teams, and with clear deadlines.

It is the individual forum member's responsibility to be active in forum issues, through attending meetings and through contributing to joint documents on Teams.

Different viewpoints are welcome in the forum, and they will be respectfully discussed in the open and on Teams.

In official knowledge-based advice from the forum given to the leadership, multiple strategies may be provided as applicable. This advice will be sent from the Head of Forum.

All issues that are incoming from staff or students to the Head of Forum will be presented at the meetings. Issues reported directly to Forum members must be addressed further to Head of Forum to become a formal task that the Forum takes on.

The Head of Forum will ask for volunteers in the forum to create sub committees for specific tasks agreed about. Decisions on representations will be discussed and agreed about jointly if several forum members want to participate in a sub-committee.

Minutes are written from the meetings by the Head of Forum, and everybody present will have the opportunity to comment and approve the minutes. When approved, they will be published on the Forum Innsidan wiki page.

The forum writes "Månedens tankestreif fra Forum for likeverd, inkludering og mangfold" every first Monday per month on Innsidan. One Forum member per month writes a reflection to be published as "tankestreif" about a topic of own choice, connected to equity, inclusion and diversity.

These working structures were agreed about during a two week-long Teams discussion where all Forum members were invited to participate. The working structures are part of the pilot period and can be revised when the Forum or a Forum member asks for it.

Concluding remarks:

- The forum recommends that a suitable number of participants in the forum is 10 dedicated staff members + 2 external members + student representatives. One of the forum members needs to be Head of Forum with a time resource for the leadership. The forum members

need allocated time as part of their resource plans. Preferably the external members are paid for their meeting time in the forum, to assure their priorities to the forum.

- The working structures developed in the forum work well, but the meeting frequency could be turned down to 2 meetings during the autumn semester and 3 meetings during the spring semester.

A staff survey

Local research at ILU was identified as a need by forum members and the department. To map issues concerning LIM became one of the objectives in ILU's Annual Plan 2023 and the forum was given responsibility to follow this up. The overall aims of the survey were:

- To get insight into positive and negative experiences related to the topics of equity, inclusion, and diversity at ILU.
- To map how topics of equity, diversity, and inclusion are used in teaching, research, and other activities by employees at ILU.
- To formulate recommendations about strategies and actions needed.

Head of Forum suggested Professor Sevil Sümer as project leader for a forum supported staff survey. Sümer is Professor of Sociology and has previously been part of the Committee for Gender Balance and Diversity in Research (Kif). In addition, the survey project group consisted of Associate Professor Steven K. Holland and Associate Professor Britt Karin Utvær. Head of Department supported the staff survey and actively took part in discussing the survey before it was sent out to all staff, as did Head of Forum. Also, the safety representatives were consulted about the survey.

In February 2023 the survey was sent out to all academic and technical-administrative staff at ILU. The survey is attached to this report (attachment 5). The survey was sent out February 17 2023, with a later reminder and extension of the deadline, through an email to all ILU staff by Head of Department with the following text:

“Hi,

At the staff meeting today one of the points on the agenda was a presentation of a survey on issues related to inclusion and diversity at ILU. In ILU's annual plan for 2022 the Forum for Equity, Inclusion and Diversity have been given the responsibility to map issues related to this theme at ILU, and this survey is part of this work. The survey has been discussed with social security representatives at ILU and is approved by them, it has also been discussed with me and I have had the opportunity to give feedback in the process. The forum and the researchers with main responsibility have put down a lot of good work developing the survey, and I urge you all to take a little time to reply. The text below provides more information from the researchers in addition to a link to the survey.

Kind regards,
Ingfrid”

The survey was closed March 9, 2022.

The project group consisting of Sümer, Holland and Utvær have been autonomous in their analysis of the data, with no involvement of neither Head of Forum nor Head of Department. The report is expected to be delivered to Head of Department from Professor Sümer first week in November 2023. The preliminary executive summary of the staff survey report as by 03.11.23 is provided here:

Executive Summary

The main purpose of this survey is to gain a deeper insight into employees' views and experiences of diversity and inclusion at the Department of Teacher Education, NTNU (ILU). The survey is anchored both in NTNU's *Development plan for gender equality and diversity 2023–2025* and ILU's long-term strategy plan *Knowledge for better schools and education*.

