

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.

This report has been processed in meetings in the Forum for Equity, Inclusion and Diversity 11.05, 09.06, 25.09 and 24.10, 2023, as well as through joint writing in a shared document in teams during autumn 2023. The executive summary of the ILU staff survey report¹ which has taken place in an independent but parallel process to the writing of the pilot project report, has been consulted for the recommendations and discussion points offered in this report.

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 overgrepene. 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 utvekslingsstuderter? 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 (utvekslingsstuderter)
- Rekrutteringsarbeid
 - Kjønnspoeng?
 - Ta med en av våre minoritetsstuderter(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.

Table 2*Activities during spring 2023, summarized.*

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 Garcia 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 Knallhard 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 wikipege 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 Advicer 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

- 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

Protokoll – Instituttstyret

Til stede:	Eksterne styrerepresentanter: Arve Thorshaug (styreleder), førstelektor, Nord Universitet Kristin Bratberg Røe, rektor, Eberg barneskole Studentrepresentanter: Amanda F. Farrag Sharmika Raventhiran Representanter for fast vitenskapelig ansatte: Mari Nygård Unni Eikeseth Jørgen Klein Midlertidig vitenskapelig ansatte: - Teknisk-administrativt ansatte: Sunniva Saksvik Fra instituttledelse og -administrasjon: Ingfrid Thowsen, Ola Harstad, Ruth Grütters, Øystein Wormdal, Merete Thorsvik (ILU 16/21), Dennis Gudim (ILU 18/21) og Anita I. Brækken (referent)		
Forfall:			
Kopi til:			
Gjelder:	Møte i Instituttstyret ved ILU 07.10.2021		
Møtetid:	09.00-14.00	Møtested:	Kalvskinnet rom 135 Akrinn øst

PostadresseInstitutt for lærerutdanning,
NTNU
7491 Trondheim
Norway**Org.nr. 974 767 880**postmottak@su.ntnu.no
<http://www.ntnu.no/ilu>**Besøksadresse**

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Telefon

+47 73 59 04 00

Saksbehandler

Anita I. Brækken

All korrespondanse som inngår i saksbehandling skal adresseres til saksbehandleren ved NTNU og ikke direkte til enkeltpersoner. Ved henvendelse vennligst oppgi referanse.

Godkjenning av innkalling og dagsorden, saker til Eventuelt

Innkalling og dagsorden godkjent.

Saker til Eventuelt, se til slutt i protokollen.

- ILU 16/21 **Presentasjonsrunde, konstituering av instituttstyret. Styringsreglement**
[Lenke til styringsreglement for NTNU](#)
(fastsatt av Styret 7.12.2016, nytt punkt 6.1 vedtatt S-sak 30/18)

Presentasjonen er vedlagt.

ORIENTERINGSSAKER

- ILU 17/21 **Orientering om virksomheten**
Følgende orienteringer ble gitt:
- ILU i tall
 - Nytt fra studieområdet
 - Nytt fra forskningsområdet
 - Andre orienteringer om virksomheten

Presentasjoner er vedlagt.

DISKUSJONSSAKER

- ILU 18/21 **Tertialrapportering virksomhetsstyring**
Notat

Saken ble drøftet. Instituttleder tar innspillene fra styrets representanter med i det videre arbeidet.

Presentasjonen er vedlagt.

- ILU 19/21 **Møtedatoer våren 2022**

Saken ble diskutert. Møtedatoer for våren 2022 justeres til

- 10. februar (kl. 9-14)
- 21. april (kl. 9-14)
- 9. juni (heldag)

- ILU 20/21 **Prosess og plan for årsplan 2022**
Notat

Saken ble drøftet. Instituttleder tar innspillene fra styrets representanter med i det videre arbeidet.

Presentasjonen er vedlagt.

VEDTAKSSAKER

ILU 21/21 **Mangfold og inkludering**
Notat

Presentasjonen er vedlagt.

Vedtak: «Styret ber instituttledelsen konkretisere innspillet i årsplanen.»

ILU 22/21 **Studietilbud i mat og helse**
Notat

Presentasjonen er vedlagt.

Vedtak: «Styret ber instituttledelsen om å utrede mulighetene for et studietilbud i mat og helse, som en del av arbeidet med årsplanen.»

ILU 23/21 **Protokoll fra styrets møte 7. oktober 2021**

Vedtak: «Instituttstyret vedtar protokoll fra møtet 7. oktober 2021.»

Eventuelt

Styret ønsker å komme tilbake til arbeidsform. Formålet er at styret får mulighet til å sette kurs for virksomheten og samtidig slik at kompetansen i styret blir brukt på en god måte. Dette settes opp som diskusjonssak senere. Styret vil ha en midtveiseevaluering av styrets arbeid.

Neste gang styret møtes er **2. desember kl. 9-14.**

Instituttstyrets nettsider: <https://www.ntnu.no/ilu/instituttstyret>

Mandat for forum for likeverd, inkludering og mangfold

Formål og oppgaver

Forumet opprettes på bakgrunn av instituttstyrevedtak fra 2021 om å opprette et forum, samt ILUs strategiske plan 2018-25 og årsplan for 2022 hvor mangfold og inkludering er viktige dimensjoner innenfor flere områder.

Forumet er et rådgivende organ til instituttleder, og skal diskutere hva som ligger i likeverd, mangfold og inkludering som distinkte og komplekse begreper og bruke forumets forståelser av begrepene til å identifisere muligheter og utfordringer som er knyttet til likeverd, inkludering og mangfold ved ILUs virksomhet. Forumet skal anbefale tiltak som kan styrke likeverd, mangfold og inkluderingsarbeidet ved ILU og gi innspill til strategiske satsninger på lang sikt og årsplansmål på kort sikt. Tiltakene skal favne om hele virksomheten: rekruttering (ansatte og studenter), administrasjon, forskning, studieprogrammene undervisning, utadrettet formidling, kollegialt samarbeid, arbeidsmiljø, og i partnerskap med praksisfelt.

Arbeidsmåter

Forumet oppnevnes i første omgang for en piloteringsperiode for 2022-2023. Leder av forumet oppnevnes av instituttleder under piloteringsperioden ut 2023. Videreføring av forumet vurderes fortløpende under piloteringsperioden og i arbeidet med årsplanene for 2023 og 2024.

Lederens hovedoppgave er å fasilitere og representere forumets arbeid, samt sørge for at innspill og anbefalinger forumet/forumets leder gir er forankret blant forumets medlemmer.

Leder av forumet rapporterer til instituttleder.

Forumet møtes minimum en gang i semesteret.

Forumet presenterer forslag til tiltak til ledermøte minimum en gang i semesteret, og skriver en rapport som legges fram for instituttstyret høsten 2023.

Ansatte og studenter ved ILU kan kontakte forumet og melde saker de ønsker at forumet engasjerer seg i, setter søkelys på eller gir anbefalinger om. Forumet kan på sin side finne og skape arenaer å nå ut til ansatte og studenter.

Sammensetning

Forumet er sammensatt med administrativt tilsatte, vitenskapelig tilsatte og tillitsvalgte studenter ved ILU, samt eksterne.

Instituttleder oppnevner forumets medlemmer.

Mandate for Forum for Equity, Inclusion and Diversity

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's (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.

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 utvekslingsstuderter? 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 (utvekslingsstuderter)
- Rekrutteringsarbeid
 - Kjønnspoeng?
 - Ta med en av våre minoritetsstuderter(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

På vegne av studentene

Sharmika Raventhiran

Forum for Equity, Inclusion and Diversity at Department for Teacher Education, NTNU

A description of the forum during its pilot period

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

The forum was established formally by the Head of Department 12 August 2022 for a pilot period of 1 ½ year (2022 and 2023).

At this point, the forum consists of 18 members including 14 staff members, 3 student members, and one leader of the forum (academic staff). The staff members include permanent and temporarily academic staff as well as administrative staff.

The leader of the forum has 20 % times resource to lead the forum.

The academic staff members use their administrative resources allocated to their academic positions, with no specific or additional resources for this forum.

The administrative staff members have no resources allocated to work in the forum.

The student representatives get paid per hour when they attend meetings.

The forum understands its main mandate as to generate knowledge, build competence and give strategic advice to the leadership to strengthen equity, inclusion, and diversity at the department.

In adherence of this mandate, the forum seeks to engage in a reciprocal process with the leadership in which feedback is shared and open dialogue exists to assist in the strengthening of equity, inclusion, and diversity at the department.

The Head of Forum reports to the Head of Department.

During the pilot period the forum will inquire about issues of equity, inclusion and diversity at ILU and based on that provide suggestions for action to the leadership.

The forum was soon contacted after the establishment, and several tasks have been put forward to the forum during the first months, often on short notice. Documentation of activity and minutes from meetings will be prepared and posted on the Innsidan Forum wiki that has been established.

During the first months it has become clear that working strategies for the forum need to be settled.

Working structures agreed about in the Forum

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

The forum meets once a month on a day agreed about well in advance through the use of doole, 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.

Undersøkelse om inkludering og mangfold ved ILU / Survey on Inclusion and Diversity at ILU

1. Hvor viktig eller mindre viktig er spørsmål knyttet til likeverd, inkludering og mangfold på arbeidsplassen for deg (på ILU)? / How important or unimportant are issues of equity, inclusion and diversity in the workplace for you (at ILU)?

Svært lite viktig / Of very little importance

Lite viktig / Of little importance

Verken viktig eller uviktig / Neither important or unimportant

Viktig / Important

Svært viktig / Very important

Jeg foretrekker å ikke svare / I prefer not to answer

2. Hva tror du kan bidra til å styrke likeverd, inkludering og mangfold på ILU? / What do you think will contribute to strengthening equity, inclusion and diversity at ILU?

3. Hvordan jobber du med spørsmål knyttet til likeverd, inkludering og mangfold i din undervisning, forskning, administrative oppgaver, og/eller andre aktiviteter ved ILU? / How do you work with issues related to equity, inclusion and diversity in your teaching, research, administrative tasks, and/or other activities at ILU?

Likestillings- og diskrimineringsloven sier at diskriminering på grunnlag av «kjønn, graviditet, permisjon ved fødsel eller adopsjon, omsorgsoppgaver, etnisitet, religion, livssyn, funksjonsnedsettelse, seksuell orientering, kjønnsidentitet, kjønnsuttrykk, alder eller en kombinasjon av disse grunnlagene er forbudt». Det spesifiseres at «Med etnisitet menes blant annet nasjonal opprinnelse, avstamning, hudfarge og språk».

The Norwegian Equality and Anti-Discrimination 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”. The Act specifies that “Ethnicity refers to among others national origin, descent, skin color and language”.

4. Hvor ofte tror du at det skjer diskriminering og ekskludering ved ILU, slik det er definert i loven? / How often do you think that discrimination and exclusion happens at ILU, as it is defined in the Act?

Aldri / Never

Sjelden / Rarely

Av og til / Sometimes

Veldig ofte / Very often

Alltid / Always

Jeg foretrekker å ikke svare / I prefer not to answer

5. Hvor ofte har du selv opplevd problemer i din jobb ved ILU slik diskriminering er beskrevet i loven? / How often have you personally experienced problems in your work at ILU due to discrimination as described in the Act?

Aldri / Never

Sjelden / Rarely

Av og til / Sometimes

Veldig ofte / Very often

Alltid / Always

Jeg foretrekker å ikke svare / I prefer not to answer

5a. Beskriv problemene du opplevde, og hva du tror var grunnene. / Please specify the problem(s) and the reason(s) you believe were behind your experience(s).

This element is only shown when the option 'Sjelden / Rarely or Av og til / Sometimes or Veldig ofte / Very often or Alltid / Always' is selected in the question '5. Hvor ofte har du selv opplevd problemer i din jobb ved ILU slik diskriminering er beskrevet i loven? / How often have you personally experienced problems in your work at ILU due to discrimination as described in the Act?'

Ikke nevne konkrete navn. / Please do not report specific names.

6. Hvor ofte har du opplevd at kollegaer har hatt problemer ved ILU slik diskriminering er beskrevet i loven? / How often have you experienced colleagues having problems at work due to discrimination as described in the Act?

Aldri / Never

Sjelden / Rarely

Av og til / Sometimes

Veldig ofte / Very often

Alltid / Always

Jeg foretrekker å ikke svare / I prefer not to answer

6a. Beskriv situasjonene du har observert og dine refleksjoner om hvorfor kolleger har opplevd disse problemene. / Please describe the situations you have observed and your reflections about why colleagues have experienced these problems.

This element is only shown when the option 'Sjelden / Rarely or Av og til / Sometimes or Veldig ofte / Very often or Alltid / Always' is selected in the question '6. Hvor ofte har du opplevd at kollegaer har hatt problemer ved ILU slik diskriminering er beskrevet i loven? / How often have you experienced colleagues having problems at work due to discrimination as described in the Act?'

Ikke nevne konkrete navn. / Please do not report specific names.

7. Har du tatt kontakt med noen (f.eks. ledere, verneombud, fagforeningsrepresentanter eller kollegaer) hvis du har opplevd eller observert slike problemer? / Have you approached anyone (e.g., leadership, safety representatives, union representatives or colleagues) when you have experienced or observed such problems?

Ja, mer enn en gang / Yes, more than once

Ja, en gang / Yes, once

Nei / No

Jeg har ikke opplevd eller observert noen slike problemer / I have not experienced or observed such problems

7a. Hvem har du kontaktet? / Who have you contacted?

This element is only shown when the option 'Ja, mer enn en gang / Yes, more than once or Ja, en gang / Yes, once' is selected in the question '7. Har du tatt kontakt med noen (f.eks. ledere, verneombud, fagforeningsrepresentanter eller kollegaer) hvis du har opplevd eller observert slike problemer? / Have you approached anyone (e.g., leadership, safety representatives, union representatives or colleagues) when you have experienced or observed such problems?'

Flere svar er mulige. / Selecting multiple answers is possible.

Den sentrale ledelsen ved NTNU (rektor) / Leadership at NTNU central (Rector)

Ledelsen ved SU-fakultetet (dekan) / Leadership at SU-faculty (Dean)
Instituttleder eller nestledere ved ILU / Head or deputy head of ILU
Kontorsjef / Head of Office at ILU
Fagseksjonsleder/Senterleder / Head of Sections/Director of Centre
NTNUs rådgiver for likestilling og mangfold / NTNU's Senior Advisor for gender equality and diversity
Leder for forum for likeverd, inkludering og mangfold ved ILU / Head of Forum for Equity, Diversity and Inclusion at ILU
Bedriftshelsetjenesten / The occupational health service at NTNU
Verneombudet sentralt ved NTNU / Safety representatives at NTNU central
Verneombudet ved SU-fakultetet / Safety representatives at SU-faculty
Verneombudet ved ILU / Safety representatives at ILU
Fagforeningsrepresentanter / Union representatives
Kollegaer / Colleagues
Andre / Other

7b. Hva var resultatet av at du rapporterte om problemene? / What was the outcome of your reporting on these issues?

This element is only shown when the option 'Ja, mer enn en gang / Yes, more than once or Ja, en gang / Yes, once' is selected in the question '7. Har du tatt kontakt med noen (f.eks. ledere, verneombud, fagforeningsrepresentanter eller kollegaer) hvis du har opplevd eller observert slike problemer? / Have you approached anyone (e.g., leadership, safety representatives, union representatives or colleagues) when you have experienced or observed such problems?'

Ikke nevnt konkrete navn. / Please do not report specific names.

8. Har du andre kommentarer om likeverd, inkludering og mangfold ved ILU som ikke har blitt adressert i denne undersøkelsen? / Do you have other comments about equity, inclusion, and diversity at ILU that were not addressed in this survey?

9. Hvilket kjønn identifiserer du deg som? / What gender do you identify as?

Kvinne / Female

Mann / Male

Trans/ikke-binær / Trans/Non-binary

Annet / Other

10. Hvor gammel er du? / What is your age?

35 år eller yngre / 35 years or younger

36-55 år / 36-55 years

56 år eller eldre / 56 years or older

11. Er norsk ditt morsmål? / Is Norwegian your mother tongue?

Ja / Yes

Nei / No

12. Gikk du på skole i Norge som barn? / Did you go to school in Norway as a child?

Ja / Yes

Nei / No

12a. På hvilket kontinent gikk du på skole som barn? / In which continent did you attend school as a child?

This element is only shown when the option 'Nei / No' is selected in the question '12. Gikk du på skole i Norge som barn? / Did you go to school in Norway as a child?'

- Afrika / Africa
- Asia / Asia
- Australia/Oceania / Australia/Oceania
- Europa / Europe
- Nord Amerika / North America
- Sør Amerika / South America

13. Hvilken gruppe ansatte hører du til ved ILU? / Which group of employee do you belong to at ILU?

- Vitenskapelig ansatt / Academic staff
- Administrativt/teknisk ansatt / Administrative/Technical staff
- Annet / Other

13a. Hva er din nåværende stilling? / What is your current position?

This element is only shown when the option 'Vitenskapelig ansatt / Academic staff' is selected in the question '13. Hvilken gruppe ansatte hører du til ved ILU? / Which group of employee do you belong to at ILU?'

Hvis du er i en fast stilling men har internt stipend for å ta doktorgrad, velg den faste stillingen. / If you are in a permanent position but have an internal scholarship to complete a PhD, please choose the permanent position.

- Professor/dosent / Professor/Docent
- Førsteamanuensis / Associate Professor
- Universitetslektor / Assistant Professor
- Stipendiat / PhD Student
- Postdoc / Postdoc
- Other

14. Hva er din ansettelsesstaus? / What is your employment status?

- Fast / Permanent
- Midlertidig / Temporary

15. Hva er din stillingsprosess ved ILU? / What is your employment percentage at ILU?

- 20% eller mindre / 20% or less
- 21-49% / 21-49%
- 50% eller mer / 50% or more

16. Hvor mange år har du jobbet ved ILU? / How many years have you been employed at ILU?

- 0-5 år / 0-5 years
- 6-10 år / 6-10 years
- 11-15 år / 11-15 years
- 16 år eller mer / 16 years or more

Tusen takk for at du tok deg tid å svare! / Many thanks for your valuable time!

Forum for inkludering og mangfold

Forum for inclusion and diversity

ILU NTNU

10th October 2022

ILU Departmental Seminar

Members (as per today)

Tone Pernille Østern tone.pernille.ostern@ntnu.no (Leder)
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Areas of Interest

gender studies (inequality, precarity etc);
feminist studies; performative paradigm for
post-qualitative inquiry; postcoloniality; queer
studies; trans studies; critical pragmatism;

inclusion and diversity through integrated
English, foreign languages, and Norwegian
language learning, mathematics, integrated
physical education, dance education, social
studies etc; inclusive citizenship; democracy;

culture and ethnic minorities children;
psychological health; internationalization;
intercultural communication; religion and
ethics; multilingualism;

language and power; narratives;
inclusion through literature and film; diversity
through literary studies; academic writing;
diversity and crisis as COVID 19 and school
leadership; etc

Actions

(September 2022)

The Forum offered collective feedback on

- the Forum's title: suggestion to add 'equity'
- the Mandate for the Forum
- ILU's Annual Plan 2023

The Forum has held one formal meeting

- Subcommittee of Forum members shared their research plan on ILU's inquiry for diversity and inclusion

Forum Preliminary Questions

- How do we define terms such as diversity, equity, and inclusion so that they reflect the context of ILU? NTNU? Norway? *Hvordan definerer vi begreper som mangfold, likverd, og inkludering på en måte som reflekterer konteksten ved ILU? Ved NTNU? I Norge?*
- How can we identify opportunities and challenges in ILU's mission to support diversity, equity, and inclusion in recruiting ILU employees, students, in our research and teaching, and in our relations with local and international communities? *Hvordan kan vi identifisere muligheter og utfordringer i ILU's målsetting om å støtte mangfold, likeverd, og inkludering når vi rekrutterer ansatte og studenter til ILU, i vår forskning og undervisning, og i våre lokale og internasjonale fellesskap?*

Forum Preliminary Questions

- What measures and developments can we suggest to promote and strengthen efforts towards diversity, equity, and inclusion in both the short and long term? *Hvilke tiltak og hvilken utvikling kan vi foreslå for å støtte og styrke tiltak for mangfold, likeverd og inkludering både kort- og langsiktig?*
- How can we facilitate activities (such as workshops and seminars) and research projects that are the product of both the forum and the feedback we receive from staff, faculty, and ILU students? *Hvordan kan vi fasilitere aktiviteter (som workshops og seminarer) og forskningsprosjekter som blir til både gjennom forslag fra forumet og gjennom den respons vi får fra ansatte, fra fakultetet, og fra studenter ved ILU?*

Norway's Diverse Population

(data from 2018
and 2021)

- 14% of the population are first- and second-generation immigrants (SSB, 2018)
- 45–50% of the population will experience mental health challenges in their lifetimes (Suren et al., 2018)
- 7% of the population identifies as queer (SSB, 2021)
- 15–18% of the population has a disability, such as difficulty seeing (3%), hearing (4%), speaking (4%), walking (1%), or learning (10%) (Bufdir, 2021)

Bufdir. (2021). Antall med nedsatt funksjonsevne. Bufdir.

https://www.bufdir.no/statistikk_og_analyse/nedsatt_funksjonsevne/antall/

SSB. (2021). *1 av 3 skeive lite tilfreds med egen psykisk helse*. Statistics Norway. <https://www.ssb.no/sosiale-forhold-og-kriminalitet/artikler-og-publikasjoner/1-av-3-skeive-lite-tilfreds-med-egen-psykisk-helse>

SSB. (2018). *14 prosent av befolkning er innvandrere*. Statistics Norway.

<https://www.ssb.no/befolkning/artikler-og-publikasjoner/14-prosent-av-befolkningen-er-innvandrere>

Suren, P., et al. (2018). *Livs kvalitet og psykiske lidelse hos barn og unge*. Folkehelseinstituttet.

<https://www.fhi.no/nettpub/hin/grupper/psykisk-helse-hos-barn-og-unge/>

A Glimpse of the Landscape of Inclusion and Diversity at ILU

a short survey (Mentimeter)

Et øyeblikksbilde ved ILU / Mentimeter

Word Cloud
Collective Activity

What do the terms **inclusion** & **diversity** mean to you?

*Hva betyr begrepene **mangfold** og **inkludering** for deg?*

Go to www.menti.com and use the code 4497635





Tusen takk!

**Thanks for your attention and being
together with all of our diversity!**



Dear colleagues, dear leadership, it is good to see you, and it is good to be here.

Since August we have a Forum for equity, inclusion and diversity at our Department. I want to say thank you to the former department board who made the decision that ILU needs and will have this forum. I want to say thank you to Ingrid for establishing the forum, and for having trust in me to lead the forum.

Thank you so much to forum members Libe Garcíá Zarranz and Eir-Anne Edgar for presenting the forum at the last ILU staff meeting. Today I will focus more on equity, inclusion and diversity, how I work with that, my background, and what a forum like this might contribute to our department.

Equity, inclusion and diversity are three different and complex concepts. Of these three, equity is the most important, replacing the concept of equality. Equality signals sameness. Equity signals critical awareness of differences, privileges and marginalized positions and promotes equal value and equal opportunities across these differences. Active work for inclusion, supports equity, and enhances appreciation of diversity.

In the work I do for equity, inclusion and diversity, including in the position as leader of this forum, I have five main strategies.

1. I work research-based and I dialogue with intersectional theories
2. I stand by inclusion. Inclusion first. Other things after.

3. I work long-term for equity across differences
4. I find that good intentions are not enough, and work for actual inclusive practices, impact, and change.
5. I listen – especially into the margins, I dialogue, and I voice.

From my strategies, to me.

I am a Finnish and Norwegian citizen having grown up in the bilingual city of Vasa in Finland. That means that I am accustomed to a cultural context where different languages are always on the table. I have lived 30 years in Norway.

My basic education is the Finnish grunnskolelærerutdanning with Master, and specialisation in dance. I had a long career as choreographer and dance teacher before I started at NTNU 13 years ago. And the field of choreography was what opened up the door for and awareness about difference, diversity and inclusion for me, long time ago. I looked around me, and started questioning why there were almost only white, skinny, able-bodied standardized “perfect” bodies in the dance I was being socialized into to. I wondered where the imperfection was, the deviations from the expected norm. My doctoral project was about creating space for disabled bodies in dance, and on stage. That was 20 years ago. And the thing with theatre and choreography is, that the stage is like a mirror of society, or of a classroom, or of education. The people you see on stage, are people with power in society as well. The people you don't see very often on stage, and those people you maybe do not even look for on stage, are people who are marginalized in society and in education as well. To use choreography to critically shift that

stage, that society and that education into more inclusive practices, became my project.

In the work as leader of the forum I take with me the experiences I have as a visiting professor at Stockholm University of the Arts. Over the last three years all staff there – academic, administrative and technical - have participated in an anti-racist seminar series, seeking to address structural issues of inequality, discrimination and racism embedded in the university tradition affecting staff, students, the study programs and the organization as such. The seminar series build on norm-critical pedagogies.

Norm critical pedagogies:

Inside the norm:

The organization is adjusted to your needs, and it is kind of easy for you to fit in because you are surrounded with fellows looking and sounding much like you. And since you belong to the norm you are seen as

normal

obvious

an individual

qualified

you feel

safe

respected

Outside the norm, you are not surrounded by people looking and sounding more or less like you.

You become invisible or hypervisible

You have to work hard to prove your qualifications

You are perceived as different or difficult

You are stereotyped

You are seen as a representative for a whole group

You feel less safe, you might develop health issues and you run the risk of discrimination

What I hope for the forum to do, is to start making aware of, moving and shifting that box and those norms. For equity to be nurtured in our working environment and in our study programs, we need to keep working on that box to open. What was seen as outside of the norm before might be included into the new normal.

To work for equity, inclusion and diversity is not easy. Quite the opposite it is really hard and often painful. It is hard because it requires from all of us to change. But I think we can do it, and I have faith the forum will help ILU pushing in that direction.

During the spring, the forum will send out an inquiry among all staff to gain more knowledge about inclusion and diversity issues experienced at ILU. Please participate. And remember that we are here and can be contacted for anything at all.

Tone Pernille Østern, Forum for Equity, Inclusion and Diversity ILU staff meeting presentation
18 November 2022

A Survey on Diversity at ILU

Forum for Equity,
Inclusion and Diversity



Development plan for gender equality and diversity 2023–2025 (NTNU)

- The aim of the development plan is to contribute to equality and tolerance and further development of NTNU as a diverse university by creating **inclusion** and a **sense of belonging** for everyone.
- The plan is grounded in the Equality and Anti-Discrimination Act

Equality and Anti-Discrimination Act

- Requires NTNU to make active, targeted and systematic efforts to promote equality, prevent discrimination and promote inclusion:
- The Act defines equality as equal **status**, equal **opportunities** and equal **rights**.
- “The goals of the development plan are intended to contribute to this, but they are not exhaustive because different units face different challenges. **Local measures are necessary to deal with local challenges.**”
- The units are expected to develop measures in the areas where they have specific challenges. This survey is also grounded in the Act, NTNUs overall development plan and ILUs annual plan.

Norwegian Equality and Anti-Discrimination Act

States that discrimination based on “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 refers to among others national origin, descent, skin color and language”.

Survey on Inclusion and Diversity at ILU

To map issues concerning inclusion and diversity is one of the objectives in ILU's annual plan for 2023. Forum for Equity, Inclusion and Diversity is given responsibility to follow this up and initiated this survey. Overall aims:

- To get insight into positive and negative experiences related to the topics of equity, inclusion, and diversity
- 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

Researchers

The survey is will be carried out by a working group consisting of:

- Professor Sevil Sümer (project leader)
- Associate Professor Steven K. Holland
 - Professor Tone Pernille Østern
- Associate Professor Britt Karin Utvær

The survey is developed in cooperation with the Head of the Department, but she will not be involved in the analysis

Anonymity

- The survey is confidential and no direct personally identifiable information will be collected or stored
- Only the working group of researchers will have access to the raw data
- We ensure that no cross-sectional results that can single out the responses of individuals will be shared

The survey

- Combines closed (likert-scale) and open-ended questions
- Invites the participants to write openly on their own experiences or on their observations
- Includes some background information so that we can analyse the situation for different groups of employees (with respect to gender, employment status, age group etc.)
- Will take approximately 15 minutes to fill in
- Will be sent to all employees at ILU (administrative, technical and academic)

Fagseksjon for
samfunnsfagene
(FSAM)

Section for the
social studies



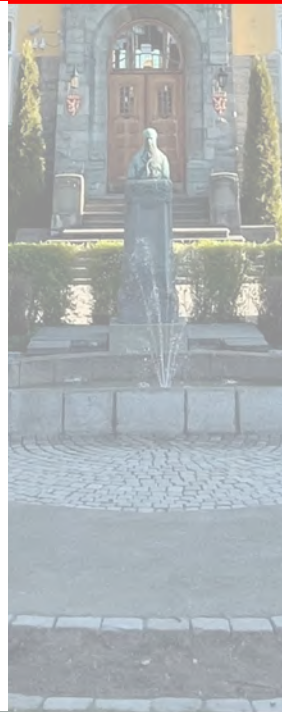
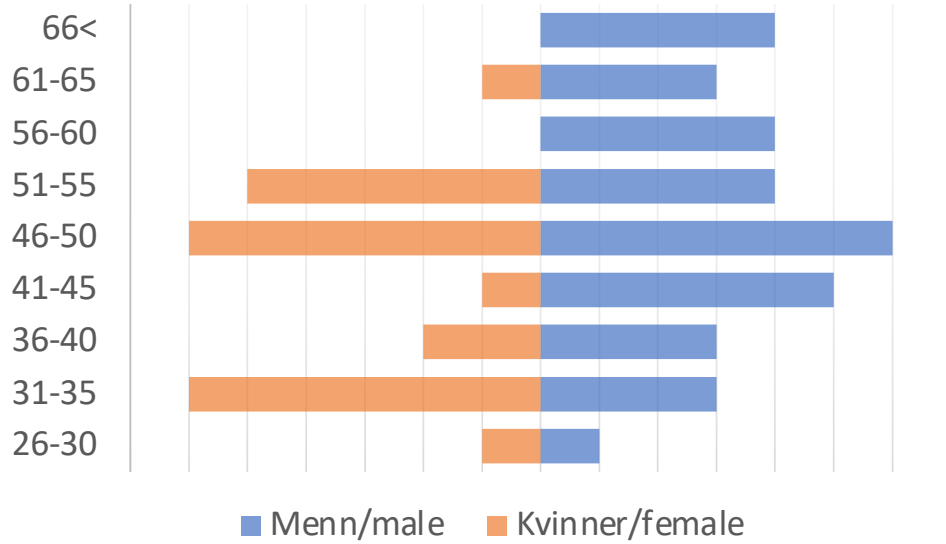


Campus Kalvskinnet Challenge: Culture

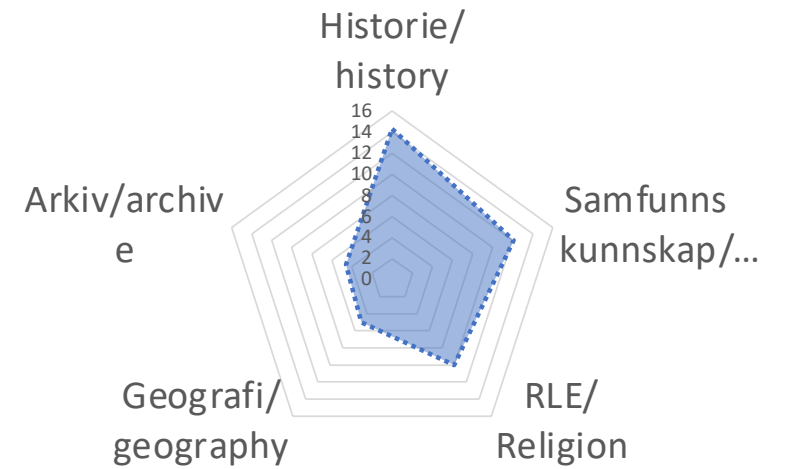
A detailed map of Trondheim, Norway, with a blue background. The city name "TRONDHEIM" is written in white. A red circle highlights the ILU logo (a blue square with a white circle) and the letters "ILU" in red. A red arrow points from the ILU logo to the HST logo (a blue square with a white circle) and the text "1.1.2019" and "8-13". Another red arrow points from the HST logo to the ILU logo and the text "1.1.2018" and "1-7" and "5-10". The map shows various streets and landmarks in Trondheim.



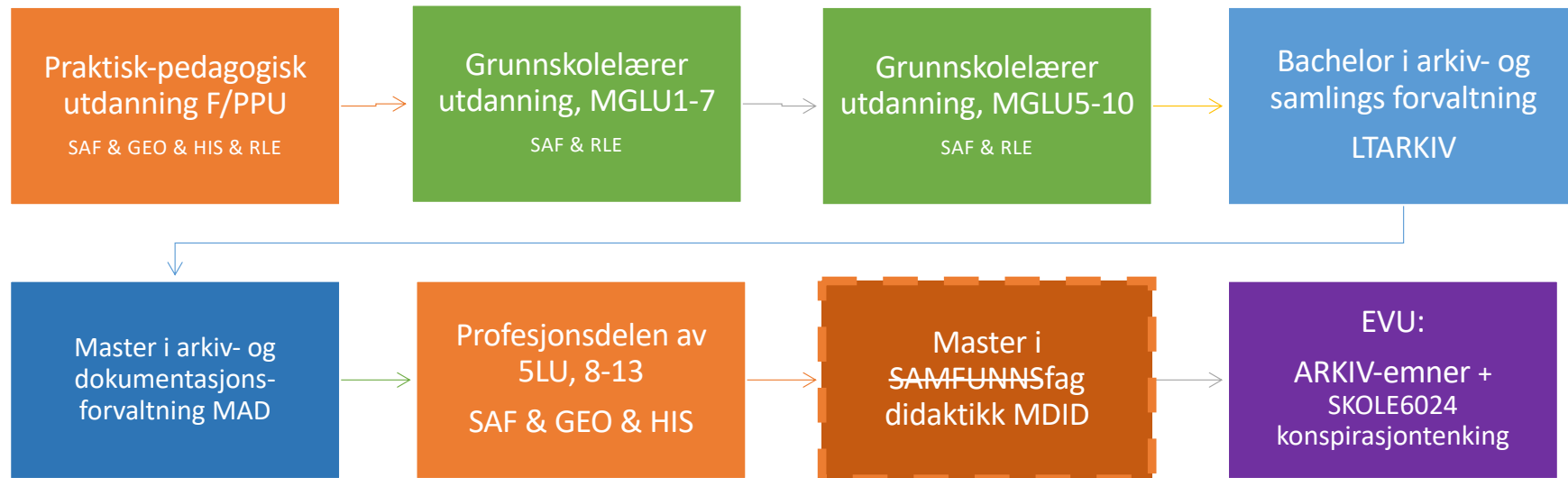
**FSAM: KJØNN/ALDERSFORDELING
GENDER/AGE DISTRIBUTION**



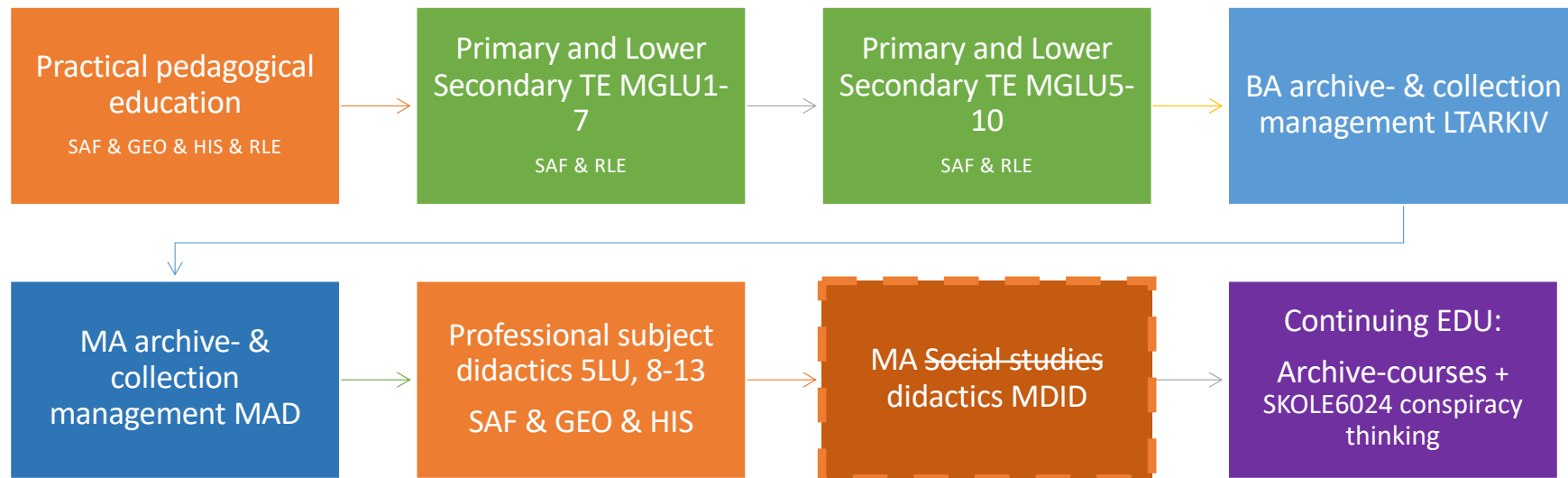
**FAG-FORDELING/PEER
DISTRIBUTION**



Studie- program



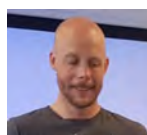
Academic programs



PROGRAM COORDINATION



Rakstad
Pettersen



Skotnes



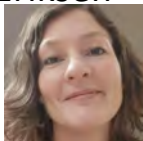
Dahl



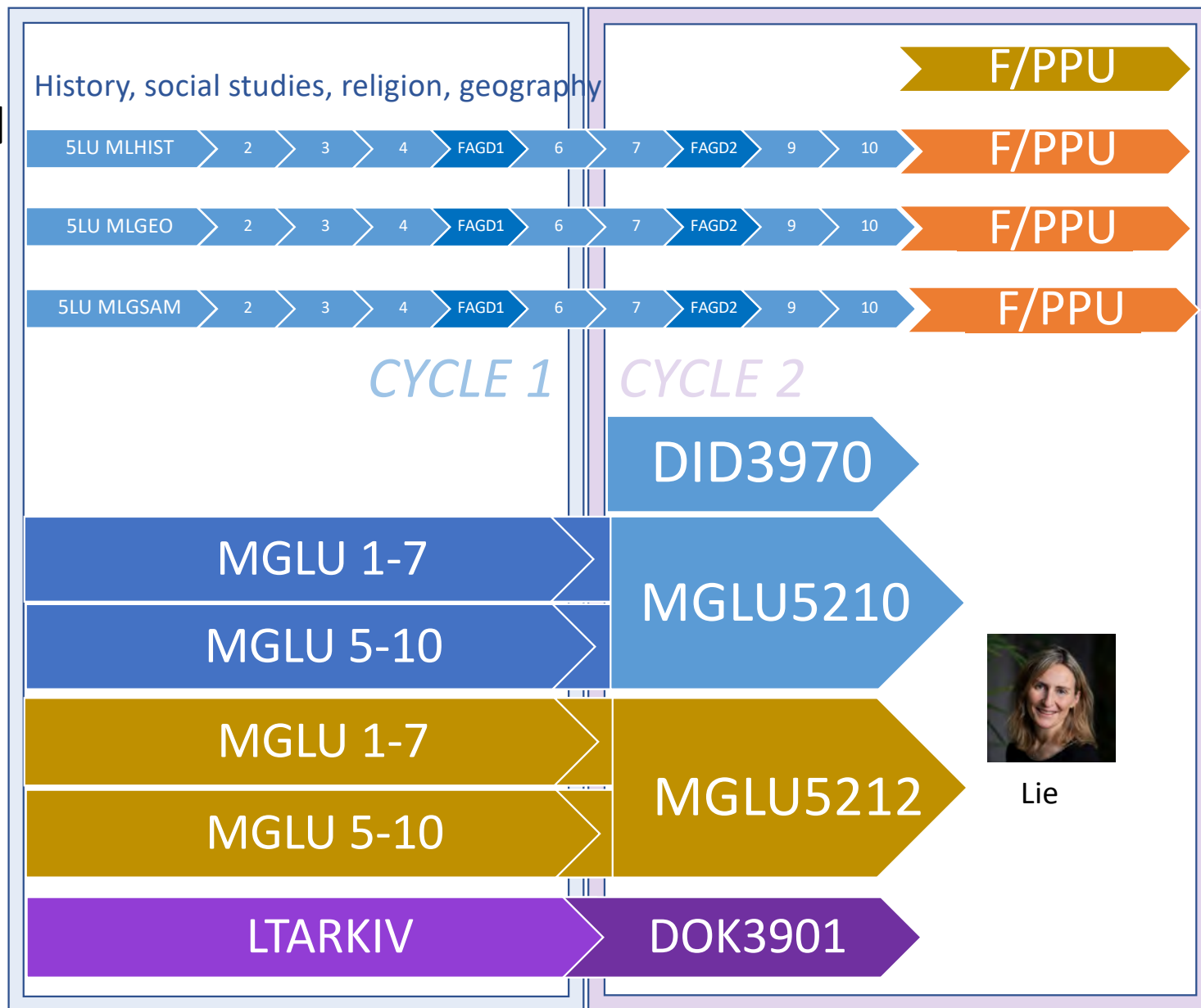
Heggem



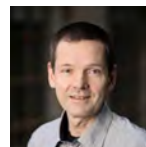
Vongraven
Eriksen



Jørgensen



Risto Nilssen



Skjæveland



Jørgensen



Jenssen



Lie

Status sketches – Q & A

FSAM's efforts for equity, inclusion, diversity

FSAM peers taking part in the forum for EID (LIM)

- Professor Sevil Sümer, samfunnsfag – soc studies/sociology
 - Associate professor Lars Unstad, religion, worldviews, ethics
-
- Interest in varieties of expertise
 - Respect for knowledge & person
 - Transparency in decisions?
 - Responsive to various needs?
 - Willingness to mutual process
 - Tolerance for limits & limitations?
 - Respect for private/civic life?
 - Predictability & security
-
- Internal climate essential
 - Importance of each individual peer
 - Focus: research innovation
 - Active research groups
 - Focus: student progress
 - Mutual teacher meetings
 - **Professional forum** - monthly
 - Duplication of language
 - Presentations & lunch room

Skisser til status – svar & spørsmål

a) styrke arbeid med likeverd, inkludering og mangfold i din seksjon

FSAM-fagfeller deltar i MIL-utvalget

- Professor Sevil Sümer, samfunnsfag - sosiologi
- Førsteamanuensis Lars Unstad, religion, livssyn, etikk

FSAMs strev for mangfold inkludering likeverd?

- Kunnskap om andres faglighet
- Respekt for kunnskap & person
- Transparens i beslutninger
- Lytte til hverandres ulike behov
- Vilje til gjensidig prosess
- Toleranse for egne grenser
- Respekt for privat-liv
- Forutsigbarhet og sikkerhet
- Klima internt avgjørende
- Hver enkelt fagfelle er viktigst
- Fokus forskningsbasering
 - Forskergrupper aktiverer
- Fokus studieprogresjon
 - Lærermøter motiverer
- **Faglig forum** - månedlig
- Dublering av språk
 - Presentasjoner & lunsjrom

Hva skal forumet være videre? / Onwards?!

Spørreundersøkelse Survey?

- Representasjon
 - representation?
- Distribusjon
 - distribution?

Lederansvar!

- Forankring i hele organisasjonen
 - Likeverd
 - Inkludering
 - Mangfold
- Gjøre seg overflødig?
- Reise samfunnskritisk dagsorden

Leadership!

- Anchoring throughout the department
 - Equity
 - Inclusion
 - Diversity
- Forum redundancy?
- Externalize a critical agenda on social issues



FORUM FOR
LIKEVERD,
INKLUDERING OG
MANGFALD

*Fagseksjon for kunstfaga,
kroppsøving og idrett*

LITT OM FAGSEKSJONEN - ALDER

Antall ansatte

49⁰
Herav eksterne

Gjennomsnittlig alder

46,9

Median alder

48,0

Gjennomsnittlig ansiennitet

7,6

Median ansiennitet

7,0

Aldersgrup...

Aldersgruppering og ...

Aldersgruppering per organ...

Aldersgrupperinge...

Ansiennitetsgruppering løn...

Ansiennitetsgruppering ett...

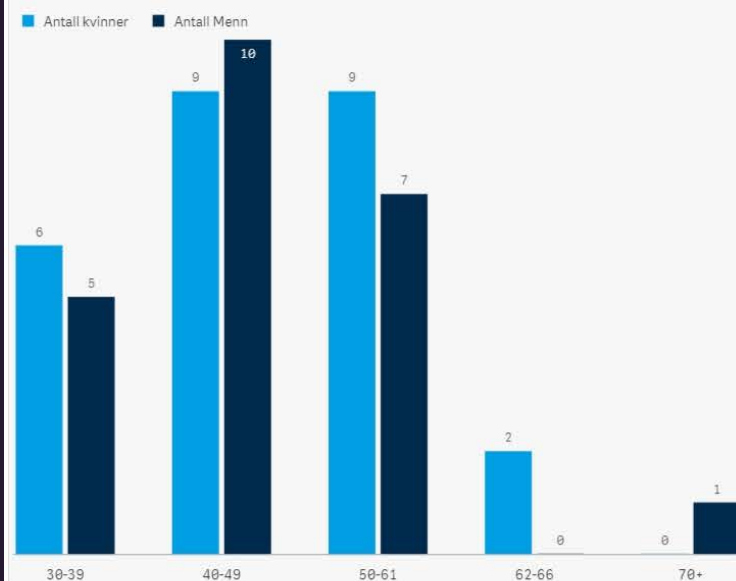
Ansiennitetsgruppering ett...

Stillingsgruppe

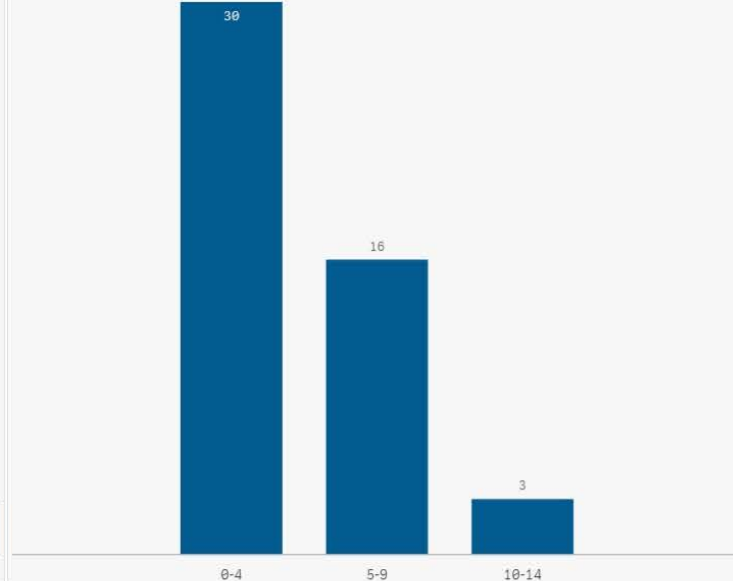
Utdanning

Nasjonalitet

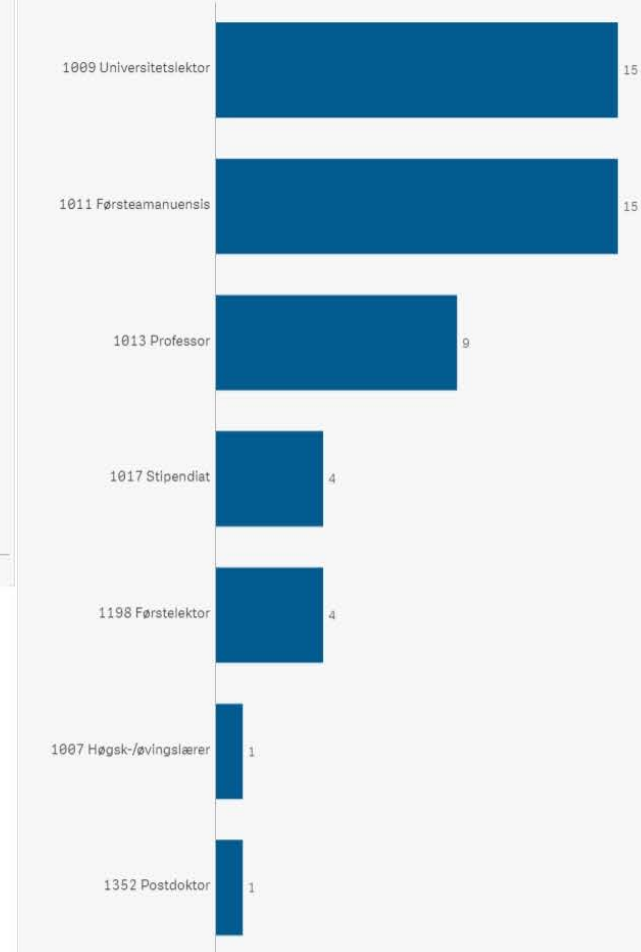
Antall ansatte fordelt på aldersgruppering, ekskludert eksterne



Tjeneste- + eventuelt tilleggsansiennitet



Antall ansatte fordelt stillingsgruppe



LITT OM FAGSEKSJONEN - KJØNNNSBALANSE

- Tilsette (inkludert midlertidige): 26 kvinner / 23 menn
- Fast tilsette: 18 kvinner / 16 menn
- Årsløn (inkludert midlertidige): 98,5 % (kvinner/menn)
- Årsløn fast tilsette: 103,6 % (kvinner/menn)

Relativt låge skilnader på kjønn når det gjeld desse faktorane

LITT OM FAGSEKSJONEN – UTVALDE ROLLER

- Fagseksjonsleiar: Øyvind Johan Eiksund
- Faggruppekoordinatorar: Geir Olav Kristensen (KI), Errol Fyrileiv/Anne Grut Sørum (KHFM), Rose Martin (MDD, permisjon)
- Fagkoordinatorar: Monika Haga (kroppøving), Trine Unander (kunst & handverk), Bjørn-Terje Bandlien (musikk), Polina Golovatina-Mora (MDID, kunstfagdidaktikk)
- Forskingsutval: Ove Østerlie, Trine Unander (vara)
- International Forum: Steve Holland, Sunniva Skjøstad Hovde (vara)

Faktorar vi er medvitne om: språk, kjønn, faggruppetilhøyrse/fagleg fokus

TILSETJINGAR

- Utlysingstekstar – kven opnar vi for?
- Intervjusituasjon – korleis gjennomfører vi gode og inkluderande prosessar frå A til Å?
- Kursing: Rekrutteringskafé 20. januar 2023 (Likestilling og mangfold i ansettelseprosesser)
- Mottak av nye tilsette: korleis legge til rette for nye kollegaer? Likebehandling gjennom individuell tilpassing? Krevjande arbeid
- Trivsel på jobb: korleis skape eit godt og inkluderande arbeidsmiljø for alle?

SPRÅKPRAKSIS

- Ein inkluderande språkpraksis er sentralt for å gi god kommunikasjon og få nye kollegaer til å kjenne seg sett og verdsett
- Tre faggrupper med ulike praksisar kring språkbruk (engelsk/norsk) i arbeidsprosessar/møteverksemd. Mykje ansvar for den daglege praksisen ligg i faggruppene/mindre arbeidsfellesskap. **Mogleg utfordring?**
- Frå fagseksjonshald:
 - Alle e-postar til fagseksjonen er både på norsk og engelsk
 - Før fagseksjonsmøte: sender ut presentasjonen til engelsktalande i forkant av møte
 - På fagseksjonsmøte: forsøker å bruke engelsk under presentasjonar / PowerPoint på norsk. Dialog og diskusjonar i blanding
- **Korleis støtte norsklæring best mogleg for kollegaer med annan språkbakgrunn?**

LIKEVERD, INKLUDERING OG MANGFALD I UTDANNING

- Legge til rette for grundig emnerevisjonsprosessar: ha nok tid til å takle vanskelege og utfordrande spørsmål
- Oppmuntre faggruppene til å prioritere fagleg utvikling (innhald i og samanheng mellom emna i ulike studieprogram)
- Vere medviten mangfaldet av fagdisiplinar i fagseksjonen gjennom inkluderande prosessar og språkbruk – vere var for ekskluderande praksisar
- Finne ein god balanse mellom effektive arbeidsfellesskap og dei krevjande fagutviklingsfellesskapa. **Korleis arbeide godt med denne tematikken i fagmiljøa?**

MINE FORHÅPNINGAR FOR FORUMET

- Tenkje kreativt, fritt, apolitisk og forskingsbasert for å identifisere faktorar, strukturar og system som står i vegen for likeverd, inkludering og mangfald
- Vere synlege
- Vere ein ressurs for ulike typar arbeid i fagseksjon/faggrupper
- Vere høyringsinstans for leiarmøtet/leiinga ved instituttet

Fagseksjon for naturfagene





Hvem er vi?

- 3 professorer (2 kvinner)
- 2 dosenter (2 menn)
- 20 førsteamanuensiser (12 kvinner)
- 2 førstelektorer (2 kvinner)
- 3 universitetslektorer (2 kvinner)
- 8 stipendiater (4 kvinner)

Rutiner ved tilsetninger

A wooden massage mat with dark circular nodes is placed on a wooden floor. The mat is made of light-colored wood and has several rows of dark, rounded nodes. The floor is made of light-colored wooden planks. In the top left corner, there is a small white object, possibly a piece of paper or a small container.