The questionnaire combined closed (Likert-scale) and open-ended questions and invited the participants to write openly on their own experiences and/or their observations. The survey received a total of 177 responses. Four of the submitted forms were blank. Thus, 173 answers are included in the analysis.

In total, 54.9 % of the participants reported that they never have personally experienced discrimination in their work at ILU whereas 16.8 % answered "seldom". However, almost one out of four reported that they sometimes (16.2%), very often (6.4%) or always (0.6%) have personally experienced problems in their work due to discrimination. At this question, significant differences appear among those who have Norwegian as their mother tongue and those who have not, indicating that foreign-born employees face specific problems at work.

There is a striking variation among the given answers to open-ended questions: Some responded very briefly, with a few words, most had rather detailed accounts and a few again had very long reflections on their lived experiences. While a majority were positive to both the survey and the topic, a few appeared critical of both the focus on diversity and the survey itself. This pattern is found in all the questions, pointing at a polarization among the staff regarding views on diversity and inclusion. A high number of participants focused on the need to discuss the meanings and types of "diversity" by putting it more clearly on the agenda and increasing consciousness.

The report provides an overview of the answers to all questions and moves on to a thematic analysis. Using lengthy quotes to illustrate, following main themes are analyzed further: Language and Inclusion/Exclusion Mechanisms; Academic Hierarchies; Gender and Care Responsibilities; Ageism/Ableism.

The report ends with recommended action items based on this analysis. Conceptual action items: we recommend action to operationalize and prioritize the topics of diversity and inclusion in meetings, workshops, strategic planning, and activities at both the department and section level. Practical/Structural action items: Mainly in response to areas of concern among employees, such as, language use, family and caregiving responsibilities, gender pay gap and accessibility (accommodations for disabled staff).²⁶

Concluding remarks:

- The forum recommends that the recommendations of the staff survey by Sümer, Holland and Utvær²⁷ are followed up, and that the forum is given responsibilities in supporting to do so.
- The forum recommends that a student survey like the staff survey is initiated and carried out by the same working group (Sümer, Holland and Utvær).

Connecting to ILU staff

Communication channels with ILU staff, and visibility of the forum, did not have a clear strategy as the forum was founded. The forum has communicated with ILU staff in two main ways: through presentations at ILU staff meetings, and through writing 'tankestreif' on Innsidan. The intention was to post one 'tankestreif' each month, which partly has been fulfilled.

²⁶ Sümer et al. 2023: executive summary.

²⁷ Sümer et al. 2023.

The forum has led (or will lead) presentations at ILU staff meetings:

October 10, 2022, by Libe García Zarranz (see attachment 6).

November 18, 2022, by Tone Pernille Østern (see attachment 7).

February 17, 2023, by Sevil Sümer (see attachment 8).

April 25, 2023, by Stine Helene bang Svendsen.

November 16, 2023, by Tone Pernille Østern, presentation of this activity report.

The forum has posted presentations or ‘tankstreif’ on Innsida with the tag lim-ilu:

September 9, 2022, Saying hello as Head of ILU’s new Forum for Equity, Inclusion and Diversity. By Tone Pernille Østern.

January 9, 2023, NTNU Internationalization conference. By Katrine Dalbu Alterhaug, Head of Internationalization.

February 6, 2023, Lihkku beivviin! Gratulerer med samisk nasjonaldag! Ann-Karin Orset, Leder for Nasjonalt senter for kunst og kultur i opplæringen.

March 8, 2023, Of Care: A Feminist Letter to Ivan Coyote. By Libe García Zarranz, Associate Professor in Literature in English.

May 8, 2023, From a mathematics education perspective. By Sikunder Ali, Associate Professor in Mathematics Education.

June 13, 2023, Speculating possibilities for equity, inclusion and diversity. By Eir-Anne Edgar, Associate Professor of Literature in English.

More ‘tankestreif’ are being written as this report is delivered and will be posted on Innsidan during autumn 2023.

Concluding remarks:

- The forum recommends that the forum’s visibility and communication channels with ILU staff are continued and strengthened.
- The forum recommends that the forum visits each section at ILU during the next strategical period 2024-27, to facilitate conversations about equity, inclusion and diversity at ILU, preferably led by an external expert organization as Equality and Anti-Discrimination Ombud or Dembra - Democracy against Prejudice and Exclusion

Connecting to leaders

The forum is leader supported and leader established, and the forum needs continuous dialogue with the leadership to work well, be meaningful and even exist. Invitations and work tasks need to be given to the forum by the leadership.