- Utlysninger- åpen for internasjonale søkere
- Mottak av nye ansatte
- Trivsel på jobb- et godt og inkluderende arbeidsmiljø for alle

Språkpraksis

- Språk i fellesmøter
- Språk i møter

Likeverd, inkludering og mangfold

- Grundige emnerevisjoner- god tid på arbeidet
- Inkluderende prosesser og bruk av språk
- Utvikle fagfellesskap og respekt for fagenes egenart

Forventninger til forumet

- Være synlig
- Ressurs for fagseksjonen- dele kunnskap
- Tips på hva som kan være til hinder for likeverd, inkludering og mangfold



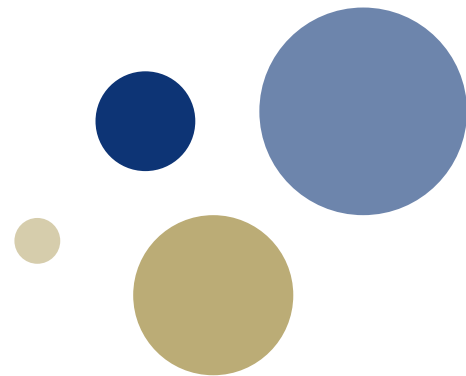


NTNU

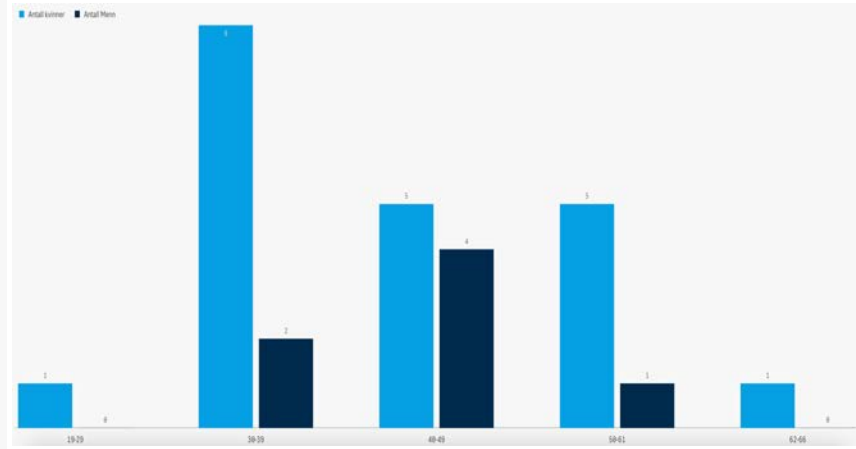
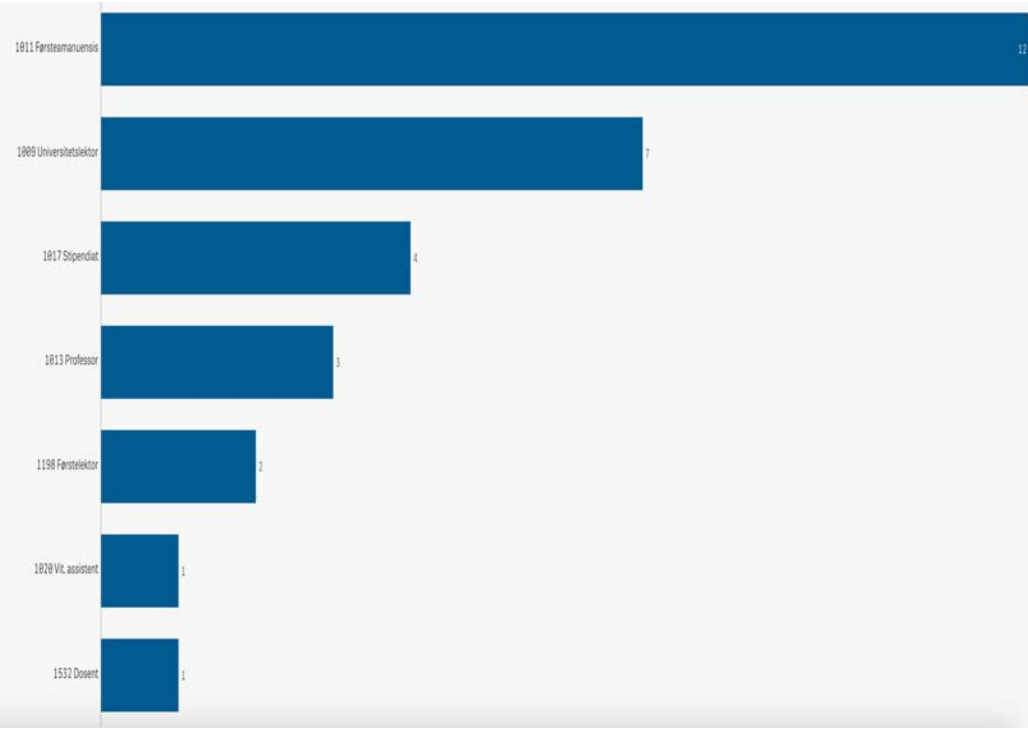
Kunnskap for en bedre verden

Section for English and Foreign Languages

October 2023



Section for English and Foreign Languages



Growth

- 2017
 - 14 academic members of staff
- 2023
 - 30 academic members of staff
 - Norway (16), USA (4), China (1), Ireland (1), Germany (1), Poland (1), Spain (1), Italy (1), France (1), Pakistan (1), Turkey (1), Cyprus (1)
 - Some colleagues have dual citizenship



Hirings and internationalisation


- Since 2017, every new Associate professor in our Section is recruited from overseas
- PhD degrees in the Section are awarded in
 - USA (Delilah, Anna, George, Eir-Anne, Alyssa, Tom)
 - UK (Eivind, Gessica, Sercan)
 - Germany (Karen)
 - Canada (Libe)
 - Ireland (Jade)
 - Norway (Fredrik, Karina, Ingunn, Alissa)


Strategy for hirings

- Advertisement texts for Associate professors, PhD fellows and Post-doctoral fellows are in English and Norwegian
- We advertise positions internationally using a variety of channels
- As a result, we receive a large number of applications, from around 50 to around 150

Section language use

- NTNU's Norwegian language courses, Norwegian courses at various private providers and the time allotted in the work plans to take them are not sufficient for mastering Norwegian in an academic context within the contractual time for becoming proficient in Norwegian
- Language learning takes a long time – more than 3 years
 - Norwegian proficiency in informal contexts
 - Norwegian proficiency in professional contexts
 - Reading/listening skills vs. writing/speaking skills

- 
- Use of English and Norwegian
 - Emails and Teams posts to everyone in English and Norwegian
 - Section meetings are conducted in English
 - Materials in both Norwegian and English
 - Documents from outside the section are often in Norwegian only
 - We provide explanations in English
 - Automatic translation of documents into English
 - Perhaps too much use of English in our Section...?

- 
- We have different linguistic backgrounds and also (very) different academic backgrounds and experiences
 - Consideration goes into sharing of courses and composition of colleagues on different programmes
 - Particular encouragement
 - Research groups, including establishing new ones
 - Applications for funding
 - Research grants and research fellows
 - Professional development in general

Forum for Equity, Inclusion and Diversity

First workshop 23-09-2022

Facilitated by Tone Pernille Østern

§ 4-3 i Universitets og høyskoleloven pålegger institusjonenes «å forebygge og forhindre trakassering og seksuell trakassering, jf. likestillings- og diskrimineringsloven § 13». Denne paragrafen definerer trakassering som «handlinger, unnlater eller ytringer som har som formål eller virkning å være krenkende, skremmende, fiendtlige, nedverdiggende eller ydmykende». Likestillings- og diskrimineringsloven § 6 forbyr diskriminering på grunnlag av «kjønn, graviditet, permisjon ved fødsel eller adopsjon, omsorgsoppgaver, etnisitet, religion, livssyn, funksjonsnedsettelse, seksuell orientering, kjønnsidentitet, kjønnsuttrykk, alder eller kombinasjoner av disse grunnlagene er forbudt.» Det spesifiseres at «Med etnisitet menes blant annet nasjonal opprinnelse, avstamning, hudfarge og språk».

13-13.10

Welcome and about the forum by Tone

13.10-13.30

Everybody: Please prepare a short introduction of yourself; who you are and one thing about why you want to contribute to the forum. We will be 15 people on Friday, so with **one minute each** we will do a presentation in 15 minutes!

13.30-13.40

Look at the mandate for the forum.

13.45-14

Karina, Steven and Sevil present plans about an ILU inquiry

14-14.10

Libe, Sikunder and Ingvild present plans for a presentation of the forum and a small activation task at the ILU meeting 10 October.

14.15-15

Workshopping around ILU's Action plan 2023.

Sikunder Ali

The forum

Azra Halilovic

Katrine Dalbu Alterhaug

Ingvild Håkestad

Lars Unstad

Ingvild Håkestad

Anne Carine Bonnevie Lund

Steven K. Holland

Mari-Ana Jones

Irmelin Kjelaas

Sevil Sümer

Tone Pernille Østern

Sharmika Raventhiran

Eir-Anne Edgar

Libe García Zarranc

Turi Marte Brandt Ånerud

Perlaug Marie Kveen

Synne Bråthen

Alexander Pedersen

Karina Rose Mahan

MY MOTIVATION

Lead policy
with impact

Linking the
work of
international
forum with
this forum

- Exp on international
the reporting system
- called for more
high level representatives

LGBT+
- rights

Flag have
MS' del!

To be put in
writing + name
of the
by
3

national
match being
with
frank's

Planning
with
national

- Country
- no national
- to be
- to be
- to be
- to be

- open ending
- admin. rep.
- Hans-Rudolf
- Student council
- Hildebrandt and

field
with
the
other
the

EXISTING
IN THE
CONFERENCING
MINISTERIAL
AND STUDENT.

A collective voice on motivation to join the forum

- To have real policy with impact
- To link the work in the international forum with this forum
- To match intersectional theory with praxis
- Jeg bare må være i forumet!
- To work for LGBT+ rights
- Fordi jeg ikke ser det samme mangfoldet ved ILU som jeg ser på gata i Trondheim eller i min egen omgangskrets, og vil gjøre noe med det.
- Diversity is my research field, and I would like to see more projects on this field
- I would like to use my personal experience as well as sociopolitical knowledge
- To be part of creating a more critical practice and community at ILU
- To work through democracy and philosophy towards practice, and through inclusion towards diversity.
- My experience as international hire is one of exclusion, and I would like to change that.
- Because ILU needs more sustainable representation

TOP PRIORITY

Having guidelines
that promote
internationalization

Needs assessment
for microscholarship
and impartment
- Object
- Inlandet

Include a program
for the staff of
the school
- All working
candidates graduate
of under 1000
of which 1000
to school

Having a
curriculum
that is
family
friendly

Many folds -
underskottet

Having
process

Explore
franchise
&
audit trail

Big wish to see

Lancaster
Forside

you already

Forskjellsbehandling
av superdøtler
med barn
(mer prosjekttil
ved syke barn)
f.eks.

NINU Tenkote
w/ info about
student rights

Belong (belong)
Personal / diversity
great many
experience
to create

A collective voice on top priorities for the forum

- Hiring guidelines that promote internationalisation
- Hiring processes that challenge whiteness
- Take measures towards everyday racism and exclusions, shown through micro-agressions among staff
- Define and redefine the concepts “inclusion” and “diversity” with the help of critical theory on participation and co-creation
- Create inclusive language politics at ILU
- Få på plass en mangfoldsundersøkelse ved ILU
- Få på plass en masterutdanning for minoritetsspråklige med innpassinger (se til OsloMet og Innlandet)
- Synliggjøring av forumet for både studenter og ansatte
- Eteblere forumet og jobbe for at andre skal bli kjent med oss
- Styrke arbeidet for studentenes psykiske helse
- To create inclusive practices all the way from Head of Department to the Head of Sections.
- To foresee that all teacher candidates graduating have received the same learning possibilities related to inclusion and diversity
- Bring out the stories existing in the department (staff and student), and create a flow to follow the voice.
- Resist linear teaching for student teachers
- Resist assymetric relating at the department
- Create an NTNU template with information about student rights
- Motvirke forskjellsbehandling av stipendiater med barn

EXPECTATION TO FORUM TO WORKING STRUCTURES

Develop definition
of diversity
and inclusion
that we refer
to NTNU

- Understanding the
types of forum
we require and
how to use as
tools

- Not prioritizing
one international
group of people

Elaborate and formalize
agreements - formal
agreements - both
understanding of
learning

Set up small
working group
over sessions
to find on
the points

- Things can be
included groups
and projects
- Things can
include projects
of individuals
in the structure

- No tables
- No middle
group (Eksperiment)
- Maybe all in
the structure

Structure
of the
forum

Regular
meetings
and perhaps
work in
sub-groups

Ikke bli
symbolisk
- Workshops
- "kurs" - based
Mindre grupper med
forsker!

Opening
and
initial
sessions

Social
learning

A collective voice on expectations to working structures of the forum

- To work through a philosophy of care and concern, accommodating diversity
- Develop definitions of diversity and inclusion that are specific to NTNU
- Understand that topics of the forum are dynamic and cannot be seen as static
- Not prioritizing one underrepresented group of another
- Bli kjent med hverandre og ressurser i forumet.
- Synliggjøre inkludering og mangfold både i undervisning og forskning
- Ikke bli et symbolsk forum, men ha innflytelse
- Being able to influence protocol and practices
- Gaining more in-depth perspective of discrimination on the structural level
- Set up small working groups across sections to focus on top priorities
- Regular meetings and perhaps work in sub-groups
- Jobbe noe i fellesskap, noe i mindre spesialfelt, benytte alle forummedlemmers ekspertise
- Omfang av oppgaver i henhold til ressurs
- Create a social arena for the forum

An individual voice – 1 minute presentations

The mandate – comments and revisions

For the transparency of the process, this is how the mandate is being crafted:

- Head of Department has drafted a first version together with the Leadership group.
- She has shared it with me, I have commented and made suggestions for revisions and additions.
- The attached draft is the result of the revision process between Head of Dep and me.
- The forum is now invited to comment on the draft, on our Friday workshop, and I will then send our comments and revisions back to her.
- Head of Dep will then take the mandate with the forum's comments back to the Leadership meeting.
- After that, she will decide about the final mandate.

Karina, Steven and Sevil present plans about an ILU inquiry

Libe, Sikunder and
Ingvild present plans
for a presentation of
the forum and a
small activation task
at the ILU meeting
10 October



10.oktober – instituttseminar ved ILU – Clarion hotell Brattøra

- 08:15 Mingling, registrering og kaffe
- 09:00 Velkommen og musikk
- 09:20 Forum for inkludering og mangfold
- 09:35 **BOTT ØL**
Bergen, Oslo, Trondheim, Tromsø - nytt økonomi- og lønssystem
- 09:45 Den store masterdebatten
– Hva er profesjonsrettet vitenskap?
(Parallell på samme tid for stipendiater)
- Innledes av nestleder for utdanning Ruth Grütters
 - Gruppediskusjoner på bordet. Hovedmomenter noteres i en digital løsning – Padlet
 - Oppsummering
- Pauser som bordet ønsker - det er kaffi og småmat i foajeen*
- 09:45 Kurs i akademisk skriving for stipendiater
Nancy Lea Eik-Nes, Institutt for språk og litteratur
Kurset holdes både på norsk og engelsk
- 11:25 Musikk
- 11:30 **Lunsj**

ILU Action plan 2023

A social happening for the forum in November, just eating and hanging out, getting to know one another

Forum for likeverd, inkludering og mangfold / Forum for equity, inclusion and diversity
Møteinnkalling sendt 10. januar 2023 / Meeting agenda sent 10 January 2023

Møteinnkalling / Meeting invitation

Til / Forum for likeverd, inkludering og mangfold
To: Forum for equity, inclusion and diversity

Om / Forum møte
Regarding: Forum meeting

Møtetid / Tirsdag 17. januar kl. 14-16
Meeting time: Tuesday 17 January at 14-16

Sted/Place U304, Akrikk <https://link.mazemap.com/pKHOEXpD>

Av / By: Tone Pernille Østern (forumleder / Head of forum)

Møteplan / Agenda

- 14-15 Velkommen til instituttleder Ingfrid**
Introduksjon av Ingfrid om instituttets ambisjoner for forumet.
Spørsmål og diskusjon mellom forummedlemmer og instituttleder.
- Welcome to Head of Department Ingfrid.**
Introduction by Ingfrid about the department's ambitions for the Forum.
Questions and discussions between Forum members and Head of Dep.
- 15-15.45 ILU alle digitalt spørreskjema**
Diskusjon og revisjon av skjemaet
- ILU staff digital survey**
Discussion and revision of the survey
- Vedlegg: uferdig utkast på nettskjema, wordutkast med informasjonstekst*
Attachments: draft of the digital survey, a word file with information about the survey
Av/by: Sevil Sümer, Steven Hollands, Tone Pernille Østern og/and Britt Karin Utvær
- 15.45-16 Tankestreif, og eventuelt "Tankestreif", and other issues**
- Info: tagg med den nye taggen «**lim-ilu**» / please tag with the new tag «**lim-ilu**»
- Les det første tankestreifet her, takk til Katrine / Read the first «tankestreif» here, thanks to Katrine:
<https://innsida.ntnu.no/start/#/feed//1a367238-1bb0-3bae-952b-2ffa63bedd93>

Ytterligere vedlegg / additional attachments:

Rektorvedtak om «Utviklingsplan for likestilling og mangfold 2023-2025», og planen.

Forum for likeverd, inkludering og mangfold / Forum for equity, inclusion and diversity
Møteinnkallelse sendt 10. januar 2023 / Meeting agenda sent 10 January 2023

The Rector's decision about «Developmental plan for gender equality and diversity 2023-25», and the plan

Lagt ved her til informasjon, siden planen er nylig vedtatt. Forslag: Vi leser og diskuterer planen på februarmøtet.

Attached here for your information, as it is newly released. Suggestion: We read and discuss the plan on the February meeting.

Forum for likeverd, inkludering og mangfold / Forum for equity, inclusion and diversity
Møtereferat fra 17. januar 2023 / Minutes from 17 January 2023

Møtereferat / Meeting minutes

Møtetid / Tirsdag 17. januar kl. 14-16
Meeting time: Tuesday 17 January at 14-16

Av / By: Tone Pernille Østern (forumleder / Head of forum)

Til stede / Present: Ingrid Thowsen, Tone Pernille Østern, Sevil Sümer, Steven Holland, Katrine Dalbu Alterhaug, Sikunder Ali, Libe García Zarranz, Anne Bonnevie Lund, Eir-Anne Edgar, Lars Unstad, Alexander Pedersen.

Frafall / Apologizes: Karina Rose Mahan, Ingvild Håkestad, Perlaug Marie Kveen, Azra Halilovic

14-15 Velkommen til instituttleder Ingrid
Introduksjon av Ingrid om instituttets ambisjoner for forumet.
Spørsmål og diskusjon mellom forummedlemmer og instituttleder.

Welcome to Head of Department Ingrid.
Introduction by Ingrid about the department's ambitions for the Forum.
Questions and discussions between Forum members and Head of Dep.

The discussion was held mainly in English, and is reported in English:

From the introduction by Head of Department:

Head of Dep welcomed the establishment of the Forum, and stated the ambitions with the Forum as formulated in the mandate and ILU action plan 2023. She emphasized the need to recruit a more diverse population of students, and encouraged the Forum to formulate a specific plan with advice for how to strengthen equity, inclusion and diversity at the department. Head of Dep also emphasized the need to work on the working environment at ILU from an inclusion and diversity perspective and explained that the last count showed that out of about 500 staff, 60 employees have a non-Norwegian background, representing 25 different nationalities. She emphasized that the Forum is an advisory forum for her and the leadership. The forum was invited to lead a parallel session at the staff seminar at Åre in April.

From the discussion between head of Department and Forum members:

- Recruitment of a diverse population of students as connected to the inclusivity in the working environment, ongoing activities, approaches and attitudes, and teaching methods at the department, as well as the reputation of the department and NTNU. A clearly diverse and inclusive working culture at the department will help attracting diverse student populations.
- The need to strengthen equity among colleagues at ILU, despite Norwegian / non-Norwegian background.
- The need to look to develop teachers ready for the future, which is diverse and multicultural.
- The need to look for good practices and be inspired by them. Several other teacher education institutions in Norway have worked more thoroughly with questions of equity, inclusion and diversity than we have.

Forum for likeverd, inkludering og mangfold / Forum for equity, inclusion and diversity
Møtereferat fra 17. januar 2023 / Minutes from 17 January 2023

- The possibility of using the strong research and teacher educator resources on topics connected to equity, inclusion and diversity that we already have at the department, such as anti-discrimination, anti-racism, and minority language education, for the benefit of developmental work at the department.
- The need to strengthen the presence of Indigenous Sami staff, students, content, teaching methods, and research at the department.
- The need to involve all sections, and all Heads of sections, in equity, inclusion and diversity work.
- The need to work together through all levels (department, faculty, rector level) to strengthen equity, inclusion and diversity in all activities at the department and NTNU.
- To develop not only teaching activities from an inclusion and diversity perspective, but also practice period practices, and administration and admission regulations and practices.

The discussion concluded that the department needs the Forum, and that the Forum needs the support of Head of Department. The work for equity, inclusion and diversity at the department is long-term, and continuous.

15-15.45 **ILU alle digitalt spørreskjema**
Diskusjon og revisjon av skjemaet

ILU staff digital survey
Discussion and revision of the survey

The inquiry was discussed, and recommendations for revisions, additions and reorganization of the inquiry were given by Forum members. The working group revises the inquiry accordingly. The revised inquiry will be sent back to the Head of Department for approval.

Forum member Sevil Sümer will present the inquiry at the next ILU staff meeting on 17 February.

15.45-16 **Tankestreif, og eventuelt**
“Tankestreif”, and other issues

«Tankestreif» as a Forum activity was discussed.
Sikuner Ali will write the February “tankestreif”.
All Forum posts on Innsidan should be tagged with «**lim-ilu**»

Ytterligere vedlegg / additional attachments:

Rektorvedtak om «Utviklingsplan for likestilling og mangfold 2023-2025», og planen.

The Rector’s decision about «Developmental plan for gender equality and diversity 2023-25”, and the plan

Vi leser og diskuterer planen på februarmøtet.
We will read and discuss the plan at the February meeting.

Forum for likeverd, inkludering og mangfold / Forum for equity, inclusion and diversity
Møteinnkalling sendt 20. januar 2023 / Meeting agenda sent 20 January 2023

Møteinnkalling / Meeting invitation

Til / To: Forum for likeverd, inkludering og mangfold / Forum for equity, inclusion and diversity

Om / Regarding: Forum møte / Forum meeting

Møtetid / Meeting time: Tirsdag 28. februar kl. 11-13 / Tuesday 28 February at 11-13

Sted/Place: U304, Akrikk <https://link.mazemap.com/pKHOEXpD>

Av / By: Tone Pernille Østern (forumleder / Head of forum)

Møteplan / Agenda

- 11-12 Lesesirkel: «Utviklingsplan for likestilling og mangfold 2023-25» ved NTNU**
Les dokumentet på forhånd og la oss diskutere for eksempel:
Hva er vårt generelle inntrykk av planen?
Hvilke ambisjoner viser dokumentet?
Hva savner vi i planen?
Hvilket handlingsrom har vi som forum innenfor rammene av planen?
Vedlagt: planen, med rektorvedtak
- Reading circle: “Development plan for gender equality and diversity 2023-25” at NTNU**
Please read the document before the meeting and let us discuss for example:
What is our general impression of the plan?
What ambitions does the plan show?
What do we miss in the plan?
What possibilities for action do we see as Forum within the frames of the plan?
Attached: the plan, with the Rector decision about the plan
- 12-12.45 Studentenes saker**
Se vedlagt liste fra studentene
- The students’ ambitions**
Please find a list with issues from the students
- 12.45-13 Saker til neste møte og eventuelt**
Agenda for the next meeting, and other issues

Forum for likeverd, inkludering og mangfold / Forum for equity, inclusion and diversity
Møtereferat fra 28. februar 2023 / Meeting minutes for February 28, 2023

Møtereferat / Meeting minutes

Møtetid / Tirsdag 28. februar kl. 11-13
Meeting time: Tuesday 28 February at 11-13

Av / By: Tone Pernille Østern (forumleder / Head of forum)

Til stede / Present: Tone Pernille Østern, Ingvild Håkestad, Azra Halilovic, Steven Holland, Katrine Dalbu Alterhaug, Sikunder Ali, Libe García Zarranz, Lars Unstad, Stine H. Bang Svendsen, Sunniva Hovde, Lea Sofie Thomsen.

Gjest fra SU-fakultetet / Guest from the SU Faculty: Sissel Sæther.

Frafall / Apologizes: Karina Rose Mahan, Perlaug Marie Kveen, Sevil Sümer, Anne Bonnevie Lund, Eir-Anne Edgar, Alexander Pedersen, Sharmika Raventhiran, Synne Bråthen, Ingrid Darell Holm.

Møteplan / Agenda

11-12 Lesesirkel: «Utviklingsplan for likestilling og mangfold 2023-25» ved NTNU

Reading circle: “Development plan for gender equality and diversity 2023-25” at NTNU

The plan was discussed. Notes from the Forum are collected in attachment 1: “Conversation notes – Forum for Equity, Inclusion and Diversity – 28.02.2023”.

12-12.45 Studentenes saker
Se vedlagt liste fra studentene

The students’ ambitions
Please find a list with issues from the students

The student cases were discussed. Comments and suggestions from the Forum are collected in attachment 2: “Studentenes saker – til Forum for likeverd, inkludering og mangfold - 28.02.2023”.

12.45-13 Saker til neste møte og eventuelt
Agenda for the next meeting, and other issues

The following invited guests have kindly accepted to visit the Forum:

11 April meeting – Kjersti Wæge (Leader for matematikksenteret ved ILU) and Arne Johannes Aasen (Leader for Skrivesenteret at ILU)

11 May meeting – NTNU’s likestillingsrådgiver Janet Rautio Øverland

9 June meeting – Head of Administration Øystein Wormdal and Senior Advisor Charlotte Gaertner

Attachment 1: Conversation notes – Forum for Equity, Inclusion and Diversity – 28.02.2023

The Forum for equity, inclusion and diversity had a reading circle conversation about **NTNU's Development plan for gender equality and diversity 2023–2025**

This document includes our notes from that conversation.

Positive notes:

- First of all: the document has been worse. It has improved. The progress with this plan is that there is more focus on disability and on gender diversity.
- Some of the language used in the plan leaves openings to ground equity and inclusion in human experience, like for example using language like “a sense of belonging”.

Concerns:

- The translation from Norwegian to English is very poor. The two documents use different concepts and sayings, and it is accurate to say that they in fact are not the same documents. For example, the word “tolerance” is used in English, but not in Norwegian. The English version also has several flaws and seems to have been done in a hurry. **However, there is a new English version that is now uploaded to NTNU's webpage, here: <https://www.ntnu.edu/genderequality>**
- The plan includes a lot of contradictions. It is like it is trying to balance restrictive regulations and traditions with more open and progressive thinking and language.
- One contradiction is that the text about gender balance relates to the law as gender as binary sexes. However, the rest of the document uses all genders. This is contradictory, and the document falls in and out of binary based gender thinking.
- Assimilation tends to form the basis of the thinking. It is like the Norwegians are requesting the international staff to become like them. There is no sign of curiosity, humbleness and a wish to learn from “others”.
- Internationalization is legitimized through arguing that we want the best and outstanding international staff. The undertext could be read as we only want the best; leave the rest at home.
- There is a lack of available translations to English of central documents that the plan links to, which signals that it is not important.
- Equity, inclusion and diversity are only discussed in relation to laws and rules. The partner text to the plan clearly is the *aktivitetsplikt for arbeidsgiver*. In this, the comprehensive language of the plan reflects that this is something NTNU has to do, instead of something the university wants to or deeply feels that it needs to do. Human aspects that have to do with respectfulness, considerations and ethics are left out.
- A big problem is that **racism** is not actively discussed, and there is no admitting that racism exists at NTNU.
- The document lacks a grounding and a language based in an investigation into the actual discrimination that staff and student experience.

Other comments:

NTNU for a better world – we suggest “better” is understood much broader than this plan reflects, as wellbeing

Vi må holde fast ved å adressere arbeid for likeverd, inkludering og mangfold på systemnivå.

Attachment 2: Studentenes saker – til Forum for likeverd, inkludering og mangfold -
28.02.2023

Fra studentene:

DECOLONIALISATION OF CURRICULA

I første omgang handler det ikke nødvendigvis om å bytte pensum, men å komme med supplerende eksempler f.eks. fra andre land og kulturer. Det er helt nødvendig for at vi senere kan ha en inkluderende undervisningspraksis selv. **Bevissthet** ved ILU er vel et viktig mål. Det at ansatte er klar over hva slags pensum som i stor grad brukes.

Response and suggestions from the Forum:

- Very important, thank you for suggesting!
- To work with self-selected topics and literature in the courses is a way of working towards decolonialization of curricula. *For example: Critical mathematics education, understanding how the subject mathematics is used for filtering people.*
- In the courses, it is the teacher educators' responsibility to bring and encourage a critical eye on the subject discipline.
- Teach the student teachers to talk with children and young people about how they want to see themselves in the future.
- Decolonialization of curricula needs to move to a structural level. The Section leaders could take a role in this; they could tell the sections to work with decolonialization of their courses.
- The research groups created around topics of decolonialization could be activated more clearly on a structural level at ILU. There are several such groups.
- Indigenous perspectives are more or less lacking on a visible structural level, and such perspectives are not actively promoted by the leadership. A change could be initiated from the leadership.
- On a comprehensive and structural level, decolonialization comes together with a larger shift towards equity, inclusion and diversity in all aspects of the department activities: a shift where the dominant is challenged, also in curricula, and in which othering is avoided. Such othering might happen towards authors from the Global South or indigenous authors, and must be actively resisted.

Fra studentene:

RECRUITMENT OF STUDENTS

Rekrutteringsarbeid må vi se på. Vi snakker mye om kjønn med tanke på dette, men studentgruppen som velger læreryrket er homogen på flere måter enn dette. Dette må løftes og diskuteres og se om vi kommer med noen forslag til hvordan vi kan motarbeide det. Dette er noe vi må jobbe med over tid. Hvem er det vi f.eks. sender av gårde på rekrutteringsarbeid? Det har kommet forslag om kjønnskvote i den nye utredninga av opptakssystemet. Det kan være aktuelt å diskutere.

Response and suggestions from the Forum:

- Hvordan fungerer rekruttering og administrasjon av opptak? Administrasjonen vil gjerne møte studentene, og inviterer dem til møte.
- Recruitment is demanding, because what are we even talking about? Recruitment of a diversity of students will only work if that is something the department wishes wholeheartedly. Recruitment work to fulfill some regulation will not work. A full scaffolding for diverse students is needed. The department today is soaked in a majority doxa, and a change at all levels is needed for it to become a place where students outside of that doxa feel welcome, equal, respected, and safe. As for now, the institution has an overall image of rejection towards anybody outside of the norm. We need to instead project that *we need you!*, and your experiences and competences are something we need and which we will help you nurture into your unique teacher professionalism. We need to project that you do not need to become like us, to become a teacher.
- And as part of this major change of the whole department, we need to create a structural mechanism where we are not closing down barriers for anybody a bit outside of the dominant norm wanting to become a teacher, and instead create multiple paths and multiple entries into teacher education.

Fra studentene:

ACTIONS STUDENTS AND EMPLOYEES CAN DO TOGETHER

Vi instituttillitsvalgte studenter ved ILU er jo med i en del av de andre møtene allerede. Blant annet ledermøte, instituttstyre, Ussit osv.

Kunne vi benyttet oss av det i større grad? At vi løfter saker sammen?

Response and suggestions from the Forum:

- Ja! Gjærne!
- Vi må alltid invitere studentene med på alt, de viser veg og ligger foran når det gjelder krav om likeverd, inkludering og mangfold.
- Det er ILU som trenger studentene (mer enn at de trenger oss). Studentene har mye å lære institusjonen når det gjelder likeverd, inkludering og mangfold.

(we run out of time here, more suggestions welcome)

Forum for likeverd, inkludering og mangfold / Forum for equity, inclusion and diversity
Møteinnkallelse sendt 31. mars 2023 / Meeting agenda sent 31 March 2023

Møteinnkalling / Meeting invitation

Til / Forum for likeverd, inkludering og mangfold
To: Forum for equity, inclusion and diversity

Om / Forum møte
Regarding: Forum meeting

Møtetid / Tirsdag 11. april kl. 13-15
Meeting time: Tuesday 11 April at 13-15

Sted/Place U304, Akrikk <https://link.mazemap.com/pKHOEXpD>

Av / By: Tone Pernille Østern (forumleder / Head of forum)

Møteplan / Agenda

13-14 Diskusjon med ILUs ledelse: inviterte gjester er Kjersti Wæge, leder for matematikksentert og Arne Johannes Aasen, leder for skrivesenteret.

Discussion with ILU's leadership: invited guests are Kjersti Wæge, Head of The Norwegian Centre for Mathematics Education and Arne Johannes Aasen, Head of the The Norwegian Centre for Writing Education and Research

Lederne har fått denne invitasjonen / The leaders have received this invitation:

Hei Kjersti og Arne, 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

14-14.45 A case brought to the Forum.
How can we work with observation of everyday racism during practice visits?

A case brought forward to the Forum by Associate Professor Polina Golovátina-Mora offers an opportunity to start discussing how we work with cases reported to us.

**14.45-15 Saker til neste møte og eventuelt
Agenda for the next meeting, and other issues**

Forum for likeverd, inkludering og mangfold / Forum for equity, inclusion and diversity
Møtereferat fra 11. april 2023 / Meeting minutes for 11 April 2023

Møtereferat / Meeting minutes

Møtetid / Tirsdag 11. april kl. 13-15
Meeting time: Tuesday 11 April at 13-15

Av / By: Tone Pernille Østern (forumleder / Head of forum)

Til stede / Present: Tone Pernille Østern, Steven Holland, Katrine Dalbu Alterhaug, Eir-Anne Edgar, Sikunder Ali, Sunniva Hovde, Alexander Pedersen.

Inviterte gjester fra ILUs ledergruppe / Invited guest from ILU's leader group: Kjersti Wæge, leder for matematikksentert og Arne Johannes Aasen, leder for skrivesenteret / Kjersti Wæge, Head of The Norwegian Centre for Mathematics Education and Arne Johannes Aasen, Head of the The Norwegian Centre for Writing Education and Research.

Frafall / Apologizes: Ingvild Håkestad, Azra Halilovic, Perlaug Marie Kveen, Sevil Sümer, Anne Bonnevie Lund, Sharmika Raventhiran, Synne Bråthen, Ingrid Darell Holm, Lea Sofie Thomsen, Libe García Zarranz, Lars Unstad, Stine H. Bang Svendsen.

Møteplan / Agenda

13-14

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.

Momenter fra Arne J. Aasens introduksjon / Moments from Arne J. Aasen's introduction:

Hvordan styrke arbeid med likeverd, inkludering og mangfold på Skrivesenteret?

Likeverd, inkludering og mangfold (LIM) er viktige dimensjoner ved flere av oppdragene til Skrivesenteret i arbeidet vårt rettet mot målgrupper i skole og barnehage. Når vi er utviklingspartnere i skoler og barnehager er

- likeverd viktig på den måten at vi anerkjenner kompetansene som ansatte har og kompleksiteten i arbeidshverdagen deres. Det innebærer at vi legger til rette for samskapt læring der vi i fellesskap lærer og utvikler kunnskap for å forbedre praksis.
- er inkludering viktig på to nivå:
 - o Forbedring av praksis i skoler og barnehager forutsetter utvikling av gode profesjonsfellesskap der alle i «laget rundt barnet» får bidra ut fra sin kompetanse og sin rolle. Vi må derfor støtte skoleledelse og utviklingsgrupper i å gjennomføre inkluderende prosesser der alle får bidra.
 - o Inkludering er viktig prinsipp og verdi i opplæring på elevnivå, og det er bestemt av forskrifter og læreplaner. Derfor er inkludering ofte et tema i

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kompetanseutviklingsprosesser. I noen prosjekter er inkludering hovedinnholdet i arbeidet.

- Mangfold viktig fordi både lærer- og ikke minst elevgrupper er mangfoldige, og vi samarbeider med målgruppene for å finne gode måter å akseptere og bruke forskjelligheten som en ressurs.

Ellers er LIM er viktige verdier for arbeidsmiljøet ved Skrivesenteret. Vi arbeider målrettet for å holde ved like en samarbeidskultur der alle oppdrag skal løses gjennom samarbeid. Vi ønsker en kultur der den enkelte støtter kollegaene sine, at vi sammen finner løsninger og at vi sammen utfører arbeid. Målsetningene våre er at dette skaper trygghet, trivsel, motivasjon og et miljø for at vi lærer av hverandre.

Det er en kjensgjerning at arbeidsmiljøet ved Skrivesenteret er relativt homogent. Årsaken til dette er trolig at kvalifikasjonskravene (mastergrad, omfattende erfaring fra barnehage, skole eller PPT, erfaring fra å lede kompetanseutviklingsprosesser, inngående kjennskap og forståelse for norsk utdanningssystem og kulturer i utdanningssektoren, god norskspråklig kompetanse) i rekrutteringsprosesser innebærer at det er relativt få søkere som oppfyller disse kravene. Vi har derfor en homogen søkermasse.

Skrivesenteret har regelmessig personer fra NAV og Prima på arbeidstrening. Formålet med dette er først og fremst styrt av LIM-verdiene. Dette er mennesker som av forskjellige grunner ikke har vært i arbeid over lang tid, og målsetningene er at de skal få erfare å være yrkesaktive i et inkluderende og støttende arbeidsmiljø og få utføre meningsfulle arbeidsoppgaver der de får bruke kompetansen sin på måter som gir mestring. To praktikanter er nå fast ansatt ved senteret.

Når det gjelder mine forhåpninger til det nyetablerte forumet ved ILU, vil jeg trekke fram følgende punkter:

For å styrke likeverd, inkludering og mangfold ved ILU:

- Må vi lykkes i å utvikle en sterk og felles kultur der det er en høy bevissthet om LIM-verdiene og hva disse innebærer for samarbeidsformer og adferd. Forumet vil ha en viktig rolle i å lede et slikt arbeid. Det forutsetter inkluderende og dialogiske prosesser som utvikler forståelsen av LIM-verdiene hos alle ansatte ved ILU. Forumet bør derfor velge tilnæringsmåter som kan bidra til utvikling av verdibaserte kultur. Dersom tilnæringsmåten tar form av å være et «belærende moralpoliti», tror jeg ikke at vi vil lykkes med kulturendring.
- Drøfte og sikre felles retningslinjer for hvilke prinsipper som gjelder ved rekruttering med tanke på LIM.
- Forumet bør støtte den enkelte fagseksjonen og senteret til å arbeide med likeverd, inkludering og mangfold, f.eks. med samme støtteressurser som vi har tilgang på med ARK (arbeidsmiljøundersøkelsen). Det er viktig å få støtte til gode refleksjoner rundt hva LIM betyr for arbeidsområdene våre (profesjonsopplæring og forskning) og hvordan LIM representerer verdier for hvordan vi kan utvikle kvaliteten i vårt eget arbeid, arbeidsmiljø og arbeidsplasskulturer.

Momenter fra Kjersti Wæges introduksjon / Moments from Kjersti Wæges introduction:

Likeverd, inkludering og mangfold (LIM) er sentrale dimensjoner ved alt arbeidet. Matematikksenteret gjør mot målgruppene våre i skole, barnehage og lærerutdanning. Matematikksenteret arbeider med å fremme ambisiøs matematikkundervisning, som bygger på noen overordnede prinsipper: elevene er posisjonert som meningsskapere, undervisningen skal gi *alle* elevene mulighet til å arbeide med utfordringer i matematikk, og *alle* får likeverdig tilgang til å

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lære, læreren skal engasjere seg i elevenes tenking, og læreren må kjenne elevene sine og respondere på måter som er passende kulturelt.

Vi støtter skoler og barnehager i å arbeide med inkludering og likeverd i matematikkfaget. Vi er tett på praksis og samarbeider med skoler over hele landet. Jeg vil også nevne at vi har hatt flere samarbeidsprosjekter med Nasjonalt senter for flerkulturell opplæring. Vi har blant annet sammen utviklet en database med matematiske begreper på mange forskjellige språk. Vi er bevisst betydningen av å kunne lære nye ting på eget morsmål.

Matematikksenteret har forsket på hvordan vi kan støtte lærere i å utvikle en matematikkundervisning som fremmer likeverd og inkludering. Vi samarbeider også tett med forskere i Seattle, hvor fokuset er på likeverd og inkludering i matematikk.

LIM er også viktige verdier for arbeidsmiljøet ved senteret. Siden dette er en sentral del av arbeidet vårt, blir vi oppmerksomme på og arbeider aktivt med de samme dimensjonene ved senteret også. Arbeidsmiljøet ved Matematikksenteret er nokså homogent. Vi har noen ansatte med flerkulturell bakgrunn.

Våre forhåpninger til LIM er:

- Løfte frem disse verdiene som sentrale i alt arbeidet vi gjør.
- Være åpen, lyttende og støttende i arbeidet med disse verdiene på ILU.
- Komme på besøk til senterne og seksjonene og bidra til gode diskusjoner.

Etter introduksjonene, diskuterte senterlederne og forumet spørsmål knyttet til likeverd, inkludering og mangfold sammen.

After the presentations, the center leaders and the Forum discussed topics of equity, inclusion and diversity together.

14-15 A case brought to the Forum.

A case of observation of everyday racism in connection to teacher education was presented to the Forum by Associate Professor Polina Golovátina-Mora, followed by a discussion of how we work with cases reported to us.

Forum for likeverd, inkludering og mangfold / Forum for equity, inclusion and diversity
Møteinnkallelse sendt 5. mai 2023 / Meeting agenda sent 5 May 2023

Møteinnkalling / Meeting invitation

Til / Forum for likeverd, inkludering og mangfold
To: Forum for equity, inclusion and diversity

Om / Forum møte
Regarding: Forum meeting

Møtetid / Torsdag 11. mai kl. 13-15
Meeting time: Thursday 11 May at 13-15

Sted/Place U304, Akrikk <https://link.mazemap.com/pKHOEXpD>

Av / By: Tone Pernille Østern (forumleder / Head of forum)

Møteplan / Agenda

13-14 **Diskusjon med NTNUs seniorrådgiver for likestilling og mangfold:** Janet Rautio
Øverland <https://www.ntnu.no/ansatte/janet.r.overland>

Discussion with NTNU's Senior adviser for gender equality and diversity: Janet
Rautio Øverland <https://www.ntnu.no/ansatte/janet.r.overland>

Janet har fått denne invitasjonen / Janet has received this invitation:

Vi håper du vil forberede en liten intro om dine ambisjoner for å

- a) styrke arbeid med likeverd, inkludering og mangfold ved NTNU generelt, og Institutt for lærerutdanning spesielt
- b) dine forhåpninger for og råd til det nyetablerte forumet ved Institutt for lærerutdanning

Etter din intro håper vi på diskusjon mellom deg og forumet.

Til din orientering, så har vi hatt lesesirkel rundt den nye utviklingsplanen for likestilling og mangfold ved NTNU.

14-14.45 **a) Forslag om å søke penger på vegne av forumet til rektors midler for likestilling og mangfold.** Søknadsfrist 1. sept

Suggestion for an application from the Forum to rektors midler for likestilling og mangfold. Deadline 1 September.

<https://i.ntnu.no/wiki/-/wiki/Norsk/Likestilling+og+mangfold+-+rektors+midler#section-Likestilling+og+mangfold+-+rektors+midler-S%C3%B8knadsskjema+for+ulike+tiltak>

b) Oppstart av skriving av rapport om pilotprosjektet med Forumet til instituttleder. Diskusjon av struktur på og innhold til rapporten. Frist: slutten av september.

Startup of the writing of the report of the report of the Forum as a pilot project addressed to Head of Department. Discussion of the structure and content of the report. Deadline: 1 September

14.45-15

**a) Forslag på datum for forummøter høsten 2023
Suggestion to Forum meeting dates autumn 2023**

Fredag 18. august kl. 12-14

Onsdag 20. september kl. 13-15

Tirsdag 24. oktober kl. 13-15

Onsdag 6. desember kl. 13-15 (last meeting of the pilot project, tiny celebration with coffee and thank you for the pilot period)

**b) Saker til neste møte og eventuelt
Agenda for the next meeting, and other issues**

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Møtereferat 11. mai 2023 / Meeting minutes 11 May 2023

Møtereferat / Meeting minutes

Forum for likeverd, inkludering og mangfold
Forum for equity, inclusion and diversity

Møtetid / Torsdag 11. mai kl. 13-15
Meeting time: Thursday 11 May at 13-15

Til stede / Present: Tone Pernille Østern, Steven Holland, Eir-Anne Edgar, Sikunder Ali, Alexander Pedersen, Stine H. Bang Svendsen, Libe García Zarranz, Azra Halilovic, Alexander Pedersen.

Invitert gjest / Invited guest: Janet Rautio, NTNUs seniorrådgiver for likestilling og mangfold

Frafall / Apologizes: Ingvild Håkestad, Perlaug Marie Kveen, Sevil Sümer, Anne Bonnevie Lund, Sharmika Raventhiran, Synne Bråthen, Ingrid Darell Holm, Lea Sofie Thomsen, Lars Unstad,

Møteplan / Agenda:

13-14 **Diskusjon med NTNUs seniorrådgiver for likestilling og mangfold:** Janet Rautio Øverland <https://www.ntnu.no/ansatte/janet.r.overland>

Discussion with NTNU's Senior adviser for gender equality and diversity: Janet Rautio Øverland <https://www.ntnu.no/ansatte/janet.r.overland>

Janet fikk invitasjonen / Janet received this invitation:

Vi håper du vil forberede en liten intro om dine ambisjoner for å
a) styrke arbeid med likeverd, inkludering og mangfold ved NTNU generelt, og Institutt for lærerutdanning spesielt
b) dine forhåpninger for og råd til det nyetablerte forumet ved Institutt for lærerutdanning

Etter din intro håper vi på diskusjon mellom deg og forumet.

Til din orientering, så har vi hatt lesesirkel rundt den nye utviklingsplanen for likestilling og mangfold ved NTNU

Janet presenterte arbeidet hun gjør som seniorrådgiver for likestilling og mangfold ved NTNU, og presenterte særlig NTNUs utviklingsplan for likestilling og mangfold.

Fra diskusjonen mellom Janet og forumet:

- There were comments on how NTNU could go from a place of promoting how well they work with questions related to diversity, to really acknowledging and listening to the stories of pain that are out there because of student and staff experiences of racism, ableism and other discriminatory mechanisms.

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- The Forum interprets NTNU mission “knowledge for better future” as promoting well-beings (psychological, social, economic, political) of all those who are part of NTNU which includes issues of inclusion as diversity and equity based on legal regime and practices consistent with anti-discriminatory and inclusionary practices of an academic, research and professional organization.
- We encourage the institution to develop an ethical responsibility for discrimination as a real problem at NTNU. The first step in this process is to document it.
- The forum encourages NTNU to require academic qualifications or some other form of expertise from staff that are charged with responsibility for equity and inclusion (including HR and ombuds-functions). If this is not required, training in discrimination law and processes of marginalization should be mandatory.
- Another point we discussed was the need for ongoing consultation and collaboration between the different organisms at NTNU working to implement equity, inclusion and diversity policies across sections, departments, and faculty levels.

14-14.45 a) Forslag om å søke penger på vegne av forumet til rektors midler for likestilling og mangfold. Søknadsfrist 1. sept

Suggestion for an application from the Forum to rektors midler for likestilling og mangfold. Deadline 1 September.

<https://i.ntnu.no/wiki/-/wiki/Norsk/Likestilling+og+mangfold+-+rektors+midler#section-Likestilling+og+mangfold+-+rektors+midler-S%C3%B8knadsskjema+for+ulike+tiltak>

We did not have time for this, and a discussion of what application was postponed to the next meeting. However, there was agreement the Forum should apply.

b) Oppstart av skriving av rapport om pilotprosjektet med Forumet til instituttleder. Diskusjon av struktur på og innhold til rapporten. Frist: slutten av september.

Startup of the writing of the report of the report of the Forum as a pilot project addressed to Head of Department. Discussion of the structure and content of the report. Deadline: End of September

Ideas that came up:

- A Forum secures a system for these issues be kept alive, so the Forum feeds the individual effort
- Arbeidet er basert i likestillings- og diskrimineringsloven
- What role does the Forum take?
- A forum for ethics but we need to define ethics. Are we talking about accountability, responsibility, or something else? Ethics is an integral and embedded part of all deliberations/conversations related to diversity, equity and inclusion at any institutional settings. Here ethics can be seen from ethical demand perspectives with focus both on rights and duties within inclusionary spaces.

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- We create a Forum where there is space for dialogue, where dialogue is to be nurtured. Here dialogues around diversity, equity and inclusion happens in a non-symmetric and non-hierarchical spaces.
- Resources is needed for all Forum members
- A clear commitment is needed from all Forum members
- Who are we as collective drafting the report? Forum's report is an invitation to further development of arena of dialogue and articulation towards creating and sustaining active engagement around diversity, equity and inclusion.
- Will the Forum be for students or not? This depends on how the Forum will be continued, and what resources it is given.
- It is important that the Forum has influence and sees that when an issue is brought, it is being followed.
- The Head of the forum should be part of the leadership and there should be a position that is advertised at the whole department. This can reflect centrality of placement of issues of diversity, equity and inclusion at the core administrative functions of the Institute. This will secure dialogue around the issues around diversity, equity and inclusion as an integral part of ILU.
- The expected work needs to be articulated, how many meetings
- One Forum member should be represented in the SU forum. This will ensure alignment with the debates and discussions that take place at ILU and SU on an on-going bases.
- There should also be a legal voice at the department. The issues around diversity, equity and inclusions are entangled with legal dimensions. By having a legal voice with the fold of Forum will help it to articulate its position consistent with legal compromises that are established at political levels to secure socially and democratically inclusive places on an on-going basis. This will sharpen Forum's critical engagement with diversity, equity and inclusions issues.
- Representation to all sections can support voice of inclusion at the section level. However, the person who represents section on the Forum brings with her/him commitment to the issues of diversity, equity and inclusion. This will ensure valuable contributions to both controversial and engagement conversations on diversity, equity and inclusion. Or maybe not be from all sections depending on how quality contributions of conversations can be secured through voices that can allow forum to tackle difficult issues around diversity, equity and inclusion.

The work with the report to be continued. Head of forum will start making a draft that can be collaboratively accessed and worked on.

14.45-15 Forslag på datum for forummøter høsten 2023
Suggestion to Forum meeting dates autumn 2023

Onsdag 30 August kl. 14-16

Mandag 25. september kl. 13-15

Tirsdag 24. oktober kl. 13-15

Onsdag 6. desember kl. 13-15 (last meeting of the pilot project, tiny celebration with coffee and thank you for the pilot period)

Møteinnkalling / Meeting invitation

Til / Forum for likeverd, inkludering og mangfold
To: Forum for equity, inclusion and diversity

Om / Forum møte
Regarding: Forum meeting

Møtetid / Mandag 25. september kl. 13-15
Meeting time: Monday 25 September at 13-15

Sted/Place

LY1.080: <https://use.mazemap.com/#v=1&zlevel=1¢er=10.390480,63.428883&zoom=18&sharepoitype=poi&sharepoi=577425&campusid=21>

Av / By: Tone Pernille Østern (forumleder / Head of forum)

Møteplan / Agenda

13-13.20 **Presentation and discussion of ILU's involvment in ENHANCE:** by Sikunder Ali and Katrine Dalbu Alterhaug

Presentasjon og diskusjon av av ILU's involvering i ENHANCE: av Sikunder Ali og Katrine Dalbu Alterhaug

13.20-13.40 **Presentation of the ongoing analysis of the ILU staff equity, inclusion and diversity survey:** by Sevil Sümer and Steven Hollands

Presentasjon av det pågående arbeidet med å analysere spørreundersøkelsen til ILUs ansatte om likeverd, inkludering og mangfold: av Sevil Sümer og Steven Hollands

13.40-14.00 **Presentation and discussion of the ongoing leader supported application to BalanseHub:** by Sevil Sümer and Tone Pernille Østern

Presentasjon og diskusjon av det pågående lederstøttede arbeidet med en søknad til BalanseHub: av Sevil Sümer og Tone Pernille Østern

14-15 **Workshop/ discussion of the content and structure of the report of the Forum as a pilot project addressed to Head of Department.** Deadline for delivery of the report: First week of November, parallel to the delivery of the report from the survey.
Process document: [Pilot project report, LIM forum 2022-23.docx](#)

Workshop/diskusjon rundt innhold og struktur på rapport om pilotprosjektet med Forumet til instituttleder. Deadline for innlevering av rapporten: første uke i november, parallelt med at rapporten fra spørreundersøkelsen leveres.

Forum for likeverd, inkludering og mangfold / Forum for equity, inclusion and diversity
Møtereferat 25. september 2023 / Meeting minutes 25 September 2023

Forum for likeverd, inkludering og mangfold
Forum for equity, inclusion and diversity

Møtetid / Mandag 25. september kl. 13-15
Meeting time: Monday 25 September at 13-15

Til stede / Present: Tone Pernille Østern, Sikunder Ali, Libe García Zarranz, Katrine Dalbu Alterhaug, Steven Holland, Sevil Sümer.

Frafall / Apologizes: Ingvild Håkestad, Eir-Anne Edgar, Anne Bonnevie Lund, Synne Bråthen, Lars Unstad, Azra Halilovic, Elise Liseth Lundem, Alexander Pedersen.

Møteplan / Agenda

13-13.20 Presentation and discussion of ILU's involmment in ENHANCE: by Sikunder Ali and Katrine Dalbu Alterhaug, please see attached powerpoint.

ILU's involvement in ENHANCE was discussed as very positive, and most relevant for the Forum to engage in. There is also a clear connection between ENHANCE and BalanseHub – they can strengthen one another.

13.20-13.40 Presentation of the ongoing analysis of the ILU staff equity, inclusion and diversity survey: by Sevil Sümer and Steven Hollands

The analysis is done by Sevil Sümer and Steven Hollands. Britt Karin Støen Utvær had responsibility for the quantitative analysis. The report is authored by these three researchers.

Sevil and Steven shared an update on the process and preliminary findings in the report. This included an explanation of how the report is being constructed which includes question-by-question analysis and reporting before moving into broader findings and themes across the whole of the open-response questions from the survey. The survey received a total of 177 responses, of which 4 were blank. Among the 173 participants, 33 stated not having Norwegian as their mother tongue. Some of the emerging themes that were presented included: Polarization among staff (with respect to views on diversity); Ageism/ableism; Language related issues; Gender inequalities; Work-family/care responsibilities; Academic hierarchies (with respect to type of position and research fields). These themes were discussed with some preliminary findings being reported. Finally, colleagues in attendance were able to ask questions about developing themes and “next steps” after completion of this current report.

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The full report is expected to be delivered to Head of Department no later than the first week of November.

13.40-14.00 Presentation and discussion of the ongoing leader supported application to BalanseHub: by Sevil Sümer and Tone Pernille Østern

ILU, represented by the Forum, will deliver a leader supported application for a BalanseHub by 15 November 2023. The applied amount will be 1 million NOK, and the targeted aims will be organization development with regard to inclusion and diversity, broken down into sub goals. See

<https://www.forskningsradet.no/utlysninger/2023/kjonnbalanse-mangfold-og-inkludering-i-norsk-forskning/>

14-15 Workshop/ discussion of the content and structure of the report of the Forum as a pilot project addressed to Head of Department.

The discussion mainly focused on the Forum's recommendations for the continuation of the Forum. The main outlines of the Forum's recommendations are included in the attached powerpoint, which has been sent to Head of Department for a discussion with her. Also, the future tasks for the Forum were discussed (see pp), as well as how the cross-combination of ENHANCE, BalanseHub and the Forum can strengthen the work with equity, inclusion and diversity at ILU.

Deadline for delivery of the report: First week of November, parallel to the delivery of the report from the survey.

Process document: [Pilot project report, LIM forum 2022-23.docx](#)

Forum for likeverd, inkludering og mangfold og Internasjonalt forum
/ Forum for equity, inclusion and diversity and International Forum
Invitasjon til workshop 30.08.23 / Invitation to a workshop 30.08.23

Invitasjon til workshop / Invitation to workshop

Til / Forum for likeverd, inkludering og mangfold og Internasjonalt forum
To: Forum for equity, inclusion and diversity and International Forum

Om / Workshop
Regarding: Workshop

Møtetid / Wednesday 30. august kl. 14-16
Meeting time: Wednesday 30 August at 2-4 pm

Sted/Place: L125 Scenekunstrommet

Av / By: Tone Pernille Østern (leder for forum for likeverd, inkludering og mangfold/ Head of Forum for Equity, Inclusion and Diversity) and/og Katrine Dalbu Alterhaug (leder Internasjonal forum / Head of International forum)

Dear Forum for Equity, Inclusion and Diversity and International Forum,

Welcome to start the autumn with a joint meeting between the two forums in the format of a workshop with Dr. Marelize van Heerden , Lecturer in Faculty of Education, Nelson Mandela University, South-Africa who is a visiting researcher at ILU for this autumn.