To start conversations to the leader group, the Forum initiated coffee chats with leaders during spring and autumn 2023 through the following email invitation:

Hei [NAVN], velkommen på en kaffe med Forum for likeverd, inkludering og mangfold

Forumet vil gjerne invitere 2 ledere av gangen til en kaffeprat på møter våren og høsten 2023. Vi inviterer dere da til å forberede en liten intro om dine ambisjoner for å

- a) styrke arbeid med likeverd, inkludering og mangfold i din seksjon/ditt senter/som nestleder/i administrasjonen og
- b) dine forhåpninger for det nyetablerte forumet ved ILU.

Etter introene av to ledere hver gang, håper vi på diskusjon mellom ledere og forum.

Om forumet:

<https://innsida.ntnu.no/start/#/feed//12948ce5-786d-393d-96be-b1c556aeaca7>

Vi ser fram imot besøk av dere – velkommen!

/ Tone, på vegne av Forum for likeverd, inkludering og mangfold (LIM) ved ILU

Consequently, the following leader conversations with the Forum have taken place:

January 17, 2023, Head of Department.

April 11, 2023, Head of Matematikksenteret and Head of Skrivesenteret.

May 11, 2023, NTNU Senior Advisor for Gender Equality and Diversity.

June 9, 2023, Head of Social Sciences and Head of Arts, Physical Education and Sports (see attachment 9 and 10).

October 24, 2023, Head of English and Foreign languages, Head of Natural Sciences and Head of Vocational Studies, School Leadership and School Development (see attachment 11 and 12).

December 6, 2023, Head of Pedagogy, Deputy Head of Education, and Deputy Head of Research.

Head of Administration, Head of Mathematics and Head of Norwegian have not yet visited the Forum.

The conversations with the leaders have been most meaningful and served as an entry point to continued collaboration around equity, inclusion, and diversity issues.

Concluding remarks:

- The forum recommends that the forum's dialogue and conversations with the leadership on different levels continue and are extended also to study program leadership.
- The forum recommends that the leadership gives clear work tasks to the forum and invites the forum into different ILU fora when relevant.

Commenting on strategies

The forum's main tasks regarding strategy development have been the invitations to comment on the Annual Plan 2023, and the Periodic Plan 2024-27. These have been very meaningful tasks and there could preferably have been more invitations to strategy development. Enough time is necessary for these tasks, since the forum is slow due to its participatory processes in a rather large group.

Concluding remarks:

- To comment on strategies is a most meaningful task for the forum. Invitations to the forum to participate in strategic development at the department are recommended to continue and to be more frequent.

Funding applications, and networking beyond ILU

The forum has increasingly enlarged its network beyond ILU and initiated funding applications that would allow for larger projects and innovations.

The forum has visited or been in contact with:

SU-fakultetet [SU Faculty]

NTNUs seniorrådgiver, likestilling og mangfold [Senior adviser, gender equality and diversity]

Universitetskommunen TRD3.0 [University municipality TRD3.0]

Likestillings- og diskrimineringsombudet [Equality and Anti-Discrimination Ombud]

Dembra – Demokrati mot fordommer og utenforskap [Dembra - Democracy against Prejudice and Exclusion]

Antirasistisk senter [Norwegian Center against Racism]

Rosa kompetanse, FRI. Foreningen for kjønns- og seksualitetsmangfold²⁸

ENHANCE Diversity and Inclusion Hub

The forum has applied for:

Rektor's funding for gender equality and diversity activities. An application is submitted for the *Learning and Unlearning with Equity, Inclusion and Diversity* conference. Amount applied for: 468.379 NOK. Application submitted in August 2023.

A *BalanseHub* to support increased gender equality, inclusion and diversity at ILU, and participation in the Balanse network. Amount applied for: 1 mill NOK. Application to be submitted November 15, 2023.

Concluding remarks:

- Networking beyond ILU and applying for larger funding is meaningful. The forum recommends that the networking and funding applications continue.

This chapter has reported on the forum's main activities during its pilot project period of 18 months. The impact of the forum is possibly an increased awareness of and focus on equity, inclusion, and diversity issues at ILU. We invite the leadership, staff, and students to discuss the possible impact the forum has had during its pilot project period, and what the impact might be onwards.