Bio

Dr. Marelize van Heerden lectures Dance education, Music education and Philosophy of Education at the Faculty of Education, Nelson Mandela University. She holds a Master's Degree in Music and a Doctorate in Education. Her doctorate regarded the potential of dance education to promote social cohesion in South Africa

During the workshop she will be sharing some of the following topics:

- Decolonising curricula – How to do so, where to start and which questions to ask oneself in starting the journey of re-imagining.
- A personal story - My personal journey as I navigate decolonisation, equality and dignity as a member of the cultural group associated with 'the oppressor' during apartheid in South Africa. Specifically, as these relate to nurturing habits of critical reflexivity and thinking differently about my praxis as teacher educator.
- A critical approach to teaching in the multicultural classroom – to raise a critical awareness of diversity in the multicultural classroom, especially as these relate to the presence of diverse meaning-making systems.
- Recognition of these differences as valid and valuable, forms the basis of our sensemaking as we navigate and explore a re-thinking of how to create experiences of dignity, to promote experiences of equality in the classroom, and beyond.

L125 <https://link.mazemap.com/J2v0JdNK>

Welcome!
Tone and Katrine



CREATING EXPERIENCES OF DIGNITY FOR THE OTHER

Dr Marelize van Heerden
Nelson Mandela University, South Africa



ICE -BREAKER

Introduce yourself, your forum and your passion project - through a movement

Dr Marelize van Heerden³ Teacher education



Music education

Foundation Phase
(Gr. R-3)

Intermediate Phase (Gr. 4-6)

Senior Phase (Gr.7-9) - PGCE



Dance education

Foundation Phase
(Gr. R-3)

Intermediate Phase (Gr. 4-6)

Senior Phase (Gr.7-9) - PGCE



Advanced Music

FET Phase
(Gr.10-12)



Philosophy of Education

Foundation Phase
(Gr. R-3)

Intermediate Phase
(Gr. 4-6)

Senior Phase
(Gr.7-9) – PGCE

FET: (Gr 10-12)

PORT ELIZABETH NELSON MANDELA BAY GQEBERHA



OUR PEOPLE: 11 OFFICIAL LANGUAGES

IsiZulu 25%

English 16,5%

IsiXhosa 13%

Sepedi 10%

Afrikaans 10%

Setswana 9%



Sesotho 8%

Xitsonga 4%

SiSwati 3 %

Tshivenda 2%

IsiNdebele 1%

CONTEXT: SOUTH AFRICA

SA society (and University classrooms) is divided and diverse in terms of race, culture (values and norms / meaning-making systems / philosophies), language, religion, environment, socio-economic standing, class, history (also of trauma), political views, quality of prior education, privilege...

What is privilege?

BILL OF RIGHTS

- Bill of Rights (RSA, 1996)
 - Dignity for all
 - Equality for all
 - Non-discrimination
 - Equal education
 - Right to “enjoy” your culture

UNITY IN DIVERSITY

... thus promoting politics of difference (not assimilation nor a colour blind society)

NTNU – QUESTIONS TO PONDER

- Here at NTNU....
- What can we do to make minority groups feel valued and worthy?
- What about the system?
- Equity?
- What can be done in Trondheim to promote teacher education as a meaningful career to minority groups?



ACTIVITY 2 - ASSUMPTIONS

1. When people meet you for the first time, what do they falsely assume about you?
2. Why do they assume this?
3. Why is it false?
4. When have you incorrectly assumed something about someone?



CULTURE

- What is culture?
- Who is the Other? (in and out)
- Why does the Other matter in education?

RECOGNIZING THE OTHER


- Labelling the Other – not homogenous group – not a single story
- Recognition of the Other (Taylor, 1993; Apple, 2012)
- Recognition of sameness – a common humanity
- Recognition of difference – unique (Lash & Featherstone, 2001)

- What if I was the Other? How would it feel to be in the shoes of the Other?

ACTIVITY 3 - DIGNITY

What is dignity and how does it work?

- What makes you feel dignified?
- What makes you feel 'lesser than' (worth less) somebody else? – worth less than somebody else?



How can I teach in a manner that recognizes the Other's knowledge as valid? (but also, the Other's language, religion, history, experiences and existence)

RECOGNIZE TO DECOLONIZE


- CONTENT
 - Whose knowledge do we teach?
 - Whose knowledge is excluded? How can I include it?
- VOCABULARY
 - Which words /ideas in my teaching practice contain hegemony?
 - How can I replace these terminologies/concepts with more balanced terminology
- SCHOLARS /AUTHORS YOU INCLUDE
 - Which authors do I include as reference to the truth?
 - How can I represent others? **By recognising that their knowledge production has equal worth.** Include material (authors, music, compositions, choreographies of the Other)
- METHOD OF TEACHING
 - How do I make it relevant for my learners?
 - How do I also make it relevant for the Others in my classroom?

QUESTIONS TO PONDER

- (1) Where are potential moments of hegemony **when we THINK about ...?**
- (2) Where are potential moments of hegemony **when we TEACH/SPEAK?**
- (3) Which vocabulary / terminology should we change to create experiences of equality?
- (4) How can we create experiences of dignity for the Other in the multicultural classroom?
- (5) How can we create experience of equality in the multicultural classroom?
- (6) How can we include the Other in our curricula?
- (7) Do we include resources, examples and stories of the Other in our curricula?

WHAT ABOUT THE SYSTEM?

- Here at NTNU....
- What can we do to make minority groups feel valued and worthy?
- Equity?
- What can be done in Trondheim to promote teacher education to minority groups?
 - How could one actively **promote** teaching as an attractive career to minority groups?
 - How can we make school learners from minority groups **feel valued** enough as part of the community, so that they would want to contribute to the teaching and learning of others
 - Could one consider **setting aside** a percentage of yearly **applications** for minority groups?



“For to be free is not merely to cast off
one’s chains, but to live in a way that
respects and enhances the freedom of
others”

Nelson Mandela (1995)

Møteinnkalling / Meeting invitation

Til / Forum for likeverd, inkludering og mangfold
To: Forum for equity, inclusion and diversity

Om / Forum møte
Regarding: Forum meeting

Møtetid / Mandag 25. september kl. 13-15
Meeting time: Monday 25 September at 13-15

Sted/Place

LY1.080: <https://use.mazemap.com/#v=1&zlevel=1¢er=10.390480,63.428883&zoom=18&sharepoitype=poi&sharepoi=577425&campusid=21>

Av / By: Tone Pernille Østern (forumleder / Head of forum)

Møteplan / Agenda

13-13.20 **Presentation and discussion of ILU's involvment in ENHANCE:** by Sikunder Ali and Katrine Dalbu Alterhaug

Presentasjon og diskusjon av av ILU's involvering i ENHANCE: av Sikunder Ali og Katrine Dalbu Alterhaug

13.20-13.40 **Presentation of the ongoing analysis of the ILU staff equity, inclusion and diversity survey:** by Sevil Sümer and Steven Hollands

Presentasjon av det pågående arbeidet med å analysere spørreundersøkelsen til ILUs ansatte om likeverd, inkludering og mangfold: av Sevil Sümer og Steven Hollands

13.40-14.00 **Presentation and discussion of the ongoing leader supported application to BalanseHub:** by Sevil Sümer and Tone Pernille Østern

Presentasjon og diskusjon av det pågående lederstøttede arbeidet med en søknad til BalanseHub: av Sevil Sümer og Tone Pernille Østern

14-15 **Workshop/ discussion of the content and structure of the report of the Forum as a pilot project addressed to Head of Department.** Deadline for delivery of the report: First week of November, parallel to the delivery of the report from the survey.
Process document: [Pilot project report, LIM forum 2022-23.docx](#)

Workshop/diskusjon rundt innhold og struktur på rapport om pilotprosjektet med Forumet til instituttleder. Deadline for innlevering av rapporten: første uke i november, parallelt med at rapporten fra spørreundersøkelsen leveres.

Forum for likeverd, inkludering og mangfold / Forum for equity, inclusion and diversity
Møtereferat 25. september 2023 / Meeting minutes 25 September 2023

Forum for likeverd, inkludering og mangfold
Forum for equity, inclusion and diversity

Møtetid / Mandag 25. september kl. 13-15
Meeting time: Monday 25 September at 13-15

Til stede / Present: Tone Pernille Østern, Sikunder Ali, Libe García Zarranz, Katrine Dalbu Alterhaug, Steven Holland, Sevil Sümer.

Frafall / Apologizes: Ingvild Håkestad, Eir-Anne Edgar, Anne Bonnevie Lund, Synne Bråthen, Lars Unstad, Azra Halilovic, Elise Liseth Lundem, Alexander Pedersen.

Møteplan / Agenda

13-13.20 Presentation and discussion of ILU's involmment in ENHANCE: by Sikunder Ali and Katrine Dalbu Alterhaug, please see attached powerpoint.

ILU's involvement in ENHANCE was discussed as very positive, and most relevant for the Forum to engage in. There is also a clear connection between ENHANCE and BalanseHub – they can strengthen one another.

13.20-13.40 Presentation of the ongoing analysis of the ILU staff equity, inclusion and diversity survey: by Sevil Sümer and Steven Hollands

The analysis is done by Sevil Sümer and Steven Hollands. Britt Karin Støen Utvær had responsibility for the quantitative analysis. The report is authored by these three researchers.

Sevil and Steven shared an update on the process and preliminary findings in the report. This included an explanation of how the report is being constructed which includes question-by-question analysis and reporting before moving into broader findings and themes across the whole of the open-response questions from the survey. The survey received a total of 177 responses, of which 4 were blank. Among the 173 participants, 33 stated not having Norwegian as their mother tongue. Some of the emerging themes that were presented included: Polarization among staff (with respect to views on diversity); Ageism/ableism; Language related issues; Gender inequalities; Work-family/care responsibilities; Academic hierarchies (with respect to type of position and research fields). These themes were discussed with some preliminary findings being reported. Finally, colleagues in attendance were able to ask questions about developing themes and “next steps” after completion of this current report.

Forum for likeverd, inkludering og mangfold / Forum for equity, inclusion and diversity
Møtereferat 25. september 2023 / Meeting minutes 25 September 2023

The full report is expected to be delivered to Head of Department no later than the first week of November.

13.40-14.00 Presentation and discussion of the ongoing leader supported application to BalanseHub: by Sevil Sümer and Tone Pernille Østern

ILU, represented by the Forum, will deliver a leader supported application for a BalanseHub by 15 November 2023. The applied amount will be 1 million NOK, and the targeted aims will be organization development with regard to inclusion and diversity, broken down into sub goals. See

<https://www.forskningsradet.no/utlysninger/2023/kjonnbalanse-mangfold-og-inkludering-i-norsk-forskning/>

14-15 Workshop/ discussion of the content and structure of the report of the Forum as a pilot project addressed to Head of Department.

The discussion mainly focused on the Forum's recommendations for the continuation of the Forum. The main outlines of the Forum's recommendations are included in the attached powerpoint, which has been sent to Head of Department for a discussion with her. Also, the future tasks for the Forum were discussed (see pp), as well as how the cross-combination of ENHANCE, BalanseHub and the Forum can strengthen the work with equity, inclusion and diversity at ILU.

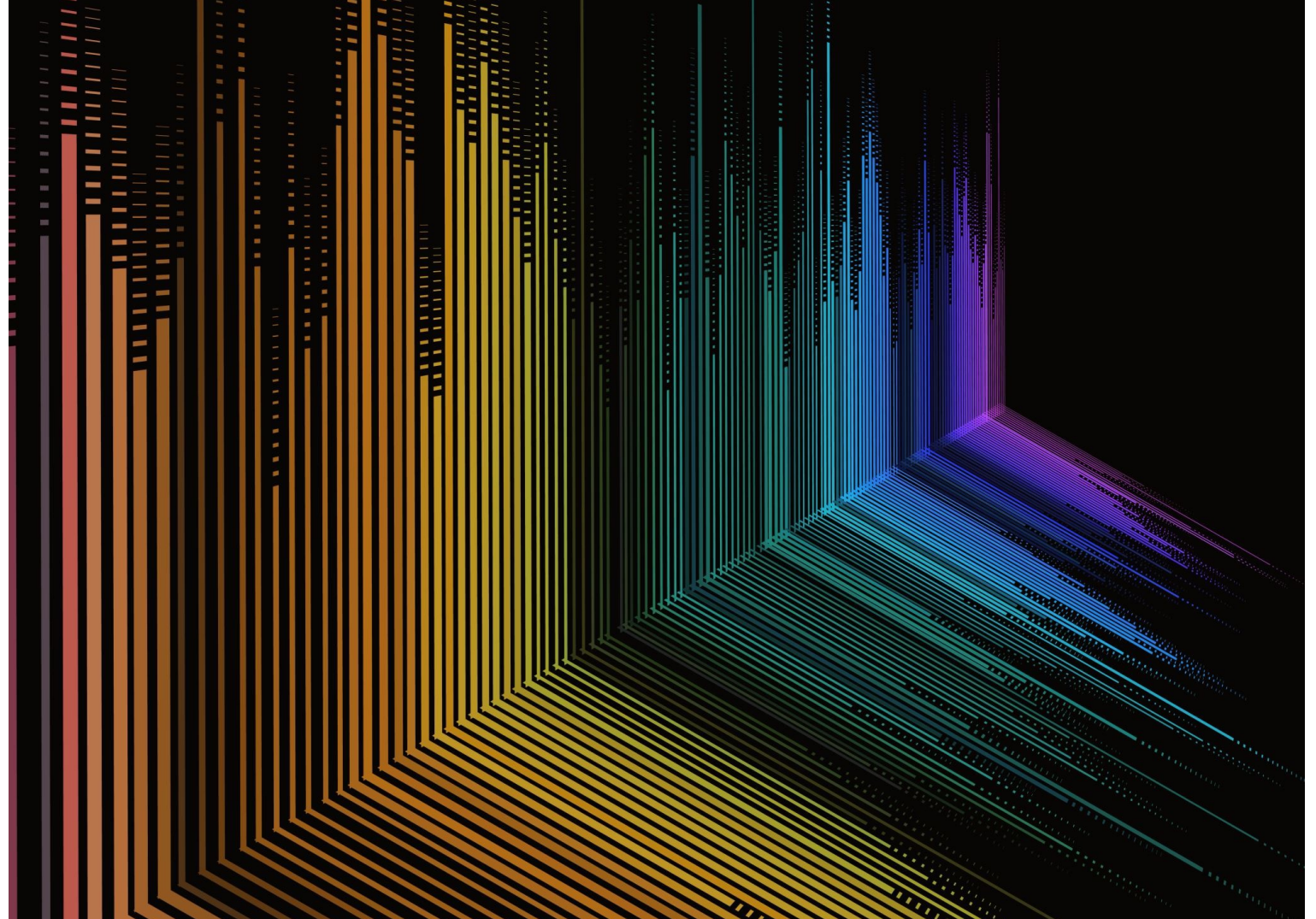
Deadline for delivery of the report: First week of November, parallel to the delivery of the report from the survey.

Process document: [Pilot project report, LIM forum 2022-23.docx](#)

ENHANCE + Alliance (with focus on diversity at a University setting)

Katrine and Sikunder

Equity, Diversity and Inclusion
Forum (25th September
2023)



ENHANCE + Project (14.4 million Euros) (2023-2027)

- 10 partner universities and other partners
- Technische Universität Berlin (Germany), as the Coordinator,
- Chalmers University of Technology (Sweden),
- TU Delft University of Technology (The Netherlands),
- ETH Zurich (Switzerland),
- Gdańsk University of Technology (Poland),
- Norwegian University of Science and Technology (Norway),
- Politecnico di Milano (Italy),
- RWTH Aachen University (Germany),
- Universitat Politècnica de València (Spain) and
- Warsaw University of Technology (Poland)



- [DIVERSITY – Enhance website \(enhanceuniversity.eu\)](https://enhanceuniversity.eu) (Core values)
- Diversity and university sector
- Diversity, inclusivity and gender equality lead to more **innovative** and **sustainable communities**. We want to **mainstream** inclusion, diversity, and equality (IDE) at all levels in our alliance. We want to **empower** groups that are facing barriers. We want to **train** our community about IDE issues. We consider and promote these core values in all our activities.

- [Resources and Tools – Enhance website \(enhanceuniversity.eu\)](https://enhanceuniversity.eu) (with focus on diversity)



Terms around diversity

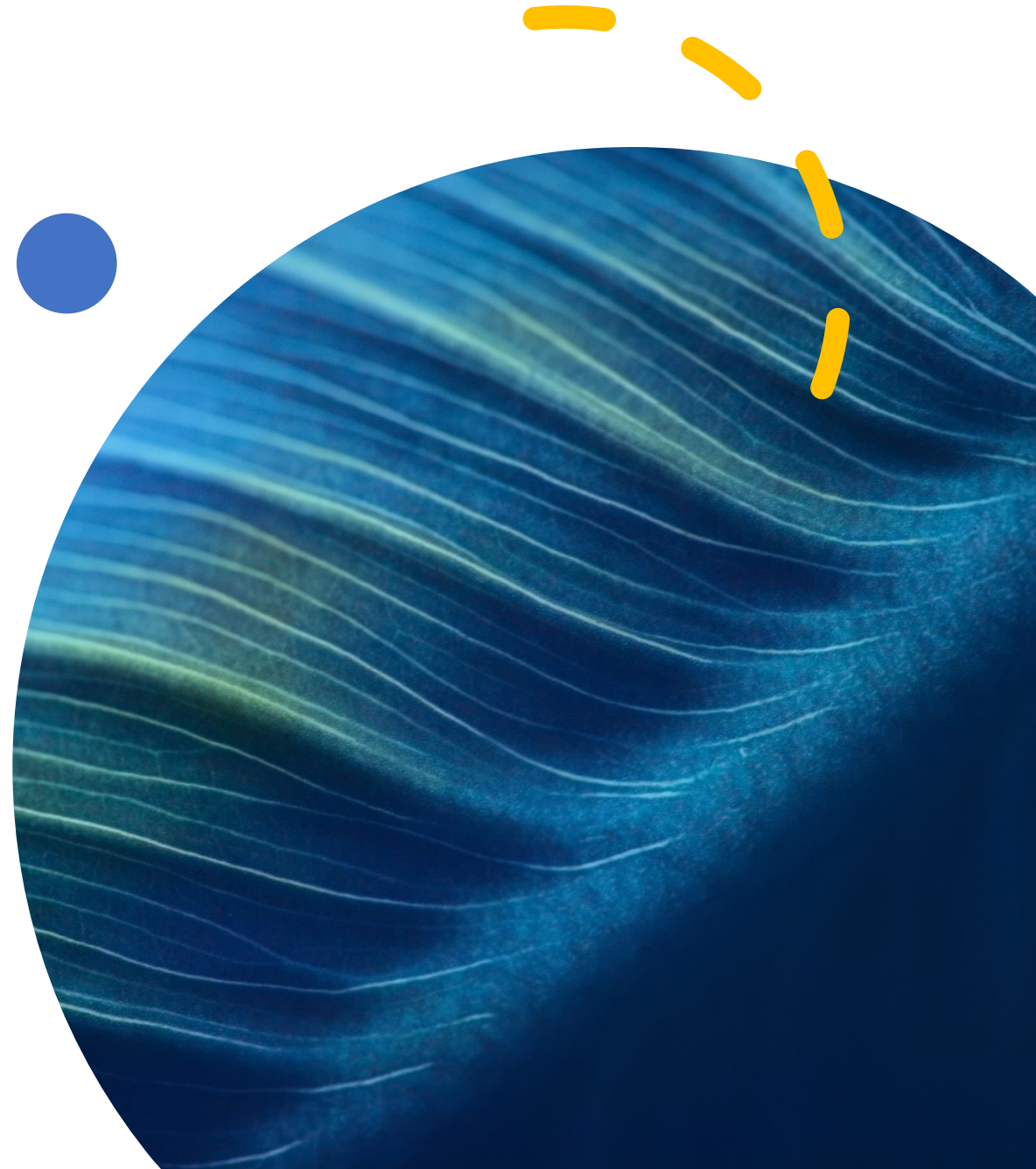
Bias: A personal and sometimes unreasoned judgment (Prejudice)


Unconscious (or implicit) Bias: Learned stereotypes and prejudices that are automatic, unintentional, deeply ingrained, universal and able to influence behaviour.

Diversity: Embracing and taking into account the differences between individuals and groups of people

Equity: Adjusting for needs to achieve equality.

Gender: A social construct to classify a person as a man, a woman, or another identity such as divers, transgender etc.



- 
- **Gender Mainstreaming:** Integrating a gender equality perspective at all stages and levels of policies, programmes and projects.
 - **(Gender) Equality:** Being equal in status, rights or opportunities.
 - **Inclusion / Inclusivity:** The practice or policy of including people who might otherwise be excluded or marginalised.
 - **Non-binary:** A gender identity that goes beyond the male/female gender binary.
- 

- **People with fewer opportunities:** 'Young people with fewer opportunities' are defined in the Erasmus+ programme guide as those young people who are at a disadvantage compared to their peers because they face one or more of the seven exclusion factors: disability, health problems, educational difficulties, cultural differences, economic obstacles, social obstacles or geographic obstacles.



Diversity at NTNU

- NTNU styrker fokuset på mangfoldsledelse og inkludering | NTNU strengthens the focus on diversity management and inclusion (22.september 2023)
- [Startside - innsida.ntnu.no](https://innsida.ntnu.no)
- **Lederne ved NTNU har et mål om å bli enda bedre på å lede mangfold. I underkant av 70 ledere på ulike nivå ved NTNU deltok torsdag i en workshop om mangfoldsledelse.**

- **Members of the Committee for Gender Equality and Diversity Sept 2021 – July 2025. (NTNU)**
- Head of the committee: [Toril A. Nagelhus Hernes](#) – vice-rector for innovation
- [Olav Bolland](#) – Dean, IV-faculty
- [Siri Forsmo](#) – Dean for research, MH-faculty
- [Nils Kalstad](#) – Head of department, IE-faculty Gjøvik
- [Tove Havnegjerde](#) – Head of department, NV-faculty, Ålesund
- [Marte G. Villmo](#) – elected representative – Norwegian Association of Researchers
- [Morten Mørch](#) – main representative – PARAT
- [Vivian Anette Lagesen](#) – Professor, Department of Interdisciplinary Studies of Culture.
- [Loveleen Rihel Brenna](#), SEEMA, external
- Gina Steen Aarheim, The Student Council
- Martin Støldal Gjervan, The Student Council
- Deputy member: Sara Tronstad, The Student Council
- Secretariat: [Janet Ratio Øverland](#), Gender Equality and Diversity Adviser, HR and HSE Department.

- How can Department of Teacher Education (ILU) take lead in further strengthening diversity at NTNU but also offers examples to our partners in promoting diversity further and vice versa?



Possible way forward

- NTNU plan (gender equality and diversity)
[Gender equality and diversity - NTNU](#)
- International Forum at ILU
- Equity, diversity and Inclusion Forum of ILU
- Research Groups working on issues on diversity and inclusion within different disciplines
- Ombudsman on issue related to diversity
- Courses for staff and students (on diversity) (Online and offline)?
- Conferences and debates on diversity etc



Forum for likeverd, inkludering og mangfold / Forum for equity, inclusion and diversity
Møteinnkallelse sendt 29. september 2023 / Meeting agenda sent 29 September 2023

Møteinnkalling / Meeting invitation

Til / Forum for likeverd, inkludering og mangfold
To: Forum for equity, inclusion and diversity

Om / Forum møte
Regarding: Forum meeting

Møtetid / Tirsdag 24. oktober kl. 13-15
Meeting time: Tuesday 24 October at 13-15

Sted/Place

LY1.080: <https://use.mazemap.com/#v=1&zlevel=1¢er=10.390480,63.428883&zoom=18&sharepoi=poi&sharepoi=577425&campusid=21>

Av / By: Tone Pernille Østern (forumleder / Head of forum)

Møteplan / Agenda

13-14 **Diskusjon av den framvoksende pilotprosjektrapporten.** Utkast til rapporten: [Pilot project report, LIM forum 2022-23 22.10.23.docx](#)

Discussion or the emerging pilot project report. The draft: [Pilot project report, LIM forum 2022-23 22.10.23.docx](#)

Kommentarer og forslag på ILU's periodeplan 2024-27 fra forumet [ILU- periodeplan 2024-2027 Første-utkast 2023-10-05.docx](#)

Comments and suggestions to ILU's period plan from the Forum [ILU- periodeplan 2024-2027 Første-utkast 2023-10-05.docx](#)

14-15 **Diskusjon med ILUs ledelse:** inviterte gjester er fagseksjons lederne Lene Hylander (yrkesfag, skoleutvikling og skoleledelse), Bodil Svendsen (naturfag) and Eivind Ness Torgersen (engelsk- og fremmedspråk).

Discussion with ILU's leadership: invited guests are Heads of sections Lene Hylander (Vocational studies, school leadership and school development), Bodil Svendsen (natural sciences) and Eivind Ness Torgersen (English and Foreign Languages)

Lederne har fått denne invitasjonen / The leaders have received this invitation:

Hei, velkommen på en prat med Forum for likeverd, inkludering og mangfold

Forumet vil gjerne invitere 2 ledere av gangen til en prat 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

Forum for likeverd, inkludering og mangfold / Forum for equity, inclusion and diversity
Møteinnkallelse sendt 29. september 2023 / Meeting agenda sent 29 September 2023

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

Forum for likeverd, inkludering og mangfold / Forum for equity, inclusion and diversity
Møtereferat 24. oktober 2023 / Meeting minutes 24 October 2023

Møtereferat / Meeting minutes

Forum for likeverd, inkludering og mangfold
Forum for equity, inclusion and diversity

Møtetid / Tirsdag 24. oktober kl. 13-15
Meeting time: Tuesday 24 October at 13-15

Til stede / Present: Tone Pernille Østern, Katrine Dalbu Alterhaug, Ingvild Håkestad, Steven Holland, Libe García Zarranz.

Invitert gjest / Invited guest: Fagseksjonslederne Lene Hylander (yrkesfag, skoleutvikling og utdanningsledelse), Bodil Svendsen (naturfag) and Eivind Ness Torgersen (engelsk- og fremmedspråk).

Frafall / Apologizes: Eir-Anne Edgar, Sevil Sümer, Anne Bonnevie Lund, Synne Bråthen, Lars Unstad, Azra Halilovic, Sikunder Ali, Alexander Pedersen, Stine H. Bang Svendsen, Sunniva Hovde, Elise Liseth Lundem.

Møteplan / agenda med referat / with minutes

13-14 a) The emerging pilot project report was discussed. Head of Forum will continue the work with the report based on the forum's comments. Everybody is encouraged to comment in the Team document until October 31. The report will be delivered to Head of Department November 3. [Pilot project report, LIM forum 2022-23 26.10.23.docx](#)

b) Comments and suggestions to the first draft of ILU's period plan 2024-27 from the Forum were made and agreed about.

14-15 Discussion with ILU's leadership.

<p>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.</p>
--

Invited guests, Heads of sections:

Eivind Ness Torgersen (English and Foreign Languages)
Bodil Svendsen (Natural Sciences)
Lene Hylander (Vocational Studies, School Development and Educational Leadership)

Forum for likeverd, inkludering og mangfold / Forum for equity, inclusion and diversity
Møtereferat 24. oktober 2023 / Meeting minutes 24 October 2023

The section leaders all presented their sections with thoughts and ambitions for issues related to equity, inclusion and diversity in their sections and for the forum's work. Pps for the sections of English and Foreign Languages and Natural Sciences are attached.

The Forum thanked the leaders for using the opportunity to think and reflect about the issues of equity, inclusion and diversity in their sections, across the sections, and how the Forum, as a leader-supported initiative, can work to promote equity, inclusion and diversity at ILU.

Forum for likeverd, inkludering og mangfold / Forum for equity, inclusion and diversity
Møteinnkallelse sendt 6. november 2023 / Meeting agenda sent 6 November 2023

Møteinnkalling / Meeting invitation

Til / Forum for likeverd, inkludering og mangfold
To: Forum for equity, inclusion and diversity

Om / Forum møte
Regarding: Forum meeting

Møtetid / Onsdag 6. desember kl. 13-15
Meeting time: Wednesday 6 December at 13-15

Sted/Place

LY1.080: <https://use.mazemap.com/#v=1&zlevel=1¢er=10.390480,63.428883&zoom=18&sharepoitype=poi&sharepoi=577425&campusid=21>

Av / By: Tone Pernille Østern (forumleder / Head of forum)

Møteplan / Agenda

14-15 **Diskusjon med ILUs ledelse:** inviterte gjester er fagseksjonsleder for pedagogikk Kåre Hauge, nestleder utdanning Anna Ruth Grütters og nestleder forskning Ola Harstad.

Discussion with ILU's leadership: invited guests are Heads of Section for Pedagogy Kåre Hauge, Deputy Head of Education Anna Ruth Grütters and Deputy Head of Research Ola Harstad.

Lederne har fått denne invitasjonen / The leaders have received this invitation:

Hei, velkommen på en prat med Forum for likeverd, inkludering og mangfold

Forumet vil gjerne invitere 2 ledere av gangen til en prat 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

15-16 Sikunder Ali presenterer sin deltakelse på Dembra-konferansen Hvordan møte utfordringer med rasisme, kjønn og ekstremisme i skole og samfunn? 2-3 November 2023.

Forum for likeverd, inkludering og mangfold / Forum for equity, inclusion and diversity
Møteinnkallelse sendt 6. november 2023 / Meeting agenda sent 6 November 2023

Sikunder Ali presents his participation at the Dembra conference *Hvordan møte utfordringer med rasisme, kjønn og ekstremisme i skole og samfunn?* 2-3 November 2023.

Se på rapporten om pilotprosjektet og BalanseHub-søknaden som er levert, diskusjon av avslutning av pilotprosjektet.

Looking at the pilot project report and the BalanseHub application delivered, discussing and closing the pilot project.

A Survey on Inclusion and Diversity at ILU

Sevil Sümer, Steven K. Holland, & Britt Karin Utvær

Working group on behalf of the Forum for Inclusion, Equity and Diversity

Department of Teacher Education

Norwegian University of Science and Technology

Fall 2023

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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 participants 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 first 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* and *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).

Sammendrag

Hovedformålet med denne undersøkelsen er å få en dypere innsikt i ansattes syn og opplevelser av mangfold og inkludering ved Institutt for Lærerutdanning (ILU). Undersøkelsen er forankret både i NTNUs overordnede *Utviklingsplan for Likestilling og Mangfold (2023–2025)* og strategiplanen til Institutt for Lærerutdanning: *Kunnskap for en bedre skole og utdanning (2018-2025)*.

Spørreskjemaet kombinerte lukkede (Likert-skala) og åpne spørsmål og inviterte deltakerne til å skrive åpent om egne erfaringer og/eller sine observasjoner. Undersøkelsen mottok totalt 177 svar. Fire av de innsendte skjemaene var tomme. Dermed er 173 deltakere inkludert i analysen.

Totalt rapporterte 54,9 % av deltakerne at de aldri personlig har opplevd diskriminering i sitt arbeid ved ILU, mens 16,8 % svarte «sjelden». Imidlertid rapporterte nesten én av fire at de noen ganger (16,2 %), svært ofte (6,4 %) eller alltid (0,6 %) har opplevd problemer i arbeidet på grunn av diskriminering. Når det gjelder dette spørsmålet er det betydelige forskjeller mellom de som har norsk som morsmål og de som ikke har det, noe som indikerer at utenlandsfødte arbeidstakere møter spesifikke problemer på jobben.

Det er en slående variasjon i svarene på åpne spørsmål: Noen svarte veldig kort, med noen få ord, mens de fleste hadde ganske detaljerte beretninger. Noen få hadde svært omfattende refleksjoner over sine levde erfaringer. Mens et flertall var positive til både undersøkelsen og temaet, fremstod noen få som kritiske til både fokuset på mangfold og selve undersøkelsen. Dette mønsteret finnes i alle de spørsmålene, og peker på en polarisering blant ILUs ansatte når det gjelder syn på mangfold og inkludering. Mange deltakere satte søkelys på behovet for å diskutere innholdet i begrepet "mangfold" ved å sette det tydeligere på dagsorden og øke bevisstheten.

Rapporten først gir en oversikt over svarene på alle spørsmål og beveger seg over til en tematisk analyse. Ved å bruke lange sitater for å illustrere, analyseres følgende hovedtemaer videre: *Språk og inkluderings-/ekskluderingsmekanismer; Akademiske hierarkier; Kjønn og omsorgsansvar; og Alders- og funksjons-relaterte diskriminering (Ableism)*. Basert på denne analysen avsluttes rapporten med anbefalte tiltak. Konseptuelle handlingstiltak: Vi anbefaler handling for å operasjonalisere og prioritere temaene mangfold og inkludering i forskjellige aktiviteter både på institutt- og seksjonsnivå. Praktiske/strukturelle handlingstiltak: Som svar på bekymringsområder blant ansatte, anbefaler vi at det settes fokus på områder som språkbruk, familie og omsorgsansvar; kjønnsforskjeller i lønn og tilgjengelighet for funksjonsnedsatte.

Chapter I: Introduction

In this report we provide analysis of a survey on topics related to diversity and inclusion at the Department of Teacher Education (ILU), NTNU. This inquiry was initiated by the Forum for Equity, Inclusion and Diversity which was established in August 2022 with the main mandate to give strategic advice to the leadership about how to strengthen equity, inclusion, and diversity at ILU.

The survey is anchored both in NTNU's *Development plan for gender equality and diversity 2023–2025* (NTNU, 2023a) and ILU's long-term strategy plan *Knowledge for better schools and education* (ILU, 2023). The aim of NTNU's development plan is to contribute to further development of NTNU as a diverse university “by creating **inclusion** and a **sense of belonging** for everyone” (NTNU, 2023a, p. 3; our highlights). The plan is grounded in the Norwegian Equality and Anti-Discrimination Act which underlines the obligation of the units to report on their status and challenges regarding gender equality and diversity:

“The Equality and Anti-Discrimination Act defines equality as equal status, equal opportunities and equal rights. Accessibility and adaptations are prerequisites for equality. The Act requires NTNU to make active, targeted and systematic efforts to promote equality, prevent discrimination and promote inclusion. The goals of the development plan are intended to contribute to this, but they are not exhaustive because different units face different challenges. **Local measures are necessary to deal with local challenges.** All units at NTNU have an obligation to report on their status and work actively on gender equality and diversity” (NTNU, 2023a, p. 4; our highlights).

As stated in the development plan, all units at NTNU are expected to develop measures in the areas where they have specific challenges. Thus, it is important to map and understand challenges in a concrete, systematic way. This survey aims to provide insight into the local challenges at ILU in order to assist leadership in developing and implementing targeted measures to promote equality, inclusion and diversity, in line with the overall goals stated at both the organizational (NTNU) and the national level.

Clarification of Concepts

Diversity is a widely used term with a range of definitions. It is basically about differences among people and particularly variations along demographic variables of gender, age, race, ethnicity, sexual orientation and physical abilities. We have a broad understanding of the term and base our definition on the variables stated in the law.

The Norwegian Equality and Anti-Discrimination Act (hereinafter ‘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” (Lovdata 2017). The Act specifies that ethnicity refers to among others “national origin, descent, skin color and language”. In addition to the wide breadth and understanding outlined by the Norwegian Equality and Anti-Discrimination Act, NTNU’s *Development plan for gender equality and diversity* also operates with a broad understanding of diversity:

“Equality and diversity involve respecting and appreciating visible and invisible differences between people, such as gender, age, ethnicity, affiliation to a group, religion, functional diversity, life experiences, cultural background, sexual orientation, different insights, level of education, work experience, competence, interests, family situation, experience as a minority or belonging to an under-represented group in a community. It is important to take advantage of diversity as a resource in teaching, research and innovation” (NTNU, 2023a, p. 5).

Inclusion, much like diversity, is a widely used term with a multitude of definitions and conceptual understandings. Generally, and perhaps generically, the term is used to describe actions aimed at ensuring all individuals have equal opportunities and access to participate in all aspects of society including socially, professionally, and personally. However, it is important to note that the term has often been used to describe an action that we can do or prepare (e.g., the teacher created an inclusive environment) rather than a subjective feeling that someone has (e.g., the teacher provided the task in multiple languages and with large font with made me feel included in the activity). While we acknowledge that

varying definitions of inclusion exist, we typically use and align ourselves with definitions that are related to the subjective, embodied experience of feeling included that are akin to sense of belonging as described in the previous section. The need to work “systematically and strategically with diversity and inclusion” is also underlined in the development plan of NTNU:

“To ensure genuine inclusion, equal opportunities, psychological safety and a sense of security, NTNU will work systematically and strategically with diversity and inclusion in recruitment and management at all levels. We will strive to ensure that underrepresented groups are recruited to management positions and represented in a variety of academic programmes, in syllabuses and in elected positions” (NTNU, 2023a, p. 13).

Historically, equal opportunities measures targeted to achieve mainly gender equality. Parallel with the developments at the international level and especially following the change in the EU-legislation, Norway changed its anti-discrimination legislation to encompass a wide range of variables which entered into force in 2018. The provisions also include the duty to work actively to promote equality. All the Higher Education and Research Institutions in Norway are required to actively promote gender equality and diversity through active, targeted and planned work. Since 2004, the Ministry of Education and Research has appointed a *Committee for Gender Balance and Diversity on Research* (Kif-committee) which issues recommendations on measures to mainstream gender quality and diversity (kifinfo.no). The report of the Kif working group “Action for Diversity” (in which Sümer was a member) underlines the need to map local challenges that different institutions face in order to develop “tailored measures” (Kif, 2016, p. 7).

In this background, a key purpose of this survey is to gain a deeper understanding of local challenges at ILU so that we can offer suggestions for specific measures that can lead to a more egalitarian and inclusive workplace.

Brief Literature Review & Theoretical Perspectives

As evident by the operational definitions and understandings provided above, diversity is a challenging concept, and it is notoriously difficult to be able to focus on all of the background variables (and how they intersect) in empirical analysis. In general, we strive to apply an ‘intersectional perspective’ and include a broad range of background factors that generate inequalities and focus on both different understandings of diversity and on different experiences. We operate with a non-essentialist understanding of diversity variables, seeing the socio-demographic characteristics as socially constructed and internally diverse, and focus on the reproduction of inequalities and unequal power relations in specific organizational contexts (Acker, 2009; Sümer et al., 2020; Zanoni et al., 2010).

Former studies in Higher Education and Research Institutions (HERIs) document various factors leading to systematic inequalities in access to positions of power and participation. Following Acker (2009) we define inequality in organizations as ‘systematic disparities between participants in power and control over goals, resources and outcomes’ and think that ‘beliefs, images and stereotypes based on gender, race and class shape actions, policies and practices’ at Higher Education Institutions (Acker, 2009, p. 214).

Research on gender inequalities in Higher Education and Research is a relatively well-established field in Norway. Especially starting with the formation of the Norwegian Research Council’s BALANSE-initiative focusing on “Gender Balance in Senior positions and Research Management” in 2012, there has been an increasing focus and several projects analyzing the persistent gender gaps in top academic positions (see Owesen & Aarseth, 2022, for a comprehensive literature review and main findings in this field). In 2021, women comprised 33.5 percent of full professors and 50 percent of associate professors in Norway. Overall, 20 percent of male academic staff and nine percent of their female counterparts have full professorship or equivalent status (European Commission, 2021: p.187). Different types of

research projects document that gender inequalities in academia are the product of a complex interaction of factors operating at national, organizational and interactional levels including masculine definitions of the ‘ideal academic’; gendered formal and informal networks and implicit bias in performance evaluations based on gender stereotypes (Brandser & Sümer, 2017; Sümer & Eslen-Ziya 2023).

Although internationalization is the main mantra of the Norwegian higher education and research sector, there is little systematic knowledge on the working conditions and experiences of foreign-born academic staff and their families (Maximova-Mentzoni & Egeland, 2019). The numbers show a steep increase in the number of foreign-born academics and researchers employed in Norway in the last two decades. In 2021, 32 per cent of researchers in Norway had migrant backgrounds and almost 80 per cent of these were internationally mobile researchers with their higher education from abroad (SSB, 2023). The majority of foreign-born academic staff work within the subject areas of mathematics, natural sciences and technology and the lowest proportion of foreign-born academic staff are in the social sciences (Maximova-Mentzoni & Egeland, 2019).

While limited research exists on the experiences of foreign-born academics in Norway, the available literature shows that although recruitment processes can be experienced as fair, problems often arise after recruitment and relate to the unwritten rules and regulations of living and participating in Norwegian society. Many foreign-born staff report experiences of exclusion and problems related to language-learning processes (Bråten & Mikalsen, 2022; Maximova-Mentzoni & Egeland, 2019; Sümer 2017). For example, in 2018, the Young Academy of Norway surveyed foreign-born young researchers in Norway on their work experiences and found that 40% of the 1251 young researchers who were employed in various academic positions at Norwegian universities, university colleges, and research institutes reported having experienced discrimination in the last two years (YAN

Report, 2018). A recent systematic review of existing research on discrimination in all levels of education in Norway documents that there are few studies of perceived discrimination and an urgent need to address consequences of discrimination on educational integration (Wollscheid et al. 2022).

Existing literature in the field also confirms that successful diversity leadership in HERIs can promote a more inclusive work environment, create an atmosphere of cooperation and thus increase both the productivity and sense of belonging of employees. A leader with higher competence in diversity management would view differences among employees as a resource and would be more attentive to the needs of staff with different ethnic and cultural backgrounds (Sandal et al. 2013; Sümer 2017).

Consistent with previous topics of diversity discussed in this section, academic employees who experience disability often face experiences of ableism and reduced opportunity compared to their nondisabled colleagues (Brown & Leigh, 2018; Brown & Ramlackhan, 2022). Ableism refers to the diminished status of disabled individuals as human or living up to the ‘normal’ standard of being and operating within the world (Campbell, 2001). Researchers have discussed that disabled individuals are often left out of academia (Brown & Leigh, 2018) or face experiences of discrimination and inaccessibility (Saltes, 2020). In Norway, it is difficult to find a report of the number of employed academics with disabilities due to privacy laws and, as a result, it is difficult to reveal the experiences and understandings of being disabled within the academy. However, existing research illustrates that students with disabilities face barriers and prejudice in Norwegian higher education institutions (Goodall et al., 2023; Langørgen et al., 2020; Langørgen & Magnus, 2018). Although it is difficult to make connections between the student experience and the experience of faculty, the breadth of literature from around the world documenting ableism

and lack of opportunity among academic employees who experience disability make it likely that faculty in Norway face similar experience.

Chapter II: Methods

In this chapter, we will provide an overview of the working group and their academic backgrounds and positionalities, how the survey was developed and implemented, characteristics of the survey participants and the basic analysis procedures and processes used.

Survey Development

The survey was prepared and designed by a working group consisting of Professor Sevil Sümer, Associate Professor Steven K. Holland, Professor Tone Pernille Østern and Associate Professor Britt Karin Utvær. Sümer acted as project leader. During the development process, drafts of questions were provided to Forum members during regular monthly meetings to elicit feedback and suggestions. Further, the Head of ILU, Ingrid Thowsen, provided comments and feedback about the questions while the survey was in draft format (she has not been involved in the analysis process). Several meetings were conducted to discuss the wording and design of various questions, the flow of the survey, and the preliminary plans for analyses to ensure that the design of the study allowed us to answer our initial question and adhere to the purpose of the survey, which was “to get insight into positive and negative experiences centered around the topics of equity, inclusion, and diversity at ILU to provide a basis for the forum to advise the leadership.” To accomplish this, it was important to have a mix of closed-ended questions centered around frequencies and attitudes as well as open-ended questions to explore and understand personal experiences and cases (see Appendix A for a copy of the complete online survey). The survey was

registered at the Norwegian Agency for Shared Services in Education and Research (Sikt) and processing of personal data was approved.

The survey was introduced at the staff meeting on February 17th, 2023, and all employees at ILU were invited to participate following an email from the Head of Department the same day (Appendix B). After the survey was sent out, Østern decided to leave the working group on her own accord and did not take part in the analysis and writing of this report. This was, in part, due to her position as the Head of Forum and allowing space for the working group to operate on behalf of the Forum without direct input or (perceived) interference from the Head of Forum. Østern, remaining uninvolved in the development, will receive the final report and suggestions at the same time as the Head of ILU.

Initially, the survey was to remain active until 1. March, however, this deadline for participation was extended to 6. March and was finally closed on 9. March. During this 19-day window, an email reminder was sent from the Head of ILU in addition to reminders and encouragement to participate by some section leaders. In total, we received 177 responses, of which 4 were blank. Thus, 173 responses were included in our analysis. The response rate is approximately 33 % since ILU has a total of 526 employees who received the invitation.

Survey Working Group

The two main authors of this report (Sevil Sümer & Steven Holland) are both relatively new employees at ILU (since Fall 2021). This enables them to activate an “insider/outsider” perspective and analyze the answers with a relatively “neutral” stance. Both have personal and professional experiences related to issues of diversity. In addition, the quantitative analyses and discussion of such analyses were led by Britt Karin Utvær, who has longer experience at ILU. Short profiles of all three authors, especially relating to the focus of this survey, are presented below:

Sümer is a sociologist, originally from Istanbul/Turkey. She lived in Norway since early 1990s and has her master's degree and PhD from the University of Bergen in Norway. She was former member of the Equality Commission (*Likestillingsutvalget*), Appointed by the Norwegian Ministry of Children, Equality and Social Inclusion (2010-2012) and member of the *Committee for Gender Balance and Diversity in Research* (Kif-committee; 2014-2017). As member of the work group "Action for Diversity", Sümer contributed to the recommended measures to promote academic staff diversity in research and higher education (Kif, 2016; Sümer, 2017). She participated in the NFR-funded project "Gender Balance at Top Academic Positions" (Brandser & Sümer, 2017). Her last book "Gender Academic Citizenship: Issues and Experiences" (2020) offers a new theoretical framework to analyze persistent inequalities at Higher Education and Research Institutions.

Holland is from the United States and has lived in Norway since August 2021. He completed his PhD at Old Dominion University in health and sport pedagogy before accepting his position at NTNU. As both a researcher and former educator, Holland's work has centered around disabled students. His research has centered around the experiences of disabled students in physical education, disabled students' understandings and experiences of inclusion in school, the intersectionality of disability and gender identity in school, and the socialization of physical education teachers. The majority of this work has been completed through an interpretivist paradigm.

Utvær has a master's degree in health science and a PhD in pedagogy with a focus on professional education. Utvær's work has among others centered around vulnerable students, school motivation, learning environment, and school dropout. Many of the projects she has been involved in have a quantitative approach. She has been responsible for conducting analyses in national surveys such as the Pupil Survey (*Elevundersøkelsen*) and Apprentice

Survey (*Lærlingundersøkelsen*), translated and validated numerous questionnaires, and published a variety of articles based on different quantitative analyses.

Characteristics of the Participants

Before introducing the characteristics of the participants in this survey, it is important to develop a general picture of the characteristics of employees at the Department of Teacher Education. ILU is the largest institution in Norway that offers teacher training and ‘in-service’ education options for teachers and school administrators. ILU educates teachers within a wide range of academic and vocational subjects for all the stages of primary and secondary education. ILU has 8 sections:

1.) Arts, Physical Education and Sports, 2.) English and Foreign Languages, 3.) Mathematics, 4.) Norwegian, 5.) Pedagogy, 6.) Science, 7.) Social Studies, and 8.) Vocational Studies and Educational Leadership in addition to two national education centers, The Norwegian Centre for Mathematics Education and The Writing Centre.

ILU has a total of 526 employees. Of these employees, 65 (12.3%) have a nationality other than Norwegian. The largest groups of employees are associate professors (n=160) and assistant professors (n=146). ILU has 36 PhD candidates and 48 professors. See Appendix C for the gender and age distribution in different academic positions.

As mentioned above, all the employees at ILU received an email and an invitation to participate in this survey, which resulted in 177 responses. Upon further investigation, four responses were blank submissions resulting in 173 participants. Detailed information regarding gender, age groups, mother tongue, position type and status of the participants are provided below in Table 1.

The majority of participants identify as women (65.7%), which is in alignment with the overall composition at ILU. Of the 33 participants (19.4%) who did not have Norwegian as their mother tongue, 21 stated they attended school as a child in Europe, nine reported they

had attended school in Africa, Asia, Australia/Oceania, or North America, and three chose not to respond.

Note that only 143 out of 173 participants stated their employment position. We interpret this as a concern for keeping themselves totally anonymous since the employment categories we used were among the most specific.

Table 1: The characteristics of the participants in the survey

Background variables		N	Percent
Gender (identify as)	women	111	65.7
	men	53	31.4
	other	5	3.0
Total N/percent		169	100
Age group	35 years or younger	23	13.5
	36 - 55 years	121	71.2
	56 years or older	26	15.3
Total N/percent		170	100
Norwegian mother tongue	yes	137	80.6
	no	33	19.4
Total N/percent		170	100
Employment status	academic	154	91.1
	administrative	15	8.9
Total N/percent		169	100
Position	postdoc	1	0.7
	PhD student	21	14.7
	assistant professor	48	33.6
	associate professor	54	37.8
	professor	14	9.8
	other	5	3.5
Total N/percent		143	100
Current position	Permanent	148	88.1
	Temporary	20	11.9
Total N/percent		168	100
Employment percentage	20% or less	1	0.6
	21-49%	4	2.4
	50% or more	160	97.0
Total N/percent		165	100

Analysis Procedures

The analysis procedures used in this survey involve multi-method analyses. While it could be viewed as mixed method data collection and analysis, we caution against such terminology as the quantitative and qualitative analyses were completed separately and used in different formats. Qualitative analyses were used for open-ended questions while quantitative analyses were used for closed, Likert-scale questions and demographic information. A brief description of the various analyses is provided below.

Quantitative analyses were performed for questions 1, 4, 5, 6, 7, 7a, and the background variables. Basic descriptive statistics such as frequency and percentage were calculated for all of them. T-tests and chi-squared-tests were performed to determine if there were statistically significant differences to the participants' responses concerning perceived importance of the topics and personal experiences (Likert-scale questions) on the basis of various demographic backgrounds (age, gender identity, mother tongue, employment type, etc.). In addition, correlation analyses were used to explore the associations between the participants' responses on perceived importance, and personal thoughts and experiences (questions 1, 4, 5, 6).

Qualitative analyses were performed for questions 2, 3, 5a, 6a, 7b, and 8. Prior to analysis, an English translation was made of all responses using Google Translate. These documents were used side-by-side with the original text to ensure that unclear or poorly translated responses could be reviewed in their original format. The analyses were performed by Sümer and Holland independently. Basic principles of thematic analysis were applied to each question individually (Braun & Clarke, 2019). That is, the researchers read through the responses to each individual question, made notes of responses or comments that stood out, reread the responses again and began to group and develop similar responses into themes, organized responses and themes into subthemes, and reviewed the developed themes to check

for coherence, overlap, and/or missing subjects or responses. Additionally, some of this initial question-by-question process involved summative analysis and a ‘counting’ of responses in order to be able to report frequency or prevalence of certain types of responses to questions. This was important in the question-by-question analysis to ensure that the findings were not overly interpretive. Finally, Sümer and Holland discussed the themes they had developed and agreed upon major topics and content that spanned across the questions to develop themes for discussion and consideration (as seen in Chapter 4 of this report). We received a very detailed account on a former experience of harassment (which was reported further) but decided not to include this as a case due to the difficulty of full anonymization.

Chapter III: Findings

The findings of the survey are reported in this chapter of the report as a question-by-question analysis. It was important to present the responses to each question individually to provide a general picture of the status and importance of diversity, equity, and inclusion at ILU. Analyses, and thus the reported findings, were completed based on the type of question being analyzed as discussed and described in the previous chapter.

As described, the survey combined closed (Likert-scale) and open-ended questions and invited the participants to write openly about their own experiences and/or their observations. There was variation among the given answers to open-ended questions: Some responded very briefly using only a few words, most had detailed accounts and responses, and a few had very long reflections on their lived experiences. While a majority were positive to both the survey and topic, a few appeared critical of both the focus on diversity and the survey itself.

Question 1: “How important or unimportant are issues of equity, inclusion and diversity in the workplace for you (at ILU)?”

This question was formulated to gain an overview of the perceived importance of the topics of diversity, equity, and inclusion among employees. As shown in Table 2, a majority of participants found the issues of diversity, equity, and inclusion to be important or very important. However, it is important to note that 25 participants (14.4%) found the issues to be neither important nor unimportant, of little importance or very little importance.

Table 2: Personal importance of issues of equity, inclusion and diversity in the workplace

How important or unimportant are issues of equity, inclusion and diversity in the workplace for you?	N	Percent
Very little importance	8	4.6
Little importance	4	2.3
Neither/nor	13	7.5
Important	58	33.5
Very important	88	50.9
Prefer not to answer	2	1.2
Total	173	100

A t-test comparing the average responses between groups of participants found no significant gender differences. However, additional analyses show that the younger age groups at ILU think issues of equity, inclusion and diversity are more important (respectively $M= 3.52$ and $M= 3.27$) compared to the oldest age group of participants ($M= 2.96$). There were no significant differences between those who have Norwegian as their mother tongue and those who do not with respect to importance of these issues.

Question 2: “What do you think will contribute to strengthening equity, inclusion and diversity at ILU?”

There was great variation in the responses to this question regarding length, depth, and subject matter. While most responses pointed to the need to have a structural/institutional approach, some mention what they do at the individual level. Many think that the concept is difficult and that we need a clarification of how it is defined and understood. To accomplish

this, several participants recommended training on the concept, workshops, or courses. Below are a few selected quotes to illustrate:

- *In order to contribute to strengthening equality, inclusion and diversity, it is important to know the meaning of these concepts in today's society, many have outdated expertise on these concepts.*
- *These are three very big questions that require specific definitions: equality, inclusion and diversity. In other words, in order to know what can contribute to strengthening the three conditions, it must be emphasized how these conditions are understood in the institutional context (ILU). Right now, it's just slogans.*
- *I think opening up space for discussion about what we (employees and middle managers and department boards) put into these concepts will be an important place to start. What is equality? What is inclusion? and what is diversity? And possibly, what is it NOT?*
- *General education about diversity for many of the staff is deeply needed. Workshops that are compulsory for staff to become aware of what diversity and inclusion even is and why it is important would be a good starting point. Further diversity of recruitment is needed, and it is clear that there is a need for more inclusion of academic staff who are non-Norwegian and non-Norwegian speaking in leadership positions and on significant committees.*

Many participants focused on the need to discuss the meanings and types of 'diversity' by "putting the theme clearly on the agenda in all connections" and increasing consciousness of the department. One respondent mentioned the need to combine management efforts with "grassroots work":

It is important that management puts this high on the agenda in different contexts, but equally important that equality, inclusion and diversity are visible in the grassroots work that is done with recruitment, teaching and research.

Responses to this question also pointed to polarization among employees relating to issues of diversity and inclusion. While the majority of participants held views that we have work to do in order to achieve and proceed toward true diversity, there were two smaller groups that held contrasting viewpoints that a) there is a lot of room and opportunity for diversity at ILU requiring no need for action or change and b) that ILU is characterized by discriminatory structures and actions. We highlight some of these polarized responses below:

- *The most important thing is to arrive at a place where those in power at ILU in different ways - the Norwegian staff and the leadership - admit that we are not doing great when it comes to equity, inclusion and diversity. We are entrenched in discriminatory, racist and ableist structures that work to keep power in place and things as they used to be.*
- *At the moment I feel as though there is a greater culture of assimilation than true equity, inclusion, and diversity at ILU, particularly with regard to non-Norwegian staff and students. The language policy is one example of this.*
- *The workplace is characterized by a high degree of equality and inclusion, and there is a lot of room for diversity.*

As mentioned in the former chapter, ILU is a very large institution, consisting of different disciplinary sections and employees with different academic backgrounds. ILU was formed in 2016, following the merger between NTNU and the former Sør-Trøndelag University College (HiST). In 2017, all teacher education programs at ILU, with the exception of vocational education, have been expanded to five-year integrated master programs. This necessitated employment of more staff with PhDs who can act as supervisors of the master theses. There has also been an increasing focus on internationalization in the past decade. Thus, ILU is a very heterogeneous department, including employees with different disciplinary backgrounds, different views on the needs of teacher education and, consequently, on the topic of diversity.