Challenges

There have also been challenges during the forum's pilot project period, which are summarized here:

- The forum started without a clear mandate, no established ways of working, no clear work tasks, and no clear communication channels. This implied a situation characterized by creating the forum with a lot to find out of, test and try out, create and establish, dismiss and discontinue, as the pilot was already up and going.

²⁸ We have found no official English name of the organization.

- The forum has mostly initiated its own activities. There has been a lack of regular arenas to connect to and communicate with the different strategic development fora at the department. There have for example been no invitations to sections, the educational forum [utdanningsutvalget], the research forum [forskningsutvalget], the PhD forum [ph.d.-utvalget], the safety representatives [verneombudene] or other arenas where it is possible to imagine that advice from or discussions with the forum could be asked for. However, the forum has been invited to the leader meeting twice, and it has been invited to comment on the Action Plan 2023 and the Periodic Plan 2024-27. The forum is also invited to the Department Board to present the pilot project report in November 2023. These invitations are meaningful. Some of the section leaders have also suggested visits by the forum in the sections in the future.
- There has been a lack of resources and time in the forum itself, with a resource to the Head of Forum but no specific resources to the rest of the forum members. The activity level of the forum either needs to be adjusted accordingly, or reasonable time resources need to be secured.
- There has been an uneven representation and interest from the different sections. This might not be a problem, but it is worthwhile discussing.
- The lack of physical and visible space in the department have made more spontaneous and everyday communication with the leadership, staff, and students difficult.
- Unclear guidelines about how to work, or not work, with incoming issues of discrimination, exclusion, racism or ableism, and no communication channels between the forum, the leadership, HR and the safety representatives on such issues of concern, have made the forum unable to attend and react to reported concerns.
- The forum has not managed to assist or work actively with the students. Staff and the organization have been the main target.
- The forum has not managed to start systematic conversations with the administration. Mainly academic staff have been engaged and had time to invest in the forum.

The forum recommends that these challenges are addressed and discussed by the leadership to strengthen and systematize a future Forum for Equity, Inclusion and Diversity.

Concluding remarks

The forum wishes to thank the leadership for the task of establishing the Forum for Equity, Inclusion and Diversity at ILU. The pilot project period has been a most meaningful and deep learning project. The forum acknowledges the systematization of work with equity, inclusion, and diversity issues through the establishment of a leader-supported forum at ILU as a needed, and also brave decision. To systematically, and in practice, position issues of equity, inclusion, and diversity as continuously central to attend to at the department, has the potential to positively develop the teacher education. The forum hopes to see the work continue to keep supporting and strengthening equity, inclusion, and diversity at the department.

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Attachments (not included in the report published on the web)

- Attachment 1. Department board protocol, October 2021.
- Attachment 2. Mandate for the Forum for Equity, Inclusion and Diversity
- Attachment 3. Til Forum for inkludering og mangfold – punkter fra studentene 27.09.22.
- Attachment 4. Working structures for the forum as agreed about 15.12.22.
- Attachment 5. Staff survey about equity, inclusion and diversity.
- Attachment 6. Forum ILU staff presentation 10.10.2022.
- Attachment 7. Forum ILU staff presentation 18.11.2022.
- Attachment 8. Forum ILU staff presentation 17.02.2023.
- Attachment 9. Leadership visit in the Forum, Social Sciences.
- Attachment 10. Leadership visit in the Forum, Arts, Physical Education and Sports.
- Attachment 11. Leadership visit in the Forum, English and Foreign Languages.
- Attachment 12. Leadership visit in the Forum, Natural sciences.
- Attachment 13. First meeting and workshop 23.09.22.
- Attachment 14. Meeting agenda and meeting minutes 17.01.23
- Attachment 15. Meeting agenda and meeting minutes 28.02.23
- Attachment 16. Meeting agenda and meeting minutes 11.04.23
- Attachment 17. Meeting agenda and meeting minutes 11.05.23
- Attachment 18. Meeting agenda and meeting minutes 09.06.23
- Attachment 19. Meeting agenda and meeting minutes 30.08.23
- Attachment 20. Meeting agenda and meeting minutes 25.09.23
- Attachment 21. Meeting agenda and meeting minutes 24.10.23
- Attachment 22. Meeting agenda 06.12.23