Question 3: “How do you work with issues related to equity, inclusion and diversity in your teaching, research, administrative tasks, and/or other activities at ILU?”

The answers to this question demonstrated that a majority of participants actively work with issues of diversity, equity and inclusion. This work was evident in both teaching and research activities. These individual, everyday efforts and systemic efforts for structural change are highlighted in the following responses:

- *Diversity in schools is the theme I teach every year.*

- *Working actively with this as a topic. Have a consistent diversity perspective in all my teaching, thematize different religions and worldviews on human dignity and equality. Teach about how we can work with inclusion in schools.*
- *They have been the central focus of my publications and research; I include the topics in the class discussions.*
- *I try to make students aware of the importance of equality and inclusion in different contexts. I can, for example, use a newspaper article that is being discussed or a Supreme Court ruling or a White Paper for discussion where we try to bring out different aspects of a case based on inclusion and diversity thinking.*
- *I teach about equality, inclusion and diversity, I do research with/on inclusion and diversity, and I try to open up all the contexts I am in so that what we do, work with or teach about is accessible to absolutely everyone, regardless of functional variations, language and social affiliation.*
- *I weave in these topics where it's natural in teaching, and it happens often. It's not my primary research topic but can be relevant sometimes. Otherwise, it is about good collegiality through showing openness, respect towards everyone anyway - everyone represents some form of diversity.*

Participants noted that diversity work is both difficult and important. One such quote states “It is a demanding and important task that I constantly train myself to have high up in my consciousness.” Additionally, one participant (apparently in a leadership position) noted that they attempt to work with these difficult issues by “attempting to position marginalized groups in positions of power.” However, some pointed to the need for work at an institutional level. One participant suggested:

I work consciously with this in all aspects of my work, in all small and large choices I make. However, much of the work cannot be done with the workforce that exists at ILU. Essential for this work to lead to real change is that we work at the structural and institutional level. Power must be distributed between different knowledge carriers. Actors with lived knowledge of being subjected to racism/discrimination must be centered in spaces where decisions are made, both among administrative and academic staff.

A few participants (5) noted that they do not have an active focus on diversity in their work and stated they work with it in “no particular way” or that “always keep that in mind, but not something I actively use.” Further, one participant took a divergent approach and used the question to express their belief that recruitment of more people with experience from the

school would be a way to actively work for diversity in saying “I ask for recruitment of people with experience from school, but I am not heard.”

Question 4: “How often do you think that discrimination and exclusion happens at ILU, as it is defined in the Act?”

In examining the 173 responses, 156 participants (90.2%) think that discrimination and exclusion occurs at ILU, though in varying frequencies. “Sometimes” is the frequency that most participants attribute to discrimination. As seen in Table 3, very few participants think that discrimination and exclusion on the basis of diversity, equity and inclusion never (4.0%) or always (1.7%) happens. In conducting analyses, no significant differences were found based on the demographic variables (e.g., gender, age, mother tongue, position) used in the study.

Table 3: Personal thoughts on the frequency of discrimination and exclusion at ILU

How often do you think that discrimination and exclusion happen at ILU, as it is defined in the Act?	N	Percent
Never	7	4.0
Seldom	52	30.1
Sometimes	74	42.8
Very often	27	15.6
Always	3	1.7
Prefer not to answer	10	5.8
Total	173	100

Question 5: “How often have you personally experienced problems in your work at ILU due to discrimination as described in the Act?”

When asked if they had experienced discrimination and exclusion personally, the majority of participants (54.9%) expressed that they had never experienced these issues.

Table 4 provides more information related to the frequency of discrimination experiences among other employees.

Analyses found that a significant difference exists between those who have Norwegian as a mother tongue and those who do not. From a score of never (0) to always (4), participants with Norwegian as their mother tongue had a mean score of .55 while those who have a mother tongue different than Norwegian had a mean score of 1.52.

Table 4: Personally experienced problems in the work at ILU due to discrimination

How often have you personally experienced problems in your work at ILU due to discrimination as described in the Act?	N	Percent
Never	95	54.9
Seldom	29	16.8
Sometimes	28	16.2
Very often	11	6.4
Always	1	0.6
Prefer not to answer	9	5.2
Total	173	100

A t-test provides evidence that non-Norwegian employees face discrimination and exclusion more frequently at ILU. Using a cross-table and chi-squared test provides a more nuanced perspective and view of these responses (Table 5). A chi-squared test is a statistical method used to determine whether there is a significant association or relationship between two or more categorical variables.

Table 5: Personally experienced problems in the work at ILU due to discrimination in relation to mother tongue. Numbers and percent

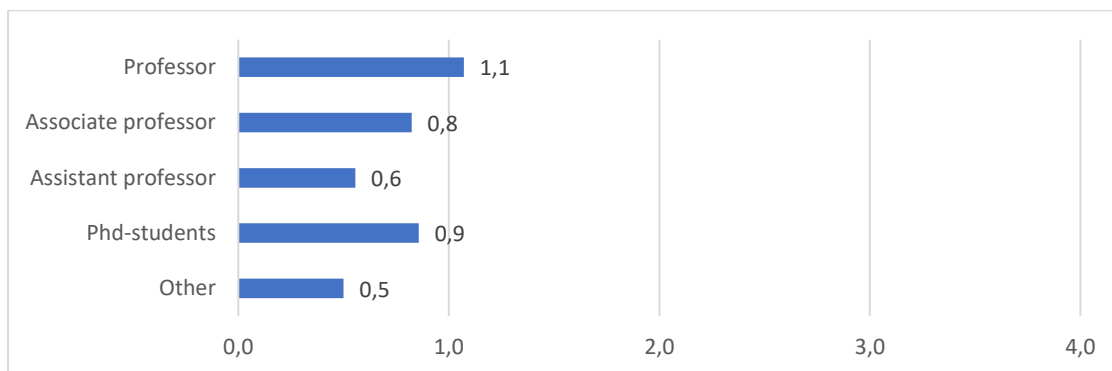
	Never	Seldom	Sometimes	Very often	Always	Total
Norwegian mother tongue	85 (64.9)	23 (17.6)	20 (15.3)	3 (2.3)	0	131 (100)
Other mother tongues	9 (29.0)	6 (19.4)	8 (25.8)	7 (22.6)	1 (3.2)	31 (100)
Total	94 (58.0)	29 (17.9)	28 (17.3)	10 (6.2)	1 (0.6)	162 (100)

Note: Pearson Chi-square=28.16, df=4, p- value<0.001

Additionally in examining discrimination and exclusion by position type, we found that professors had the highest mean score of all position groups. A significant difference exists between the experiences of professors and assistant professors with professors reporting a higher mean score and, thus, a higher prevalence of discrimination and exclusion. This can be due to the longer period of employment at ILU increasing the probability of experiencing discrimination.

Figure 1 provides an overview of mean scores by position group. There were no significant differences related to gender, age, or classification of employment as temporary or permanent.

Figure 1: Personally experienced discrimination at work in relation to position



Note: 0=never, 4=always

Question 5a: “Please specify the problem(s) and the reason(s) you believe were behind your experience(s).”

Despite asking about personal experiences of discrimination in question 5, some of the responses to this follow-up question included general or observed discrimination toward colleagues. We mainly focus on personal experiences but also mention the observed problems. 53 participants answered this question. Most of the responses to this question were related to discrimination based on language or experiences of being non-Norwegian. There

were also a high number of responses related to gender/sex, caregiving responsibilities, and academic position type.

Employees who do not yet speak Norwegian or have limited understanding of the language have experienced:

- *I was advised not to participate in the section meeting because of language. I guess it was believed that it will be 'easier' for everyone if I was not there so they don't have to speak English.*
- *Was excluded by departmental events or meetings where the only content provided to the vast majority of it was in Norwegian. I understand my contractual obligation to learn Norwegian, but Norwegian courses at NTNU are poorly designed with unrealistic expectations that are not compatible with the average schedule of an active academic.*
- *Left with a feeling that I first had to be very good at Norwegian in order to feel like a full-fledged employee... [which]...takes a lot of energy and effort to keep my confidence up, both professionally and socially.*
- *There is an implicit bias where background as being Norwegian and competence in Norwegian language and politics of regionalist interests are used.*
- *Embarrassing and micro aggressions in meetings where I speak English or am told that I 'should speak Norwegian by now.'*
- *It is chosen not to invite colleagues who do not speak Norwegian.*

Counter to these experiences from those learning the Norwegian language was a response from a Norwegian speaking individual who “experienced myself outside when everything is in English” because there “is a lot of pressure that a lot should be done in English to include employees who do not master Norwegian yet.” This participant finished their response by taking a stance on what is discriminatory or not claiming, “I do not think it is discriminatory that Norwegian is the working language at ILU.”

Beyond discrimination related to the language, several participants expressed feeling excluded because they were not Norwegian and/or had not attended school in Norway. This is represented well by the following responses:

- *I am strong, outspoken, direct, eager, full of ideas, and have some kind of passion that I have come to learn is maybe a bit un-Norwegian.*
- *I have been told that I cannot have a leadership position because I 'do not know the Norwegian school system' when the position had nothing to do with needing this specialist knowledge and I have extensive competence as a leader.*
- *I have experienced some bias and condescension related to my knowledge and experience because I 'do not understand the Norwegian education system.' It seems despite how much I read and learn and find ways to compare and contrast differences with my own country, it'll never be adequate because I did not attend or teach in a Norwegian school.*

A considerable number of female employees specifically addressed issues of gender-based discrimination. Many of these responses were related to pay or promotion discrepancies between women and men. A few responses that succinctly describe these experiences are:

- *NTNU lives well with this discrimination against women. If you are a woman, pregnant/have caregiving duties, you will be punished financially and psychologically.*
- *What I immediately think often happens is discrimination of gender, for example linked to salary conditions. My opinion is that women earn less than men in similar positions with equal seniority and work tasks.*
- *That I, as a woman, am not seen as equally important or to the same extent a premise provider in a meeting with an older, male colleague.*

A counterpoint from a male employee seeks to describe gender-related discrimination against men. He dismisses the systemic and documented gender inequalities within academia and criticizes targeted measures to increase the representation of women in top academic positions in stating, "As a male associate professor, I have not been offered a gender equality grant. Have also experienced receiving more teaching to cover female colleagues' extra sabbaticals."

Closely connected to discrimination on the basis of gender, several employees pointed to care-based discrimination, primarily against those in maternal roles:

- *I experienced problems when I became pregnant, and this was a big challenge for me as I experienced being met by my immediate superior in a very different way.*
- *Caring for young children gives the experience that ILU has a systemic defect that seems discriminatory...Especially when you are moved to new teams, familiarizing yourself with new curriculum, etc.*
- *The problem for both employees with children and sick family members, but also employees who, due to age, may have various disorders, may be that the stability of being in a familiar team, being in a repeat, can be important for periods (...)*

This experience was particularly salient among those in PhD and temporary positions. For PhD candidates, there is the added concern of reduced time to complete their studies as individual sick days and time needed at home are not counted:

As a female PhD candidate who has a small child, I need to stay home every now and then when my child is sick. PhD's do not get back the time for these sick-child-days (neither the 'tilvenningsdager' in the kindergarten), so that means that the PhDs who have (small) children are discriminated compared to the PhDs who do not have children (and according to the statistics, these are more often females than males).

Another participant mentioned a question from her leader regarding pregnancy immediately after starting in the position, “I was asked right after employment if I planned to become pregnant. It wasn’t a big problem and I didn’t get the impression that it might cause issues for me, but it was unnecessary.”

Other areas of discrimination expressed were related to age as individuals closer to retirement age feel that they are “sidelined,” “ignored,” “overlooked” or “do not have their opinions count” in section and departmental meetings or decision making. Another factor that was mentioned was related to perceived hierarchies. Some participants felt as though their opinions and experiences are devalued because they are “‘just’ an assistant professor” or conduct research on themes that are less respected. Finally, employees who experience disability feel as though they are not able to participate to the same extent as their peers or do not receive adequate accommodations. One participant said, “I constantly experience that my

functional impairment, with subsequent reduced position, is used as a tool (in original “crowbar”/brekkstang) so that I cannot take part in interesting projects.”

Question 6: “How often have you experienced colleagues having problems at work due to discrimination as described in the Act?”

While 54.9% of participants reported that they had never experienced discrimination or exclusion personally, only 44.8% of the employees at ILU reported that they have never experienced colleagues having problems due to discrimination described in the Act. Table 6 provides more detail as to how participants responded to this question.

Table 6. Personally experienced colleagues having problems at work due to discrimination

How often have you experienced colleagues having problems at work due to discrimination as described in the Act?	N	Percent
Never	77	44.8
Seldom	40	23.3
Sometimes	33	19.2
Very often	11	6.4
Always	1	0.6
Prefer not to answer	10	5.8
Total	172	100

Analyses (t-test) identified that mother tongue and position have a significant association with reported experiences of discrimination while gender, age, and permanent/temporary employment status do not. More specifically, participants who have a mother tongue other than Norwegian more often report colleagues having problems at work due to discrimination compared to those with Norwegian as their mother tongue. The same is found with those who have professor positions compared to other types of positions at ILU.

Correlation analyses demonstrate a strong relationship between participants’ personal experiences of and observing colleagues facing discrimination and exclusion at ILU ($r=0.73^{**}$). Not surprisingly, participants who have either personally experienced or observed colleagues being discriminated against are more likely to report that discrimination occurs at ILU (respectively $r=0.63^{**}$ and $r=0.72^{**}$). There is also a positive correlation between

those who have personally experienced or observed discrimination at ILU and their responses regarding the personal importance of equity, inclusion, and diversity in the workplace ($r=.22^{**}, .23^{**}, .31^{**}$). If you have personally experienced or witnessed others being discriminated against or treated unfairly, you are more likely to find equity, inclusion, and diversity to be more important. Table 7 provides information about these variables and their relation.

In addition, including the background variables of gender, age and mother tongue support the previous finding from the t-test analyses. The younger participants ascribe a higher personal importance to equity, inclusion and diversity at the workplace compared to the older, and participants with other languages than Norwegian experience and observe more often discrimination.

Table 7: Correlation matrix between the included variables.

	1.	2.	3.	4.	5.	6.	7.
1. Personal importance of equity, inclusion and diversity in the workplace	1						
2. Thinking discrimination and exclusion happens at ILU	.31**	1					
3. Personally experienced discrimination at ILU	.23**	.63**	1				
4. Experienced that colleague having problems due to discrimination	.22**	.72**	.73**	1			
5. Gender (0=women, 1=men)	-.06	.00	.01	.00	1		
6. Age (0=35 ≤, 1=36-55, 2=56 ≥)	-.15*	-.04	.03	-.03	-.04	1	
7. Mother tongue (0=Norwegian, 1=other languages)	.13	.28**	.38**	.28**	-.04	-.04	1

N=154-170, *p-value ≤ 0.05, ** p-value ≤ 0.01

Question 6a: “Please describe the situations you have observed and your reflections about why colleagues have experienced these problems.”

The responses to 6A were very similar to the responses in 5A. That is, the themes or topics of discrimination centered around language and Norwegian/non-Norwegian status, gender-based discrimination with closely linked care-based discrimination as well as age, disability, and experience-based forms of discrimination. Interestingly, while race and/or ethnicity was only mentioned briefly in a response in 5A, employees seemed to point out that they have witnessed colleagues be discriminated against on the basis of race by not being “taken seriously or considered suitable for tasks” or receive “racial harassment from their own students.” One employee mentioned that racially minoritized students face discriminatory assessment practices during practicum.

Similar to the responses of 5A, language and Norwegian/non-Norwegian status was the most discussed topic. On the basis of language, employees responded:

- *Colleagues are punished for not having Norwegian as the first language because professional knowledge is confused with language proficiency.*
- *Employees who do not have Norwegian as their mother tongue and/or basic education from Norway are denied management positions.*
- *Derogatory talk of employees who have not acquired the Norwegian language and little willingness to facilitate their inclusion.*
- *Colleagues who do not speak academic Norwegian have been passed over in positions and do not receive sufficient information.*

One Norwegian employee exemplified how this discrimination is actualized in saying “It is simply too exhausting to have a colleague who has a native language other than Norwegian to work with in a team.”

Further, colleagues also noted the exclusion that non-Norwegian employees experience as it relates to promotion and opportunity. Some of the most salient responses were:

- *The department is completely unprepared in how to greet top qualified, non-Norwegian academic employees with respect, care, and true interest for who they are and what they can offer.*
- *Colleagues who are not coming from Europe are sometimes not respected in terms of their beliefs, what (type of) research is important, and how it can be relevant for Norwegian contexts.*
- *Former colleague reported that they were told by a senior member of staff that foreigners were a problem, so they felt discouraged from applying for a permanent position...Said colleague has now left NTNU.*

While those experiencing disability shared some discrimination in 5A, employees were more willing to share about disability-based discrimination as it relates to colleagues. Colleagues see that the workplace is “poorly adapted for people with disabilities.” This may be due to broken equipment that impacts access for students and staff with disabilities are not adequately fixed, “lack of adaptation,” “lack of patience and understanding,” or “lack of inclusion” in the planning and implementation of events and trips. Additionally, employees have noticed that some colleagues have been “unable to continue working” or faced “uncertainty about being allowed to continue in a job position” due to disability.

Similar to the responses in 5A, employees notice sex/gender-based discrimination from a structural viewpoint via pay scale and promotion opportunities. Further, a few employees reported witnessing sexual harassment or inappropriate jokes or comments made about other employees who were not present. Related to these experiences were caregiving experiences in which colleagues felt that the needs of pregnant, breastfeeding, or employees caring for young children were not taken into consideration.

Finally, while less common in the responses to this question than 5A, employees also mentioned discrimination on the basis of age, experience, and certain subject areas. This discrimination was viewed as less opportunity, less respect, or reduced visibility and recognition.

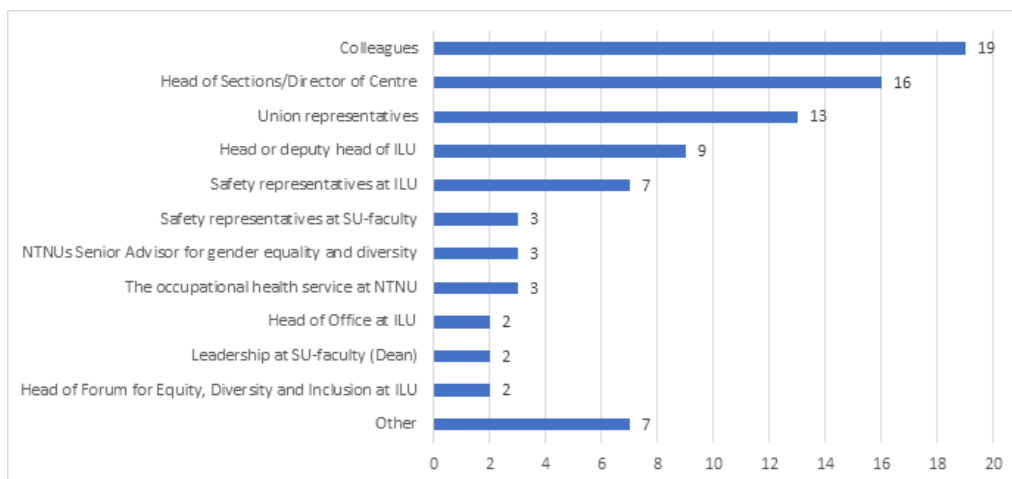
Question 7: “Have you approached anyone (e.g., leadership, safety representatives, union representatives or colleagues) when you have experienced or observed such problems?”

In total, 170 participants responded to this question. Of those responses, 106 participants (62.4%) reported that they had approached someone else on occasion or casually ($n = 72$), one time ($n = 12$), or more than once ($n = 22$). The remaining 64 participants reported that they had never reported issues of discrimination or inclusion to anyone.

Question 7a: “Who have you contacted?”

When asked who they had contacted, participants were able to select multiple answers. As shown in Figure 2, the majority of participants reached out to or shared their experience with a colleague. Participants reported a wide variety of individuals, offices, or specific organizational supports that were utilized to communicate such experiences.

Figure 2: People/institutions contacted due to discrimination (number of participants).



Question 7b: “What was the outcome of your reporting of these issues?”

While 106 individuals reported that they had reported their experiences to someone else, only 25 participants provided a response to this follow-up question asking about the

outcome of their reporting. Approximately half of the 25 responses mentioned that no follow-up or insignificant follow-up occurred, as illustrated in:

- *Zero, nothing and nada.*
- *No follow-up.*
- *Nothing.*

The remaining responses were varied and indicated various levels and types of response:

- *Slightly different in the various cases. Sometimes taken seriously, sometimes a joke.*
- *Things got better, don't want to say more.*
- *It was established that we had slightly different views on the matter, but that it is open to dialogue from the management's side, and a wish that this should not occur.*
- *Short recovery for a period, then back to the same way.*
- *After a struggle, it sort of came through.*

Finally, a disillusioned participant mentioned the ‘danger’ of developing a ‘private practice’:

Little happens. The experiences I have seem to still be valid. The danger is that you form your own "private" practice and seek out colleagues at other universities in order to develop your own career. Eat or be eaten.

The questionnaire ended by inviting participants to write about topics that were not covered by the former questions.

Question 8: “Do you have other comments about equity, inclusion, and diversity at ILU that were not addressed in this survey?”

In line with the open nature of this question, the responses received were quite varied. While some supported our efforts with positive comments, like: “Great that a forum has been set up! Hoping for a broad, nuanced and ambitious approach”, others took the opportunity to criticize the survey as inappropriate, poorly designed, or a futile gesture claiming: “this survey will lead to nowhere.”

Many used the opportunity to reiterate the importance of these topics underlining the mandate of teacher education. For example:

- *Equality, inclusion and diversity are some of the most important things the students, whom we train to become teachers, must be aware of. They are going out to meet a very diverse group of students and parents.*
- *It is very important that ILU has a focus on recruitments that represent the population in Norway, because we will not be able to work with equality and inclusion if we do not have a greater diversity close to us. We need greater diversity at ILU and we don't have that either among students or staff.*

Remarkably, one participant reduced diversity and the topics of this survey merely to “use of English” in a critical manner:

I think it is a fallacy to think that the solution to the question of inclusion, equality and diversity is that we should use English as a language in all contexts. Firstly, there are many who feel excluded by this practice and who do not dare to speak up, and secondly, it is not necessarily the case that changing the language from Norwegian to English leads to more perceived inclusion. I miss that the ILU and the leadership express their own position on this and their own positions, and that these are justified. As it is now, it has only been introduced as a practice (including that the new employee seminar takes place in English for everyone) without any justification.

This quote once again demonstrates the existence of opposing views on the meaning of diversity and the measures to achieve greater inclusion and points at the urgent need to establish a unified institutional understanding of the concept and its challenges.

Chapter IV: Discussion

The focus of this chapter is to use the principles of thematic analysis to discuss topics that were presented across the open-ended responses. Sümer and Holland discussed the common threads that existed within the data and agreed on four main themes: 1) language and inclusion/exclusion mechanisms, 2) academic hierarchies, 3) gender and care responsibilities, 4) ableism/ageism. These themes are presented herein using participant quotes in addition to commentary and interpretation.

Language and Inclusion/Exclusion Mechanisms

Foreign-born employees are expected to learn and teach in Norwegian within 3 years of signing their work contract, which has recently been reinforced. But learning a new

language in adult age, which is often the 3rd or 4th foreign language, at a level which will make academic discussions and teaching possible is extremely challenging.

There were many accounts related to the problems of employees who do not yet speak Norwegian:

- *I have observed cases where colleagues who do not speak Norwegian have been excluded because information from management teams in smaller groups has only been in Norwegian.*
- *Discussions that take place in Norwegian will be difficult to follow and contribute to for those who do not speak Norwegian. The form of participation at both staff meetings and section meetings is sub-optimal in terms of real opportunities for well-thought-out input. It is almost impossible to give thoughtful input without knowing the questions some time in advance.*

Language problems are emotionally laden and can create tensions at different levels.

Below is a Norwegian employee reflecting on these complex connections and pointing at the “strength and humor” that are potentially inherent in these situations:

That it can be painful not knowing Norwegian. That it can create a fear of not being allowed to continue in the job. That it can create insecurity and mistrust towards the institution and Norwegian society. That it can mean that English is wanted in as much teaching as possible as a solution to the problem. That stability and care is required in the teams so that employees are given the confidence to speak Norwegian. But there is also a lot of strength and humor that I have experience with, when it comes to employees who have to learn Norwegian. That there may be some embarrassment on the part of employees regarding to speak English. Lots of strength and humor here too.

Former research in the field documents specific challenges facing foreign-born staff in Norwegian higher education and research (e.g. Maximova-Metzoni et al. 2016; Sümer 2017; Bråten & Mikalsen 2022). These studies point at the ‘invisible mechanisms’ of exclusion anchored in unwritten rules and cultural practices. Competence in academic Norwegian is key to be recognized as a full member of the Norwegian academic community but very demanding to acquire. Below is an account on the challenges of teaching in a newly acquired language:

I know a situation where students expect from you to communicate in Norwegian and you feel that academic research argument is complex to translate in Norwegian. This

creates asymmetric relation due to competing demands from students, teachers' need to balance research done in the original language and teachers' own lack of command in Norwegian language. Naturally this invites negative evaluations from students. This brings extra pressure on the teacher: how to balance this increasing demand to gain competence in Norwegian language to be able to communicate complex research concepts. I feel that this issue is important to be addressed so that colleagues with international background could be supported to feel more included at ILU.

In addition to this, the existence of many different dialects may lead to “feeling lost”:

When in terms of recruiting people from different background, allocation of research grants/resources, distribution of teaching responsibilities and representations at powerful forums, I feel that often there is an implicit bias where background as being Norwegian and competence in Norwegian language and politics of regionalist interests are used. This can easily be interpreted as going against the law of discrimination. I feel silenced when my colleagues just started speaking all the regional languages specially in social arenas or in meetings then I feel lost and do not follow completely discussions. That is another source of discrimination that can happen who participate or do not participate in the discourse. I feel often many important professional decisions are made in these conversations.

A Norwegian employee voiced discrimination, connecting language skills and “racialization”

to being denied management positions:

Colleagues racialized as non-white, especially those with Norwegian as a second language are punished for not having Norwegian as a first language. Technical knowledge is confused with language knowledge. Colleagues who speak out that they feel exposed and discriminated against are made responsible and are met with the attitude that they are the problem, not the system or the institution. Employees who do not have Norwegian as their mother tongue or/and who do not have their basic education from Norway are denied management positions. Diversity competence is not regarded as knowledge, but as an attitude or value that anyone who wants to can “own”.

In addition to language, experience in Norwegian school is another specific competence that is demanded at ILU and a Norwegian participant questioned the relevance of this requirement:

A very capable person was passed over for a job because she had no experience with a Norwegian school. It was not relevant to have experience from a Norwegian school in the position she applied for. Two of my colleagues are also regularly discriminated against, treated badly and blocked when they want to speak English in meetings with colleagues (they have both lived in Norway for less than 2 years). I have observed that in the PhD committee it has been specified that only Norwegian is to be used as the working language. This helps to discriminate and exclude all those who have competence in the research front, but who do not have Norwegian as their mother

tongue. After a couple of years in Norway, you are not able to formulate yourself in a nuanced way and discuss at the research front of your own subject in Norwegian. There is continuous discrimination and legitimized exclusion of people with experiences other than Norwegian majority experience through how the management handles language at large meetings and when ordering reports.

As mentioned above, there were also critical accounts on frequent use of English and a tendency to reduce diversity challenges to language-related problems:

- *It is simply too exhausting to have a colleague with a mother tongue other than Norwegian to work with in a team.*
- *I think it is a fallacy to think that the solution to the question of inclusion, equality and diversity is that we should use English as a language in all contexts.*

Finally, one participant openly criticized recruitment of both international staff and those without experience in Norwegian primary school:

Far too many with the same background are employed. We are not short of English speakers or employees with a foreign background, but employees with experience from primary school (funnily enough). Far too many people with a background in academia are employed here.

This quote takes us to the second main theme, that is perceived academic hierarchies and polarizations within the Department of Teacher Education.

Academic Hierarchies

Various answers provided to different open-ended questions documented that a group employees think that there are hierarchies and exclusions based on academic positions, fields, and research interests. Although the number of such utterances was not as high as the other identified themes, we believe it is important to bring this to attention as it has direct impact on the feelings of exclusion and marginalization. As mentioned earlier, ILU was formed through a merger of NTNU with a University College. The Norwegian academic career structure was traditionally based on two distinct tracks: a *research-oriented* and a *teaching-oriented* track. Universities predominantly offer research track positions. The research track includes the permanent positions of associate (*førsteamanuensis*) and full professor. The

teaching-oriented track (mostly used in university colleges) includes the permanent positions of lecturer (*universitetslektor*), senior lecturer (*førstelektor*) and docent (*dosent*). One respondent claimed that those on the teaching-oriented track were ‘looked down upon’:

I have also experienced being looked down upon or that my opinions do not count since I am "only" a university lecturer ("universitetslektor").

Another mechanism of exclusion was reported as the existence of “cliques” (informal networks) based on both personal ties and academic backgrounds:

If individuals fall outside the "friend/girlfriend cliques" (in original 'venn/venninneklikker'), and thereby lose out on various research and publishing opportunities, they quickly gain a reputation as "weak" professionals.

Another element of the perceived hierarchies related to research interests (including methodological approaches). One respondent mentioned the need of a focus on research interests while discussing diversity:

Equality and inclusion of different research facilities, including disciplinary subjects. That research policy should be consistent with recruitment policy. Many researchers feel that they are marginalized and excluded because of their research interests, even if these were the reason they were hired.

We end this section with a striking account on exclusion and isolation, which points at the intersection of foreign background with a research field that is perceived as not valued:

I take this opportunity to express my great frustration (which is not captured in this form due to the design of the questions). I have a foreign background. Despite the fact that I speak Norwegian fluently, I feel completely isolated in my work. My manager shows no interest in my work, I get no feedback (the employee interview is completely meaningless), it is only the good reference group reports from the students / positive feedback from the master's students that give me the feeling that my work has value. Otherwise, I only feel that my publication points count, not me as a person. In short, I feel very lonely at the institute, there is no point in coming to Kalvskinnet if you don't have the opportunity to talk to other colleagues (...) I think I could lay dead in the office for two weeks and no one would notice (except the cleaner).

Gender and Care Responsibilities

While no statistically significant differences were found based on gender when answering questions about experiences of discrimination at ILU in the Likert-scale style of questions, the open-ended responses revealed a different picture and understanding of experiences. These experiences are grouped and discussed in two categories within this theme: 1) sex/gender-based discrimination and 2) care-based discrimination. However, both categories are well-articulated in one participant's response that reads "It seems that academia and research positions are designed for men and a life without other obligations, to put it bluntly."

"Fight the leaking pipeline and promote women professorships" was one succinct response to the question of what would strengthen diversity, equity, and inclusion at ILU. This response was one of several that centered the idea that employees feel as though women are promoted less often and paid significantly less than their male counterparts. From the employees' perspectives, this is perpetuated and upheld by NTNU as well as ILU. Some responses to these claims include:

- *NTNU lives well with this discrimination against women.*
- *Women at ILU have earned up to 10 pay grades less than men in the same job category who are the same age and [have] same seniority [level] and work tasks. Management is fully aware of it; it has been pointed out over several years and little is being done.*

Another employee discussed raising these issues, as well as issues related to caregiving responsibilities to the head of ILU as well as their union and being told, "These are the rules at NTNU, so we cannot do anything about it." However, some employees have taken matters into their own hands to get what they feel they deserve:

I make wage demands based on men's average wages and that always leads to me having to step up.

Similarly, another employee made an important observation and suggestion for equal treatment:

In the context of promotion, I find that female colleagues are more modest and see a tendency for male colleagues to be braver to apply for promotion earlier. Perhaps it is necessary for female colleagues to be reassured that it is OK to have ambitions.

While promotion and pay were major areas of concern of and for female employees, there was also mention of exclusion in decision-making processes and other opportunities. Some felt as though “as a woman I am not seen as equally important or as much of a premise supplier (*premissleverandør*) in meetings with older, male colleagues” or “overlooked when tasks are assigned.”

Another employee stated that women are “not taken as seriously or respected as much as their male colleagues” particularly in meetings and situations with students. Additionally, a few have experienced being subjected to sexual harassment or witnessing colleagues being sexually harassed, “exposed to conversations where ‘femaleness’ was analyzed,” or heard “sexist tropes about colleagues that were not around.”

While most experiences discussed the continued or concrete discrimination against women, it is important to highlight one male employee’s responses as hostile or in opposition to the perceived discrimination against women. He states that “the obvious discrimination against men is provocative.” He believes it is discriminatory that “as a male associate professor, I have not been offered a gender equality grant [and] have also experienced receiving more teaching to cover female colleagues’ extra sabbaticals.” Additionally, he questions “Why can only women apply for gender equality grants (extra sabbaticals and mentoring programs) when, for example, at ILU there is a clear preponderance of female employees and students?”

Another employee argued that “men are often excluded, especially foreign men” and yet another said “male, older colleagues feel like they have no voice because it’s not ‘in’ to listen to them.” While these responses are limited to just three employees, it is important to highlight the potential of these responses to represent an undercurrent or unspoken feeling

among male staff. Rather than dismiss these feelings, they should be called out and brought to the forefront in order to reduce this type of collegial hostility on the basis of sex and gender. If these uninformed understandings of the longstanding and structural discrimination against women go unresolved, they may result in upholding the structures that result in female employees being paid and promoted less and feeling as though they are not valued in decision making.

In addition to gender-based discrimination, a significant proportion of the responses focused on discrimination and exclusion on the basis of caregiving responsibilities. These responses appear to primarily represent employees in maternal or primary caregiving roles. One employee suggested that ILU needs to become a “baby-friendly (and more community-oriented) work environment” while others have more directly pointed to facing “discrimination on the basis of pregnancy, maternity leave, or caregiving duties.” This discrimination has manifested through being “put in disadvantageous positions,” being approached differently or negatively “by my immediate superior,” or being shuffled between teams, topics, teaching responsibilities and so forth which impacts the ability to “be in a good way in working life.” Many respondents indicated that they had to “look for rightful demands for breastfeeding, fellowship periods, etc.” and “learned about various things through other pregnant women and mothers of young children.” In particular, those who “have familiarized themselves with legislation related to [maternal care] have received their rights while those who have not ‘stood their ground’ have not received it.”

These experiences of care-related discrimination seem to cut across position types but are particularly salient among employees with temporary employment status or finishing their doctoral work. Several doctoral students pointed to the fact that having care responsibilities for small children requiring single or short-term term leave (e.g., illness) “cause me to lose time to complete my PhD in the standard time since single days at home with a sick child do

not provide an extension.” Another employee noted that “Colleagues with children do not have the same opportunity to complete PhDs within the standard timeframe or the same opportunity to apply for promotion to professor.” These experiences and feelings of discrimination lead back to the quote used to introduce this theme, which stated that “It seems that academia and research positions are designed for men and a life without other obligations, to put it bluntly.” A look at relevant literature shows that women face the heaviest burden of caregiving responsibilities and are at higher risk of reduced opportunity and representation in academia if they decide to start, or already have, a family (e.g. Grummell et al. 2009; Maxwell et al. 2019; Sümer & Eslen-Ziya 2023). It is important that we as a department consider how these feelings and experiences of discrimination can be reduced and ensure that those in leadership safeguard that breastfeeding and caregiving parents are able to access the rights available and provided to them through legislation.

Ableism/Ageism

In the results of the survey, topics relating to disability and age were frequently brought up by employees. While these two things can, and will be, discussed independently, it is also important to be aware of the potential overlap between ableism and ageism within the department. That is, that while employees may experience discrimination on the basis of disability status or age alone, they can also compound or be mistakenly interwoven. It is possible for employees to obtain life- and work-altering disabilities associated with the aging process. However, it is also possible for employees to be stereotyped as disabled as part of the aging process. First, we will discuss discrimination on the basis of disability status. Then, we will discuss how employees have faced discrimination as a result of aging.

Ableism in academia is well-documented and researched (Brown & Leigh, 2018; Brown & Ramlackhan, 2020; Saltes, 2020). While we did not specifically ask employees

whether or not they have or identify as having a disability, discrimination on the basis of disability came up as a reoccurring topic. Further, while some employees and respondents reported experiences related to their own disability, several of the responses came from, presumably, non-disabled employees describing treatment of disabled colleagues or the department's work and understanding around disability as a whole. In discussing how diversity, equity, and inclusion could be strengthened at ILU, several respondents discussed the inclusion of disability-related topics and disabled individuals. One employee expressed a need for "more courses on disability and bullying" while several others discussed "facilitation" for students and employees with disabilities. One individual answered the question with additional questions about "people with disabilities...how do they feel included in the institute? Do we have anyone at all who works or applies for jobs here? Is it possible for them, like their colleagues, to thrive, participate, work and develop without too much obstacle?" An employee with a "disabling diagnosis" described how they are open with students about their diagnosis because "when training teachers [they] are guaranteed to meet students with the same disability."

Of the issues of discrimination surrounding disability, the majority of responses came from nondisabled employees who had experienced "lack of adaptation" for colleagues, as well as students, with disabilities. This occurred both on campus and as it related to social or external events planned at both department and section levels. For employees with disabilities, discrimination has been experienced through "challenges when, for example, we have to allocate a workplace (single office), or in other context where resources are limited" as well as a disability and reduced position being "used as leverage so that I cannot participate in interesting projects." As it relates to resources, one example provided is in "having to travel between many buildings, up and down curbs...is a challenge for inclusion." An easily recognizable example of this is in traveling between *Akrinn* and *Lysholmbygget* at

Kalvskinnet, two of the most frequently used buildings within the department. The most commonly used doors, and shortest distance, between the two buildings involve walking up and down traditional curbs to cross *Sverres gate*. While there are leveled off areas for parking or entering driveways to the south of the buildings, the nearest curb cutouts and pedestrian crosswalks are at the corner of *Sverres gate* and *Erling Skakkes gate* or *Sverres gate* and *Bispegata*. While not a significant barrier or challenge for most employees and students at the department, the lack of an accessible and safe location to cross between the two buildings to conduct meetings, teachings, and other work-related tasks demonstrates a value system and can have a significant impact on employees and students alike as being outsiders in the department. In many ways, it is difficult to have conversations about “facilitation” and “adaptation” of events, activities, and teaching when the structures and facilities themselves are not adequately adapted for those with disabilities.

For employees in the latter stages of their career, the feeling of being discriminated against because of age becomes relevant. Several employees expressed that they “have experienced being ignored, overlooked, that my opinions do not count...in recent years because of age.” Another employee described that “after a certain age” you become “‘imperceptibly’ sidelined.” Others felt as though age was used as a basis for “rejection of an application” and to further cast aside or render employees obsolete. In connect to the earlier conversation about caregiving responsibilities, one employee responded that lack of stability and consistency in one’s work also applied to “employees who, due to age, may have various disorders.” This connects to the introduction in which we discussed the potentially compounding experiences of disability and age. So, how do we ensure that employees who experience disability, are aging, or experiencing age-related disability can be contributing and valued members of the department? In line with one employee’s response, we find it imperative that “ILU (can) do more to ensure the use of older workers’ skills.”

In addition to including employees across the career and age spectrum, it is also important to continue to train and develop employees throughout their career. While aging employees have expressed feelings of discrimination, findings in this study indicate that a statistically significant difference in the importance and value of diversity, equity, and inclusion initiatives between younger and older employees. Older employees see these initiatives and values as less important than younger employees. Some employees responded that they were discriminated against due to “age and beliefs” or that “when several different generations meet, a sloppy comment may be sent that is not necessarily intended as discrimination but may be perceived by others as discriminatory” which was justified as “having different perspectives or knowledge of the field.” While we agree with and advocate for the rights of individual beliefs and expressions, it is important to distinguish between what is an individual belief and what is discriminatory. These types of responses from staff demonstrate how it may be easy for younger employees to exclude older employees and/or for older employees to feel as though topics related to diversity, equity, and inclusion are not relevant to them. It is imperative that any measures taken are inclusive of employees across all age bands to ensure the best possible outcomes as they relate to the diversity, equity and inclusion of all employees and students at ILU.

Chapter V: Recommendations and Proposed Actions

In this section, we will attempt to propose actions that may move the work on diversity forward and contribute to a more egalitarian and inclusive workplace based on our analysis of the survey data. The key value of this report is its mapping of employees’ experiences and views on the topics of diversity and on what they think would contribute to strengthening inclusion. As stated by one of our participants, a key first step is:

A culture of openness, and a pronounced desire to strengthen equality, inclusion and diversity. Show in action that we value diversity.

Ultimately, our first recommendation is that the Head of ILU, leadership, and administration consider the findings contained in this report. That is, time and space to digest and understand the responses are pivotal in the formation of a response or plan of action. However, we urge that the report is not treated as a ceremonious action or ‘ticking the box’ of diversity, equity and inclusion.

Based on this survey, we offer the following actions and recommendations:

1) Conceptual action items: We recommend action to operationalize and prioritize these topics (diversity, equity and inclusion) in meetings, workshops, strategic planning, and activities at both the department and section level.

2) Practical/Structural action items: Mainly in response to areas of concern among employees: language use; caregiving; gender pay gap and accessibility (accommodations for disabled staff).

Conceptual Action Items:

As evident by the responses of employees, there is a need for the topics of diversity, equity and inclusion to be further operationalized and understood at ILU. There is some variation of perceived importance of these topics by employees at the department, but the majority of participants in this survey agree that these topics are important. In order to continue to promote these issues, it is important to develop an operational definition and understanding of what we consider to be topics and issues of diversity, equity and inclusion. As some of the negative or counter responses to this survey illustrate, there is a need to be explicit in what is and is not an issue of diversity. If these terms are operationalized and understood differently among employees, it becomes difficult to work with and promote these topics in teaching, research, and other activities at ILU. We, as a department, risk these terms

being used as buzzwords or being denigrated and devalued among employees. It is easy for diversity and inclusion to be seen as topics of interest or concern for a select group of individuals (e.g., those who willingly participate in the Forum for these topics), which absolves other employees from having to consider or engage with these topics.

Further, it is important for these topics to be visible and on the agenda. As numerous participants pointed out, it is something that has to be shown and given value by leadership. A grassroots or forum-based approach is unacceptable, and these initiatives and areas of concern must come from leadership. By not discussing or engaging with such topics, the leadership models a value system to employees that these topics are either not important or not worth the time of those in decision-making positions. We, as members of the forum and this working group, do not have the power or audience that the Head of ILU, deputy heads of ILU, section leaders, and administrative leaders hold. However, it is clear from participants' responses that there are individuals within the department who are engaging in and concerned with these topics in their everyday work. Therefore, this action item does not have to fall squarely on the shoulders or desks of leadership, but rather that leadership engage with, make visible, and critically reflect on the work that is taking place at ILU in all areas.

Practical and Structural Action Items:

The findings of this survey present several areas that can be immediately addressed, examined, or responded to with rationale and explanation. Specifically, we highlight language use at ILU, caregiving responsibilities, pay discrepancies, and accommodations for disabled staff members as potential areas that may be addressed. Such response or action would help to dispel the notion that this is a fruitless, performative measure and demonstrate a sincere and serious engagement by ILU.

Language use at ILU continues to be a source of frustration and discrimination for many employees, both Norwegian and non-Norwegian. A clarified and consistent

interpretation and implementation of the *Guidelines on Language Policy for NTNU* (NTNU, 2023b) would be beneficial for employees. A general adoption of “Norwegian when you can, English when you must” (NTNU, 2023b, chapter 1) is often unclear and dependent upon who is leading a meeting or activity. “English when you must” should have clear guidelines and expectations to ensure the participation of all employees. Further, in line with principle 10 of the *Guidelines on Language Policy for NTNU* (NTNU, 2023b chapter 1), the department must examine and critique the current opportunities provided for employees to learn Norwegian. As described by employees in this survey, the language courses provided by NTNU may be inadequate or incompatible with the needs of employees at ILU. Thus far, it seems to be believed that language policies and language acquisition have been presented as items that exist beyond ILU or as decision making processes outside of ILU. However, as written and described within the *Guidelines on Language Policy for NTNU*, “the units must establish a framework for a work situation that enables all employees to develop their language skills” (NTNU, 2023b, chapter 1) which is nonexistent at ILU today.

While not as obvious as language, caregiving responsibilities were heavily featured as a source of discrimination and exclusion among employees. In many ways, this can be seen as a culture problem within ILU where basic rights as required by law will be accommodated, but employees may pay for their absence in other ways (e.g., workload, content and working groups, opportunities). NTNU recently announced on *Innsida* (26 October 2023) an update and repeal of regulation § 2-3 (5) as of 1 July 2023 that will allow PhD candidates, postdocs, and specialist candidates to extend their employment in relation to caregiving absences, which is an important and well-received piece of information for participants in this study. While this is an important structural step within the entire academic community, we call on the Head of ILU to bring these experiences and feelings of discrimination expressed to be addressed with the leadership group (deputy heads and section leaders). Culture and

acceptance of familial and caregiving responsibilities go beyond the obligatory well wishes, flowers, stuffed animal, and card from the section and extend to treatment of employees pre- and post-leave.

Asking the Head of Department or leadership to implement a culture of family acceptance is difficult without providing some potential strategies. As a result, we have included a number of different possibilities for consideration. A potential strategy provided by an employee currently on parental leave, outside of the scope of this study, is that ILU provide its own version of a ‘maternity group’. In practice, this could be providing a list that employees may voluntarily sign up for to find other employees at the department who will be on leave during similar periods to arrange meet-ups. Or provide scheduled, open opportunities on campus for employees on leave to meet, have coffee, and bring their kids to play and interact. This could be a good opportunity for employees to meet across sections, practice language (if international staff and Norwegian staff meet together), and/or feel as though they are still connected or welcome within the department. Similarly, ILU could consider hosting social events for the entire family (e.g., Halloween at Kalvskinnet, a concert night, activity in the gymnasium) in addition to the traditional employee-only social events that take place. This may increase participation in social activities while also instilling a family-friendly culture. Similarly, one participant of the survey had responded that they felt forced to engage in drinking in order to participate in social activities, alternative family-friendly social activities from time-to-time could help make more employees feel welcome at the department.

Gender-related pay discrepancy was well-documented and discussed by participants of this survey. While topics of pay discrepancy are difficult to provide direct actionable items about, it is important that the Head of ILU and other entities responsible for pay are aware of these palpable feelings within the department. An earnest, transparent review and report of

pay discrepancy and how these can be rectified would likely improve employee morale.

Finally, accommodations and adaptations for disabled employees are more difficult to address and consider as there are diverse needs and experiences of employees. However, there are steps that can be taken to ensure employees can participate as members of staff. First, a solution should be agreed upon between ILU and the building managers to create an accessible route between two of the most used buildings at Kalvskinnet: *Akrinn* and *Lysholmbygget*. A curb-cut out and designated pedestrian crosswalk between the two buildings should be discussed with the building managers and the municipality. While perhaps an oversimplified solution, it demonstrates that disabled staff, and students, are seen, valued, and welcome to participate in campus activities regardless of where they may take place. Second, all ILU, section, and ILU-sponsored events should be required to consider accommodations and adaptations of attendees if using university funds or happening in university-owned facilities. For example, ILU meetings and events that are sent can include a link to a form where participants can express accommodations or individual needs. This would ensure that organizers work with individuals with disabilities to find a positive and amenable solution and increase the participation of individuals who may otherwise disengage for fear of being excluded.

Way Forward?

While this survey and the analysis have revealed a substantial deal of information about the current status of topics of diversity, equity, and inclusion among the employees at ILU, there is still a great deal of work to be done. This work has been intensive and time-consuming, but hopefully important for the future and development of ILU. We believe that institutional work on diversity needs to be continued, with clearer goals and objectives and greater visibility at ILU for both staff and students.

This survey and the report are steps in understanding how these topics are experienced and could be approached at ILU, however there is still a need to continue the mapping of these issues. While we have gathered an overview on staff experiences, we have yet to understand how our students experience and understand topics of diversity and inclusion as well as the connection these topics and themes have for students as future teachers and educational leaders. There are numerous opportunities to further the work of this survey through additional large-scale mapping surveys as well as focus groups or individual interviews to develop deeper understandings of staff and student experiences at the department.

We thus conclude with the words of a participant regarding what is needed to strengthen diversity and inclusion at ILU (both translated and in its original form):

That the leadership is clear that both international experiences, networks and expertise related to diversity are something we particularly need in teacher education in Norway. A clarity that we want to be an inclusive professional learning environment where everyone feels a natural sense of belonging, through, for example, that the English language is always an opportunity to both have meetings at, present at and discuss in. That the fear that "the Norwegian" shall disappear not be accommodated with restrictions on diversity, and that one recognizes the power one holds as the majority person among colleagues.

At ledelsen er tydelige på at både internasjonale erfaringer, nettverk og kompetanse knyttet til mangfold er noe vi særlig trenger i lærerutdanninga i Norge. En tydelighet på at vi ønsker å være et inkluderende profesjonelt læringsmiljø der alle føler en naturlig tilhørighet, gjennom f.eks at engelsk språk alltid er en mulighet å både ha møter på, presentere på og diskutere på, at redselen for at "det norske" skal forsvinne ikke imøtekommes med begrensninger på mangfold, og at man anerkjenner hvilken makt man sitter på som majoritetsperson i et kollegium.

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Appendix A

Printed Version of the Online Questionnaire

Undersøkelse om inkludering og mangfold ved ILU / Survey on Inclusion and Diversity at ILU

- 1. Hvor viktig eller mindre viktig er spørsmål knyttet til likeverd, inkludering og mangfold på arbeidsplassen for deg (på ILU)? / How important or unimportant are issues of equity, inclusion and diversity in the workplace for you (at ILU)?**

Svært lite viktig / Of very little importance

Lite viktig / Of little importance

Verken viktig eller uviktig / Neither important or unimportant

Viktig / Important

Svært viktig / Very important

Jeg foretrekker å ikke svare / I prefer not to answer

- 2. Hva tror du kan bidra til å styrke likeverd, inkludering og mangfold på ILU? / What do you think will contribute to strengthening equity, inclusion and diversity at ILU? (Open-ended response)**

- 3. Hvordan jobber du med spørsmål knyttet til likeverd, inkludering og mangfold idin undervisning, forskning, administrative oppgaver, og/eller andre aktiviteter ved ILU? / How do you work with issues related to equity, inclusion and diversity in your teaching, research, administrative tasks, and/or other activities at ILU? (Open-ended response)**

Likestillings- og diskrimineringsloven sier at diskriminering på grunnlag av «kjønn, graviditet, permisjon ved fødsel eller adopsjon, omsorgsoppgaver, etnisitet, religion, livssyn, funksjonsnedsettelse, seksuell orientering, kjønnsidentitet, kjønnsuttrykk, alder eller en kombinasjon av disse grunnlagene er forbudt». Det spesifiseres at «Med etnisitet menes blant annet nasjonal opprinnelse, avstamning, hudfarge og språk».

The Norwegian Equality and Anti-Discrimination 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”. The Act specifies that “Ethnicity refers to among others national origin, descent, skin color and language”.

- 4. Hvor ofte tror du at det skjer diskriminering og ekskludering ved ILU, slik det er definert i loven? / How often do you think that discrimination and exclusion happens at ILU, as it is defined in the Act?**

Aldri / Never

Sjelden / Rarely

Av og til / Sometimes

Veldig ofte / Very often

Alltid / Always

Jeg foretrekker å ikke svare / I prefer not to answer

5. **Hvor ofte har du selv opplevd problemer i din jobb ved ILU slik diskriminering er beskrevet i loven? / How often have you personally experienced problems in your work at ILU due to discrimination as described in the Act?**

Aldri / Never

Sjelden / Rarely

Av og til / Sometimes

Veldig ofte / Very often

Alltid / Always

Jeg foretrekker å ikke svare / I prefer not to answer

- 5a. **Beskriv problemene du opplevde, og hva du tror var grunnene. / Please specify the problem(s) and the reason(s) you believe were behind your experience(s). (Open-ended question)**

This element is only shown when the option 'Sjelden / Rarely or Av og til / Sometimes or Veldig ofte / Very often or Alltid / Always' is selected in the question '5. Hvor ofte har du selv opplevd problemer i din jobb ved ILU slik diskriminering er beskrevet i loven? / How often have you personally experienced problems in your work at ILU due to discrimination as described in the Act?'

Ikke nevne konkrete navn. / Please do not report specific names.

6. **Hvor ofte har du opplevd at kollegaer har hatt problemer ved ILU slik diskriminering er beskrevet i loven? / How often have you experienced colleagues having problems at work due to discrimination as described in the Act?**

Aldri / Never

Sjelden / Rarely

Av og til / Sometimes

Veldig ofte / Very often

Alltid / Always

Jeg foretrekker å ikke svare / I prefer not to answer

- 6a. **Beskriv situasjonene du har observert og dine refleksjoner om hvorfor kolleger har opplevd disse problemene. / Please describe the situations you have observed and your reflections about why colleagues have experienced these problems. (Open-ended question)**

This element is only shown when the option 'Sjelden / Rarely or Av og til / Sometimes or Veldig ofte / Very often or Alltid / Always' is selected in the question '6. Hvor ofte har du opplevd at kollegaer har hatt problemer ved ILU slik diskriminering er beskrevet i loven? / How often have you experienced colleagues having problems at work due to discrimination as described in the Act?'

Ikke nevne konkrete navn. / Please do not report specific names.

7. **Har du tatt kontakt med noen (f.eks. ledere, verneombud, fagforeningsrepresentanter eller kollegaer) hvis du har opplevd eller observert slike problemer? / Have you approached anyone (e.g., leadership, safety representatives, union representatives or colleagues) when you have experienced or observed such problems?**

Ja, mer enn en gang / Yes, more than once

Ja, en gang / Yes, once

Nei / No

Jeg har ikke opplevd eller observert noen slike problemer / I have not experienced or observed such problems

7a. Hvem har du kontaktet? / Who have you contacted?

This element is only shown when the option 'Ja, mer enn en gang / Yes, more than once or Ja, en gang / Yes, once' is selected in the question '7. Har du tatt kontakt med noen (f.eks. ledere, verneombud, fagforeningsrepresentanter eller kollegaer) hvis du har opplevd eller observert slike problemer? / Have you approached anyone (e.g., leadership, safety representatives, union representatives or colleagues) when you have experienced or observed such problems?'

Flere svar er mulige. / Selecting multiple answers is possible.

Den sentrale ledelsen ved NTNU (rektor) / Leadership at NTNU central (Rector)
Ledelsen ved SU-fakultetet (dekan) / Leadership at SU-faculty (Dean)
Instituttleder eller nestledere ved ILU / Head or deputy head of ILU
Kontorsjef / Head of Office at ILU
Fagseksjonsleder/Senterleder / Head of Sections/Director of Centre
NTNUs rådgiver for likestilling og mangfold / NTNU's Senior Advisor for gender equality and diversity
Leder for forum for likeverd, inkludering og mangfold ved ILU / Head of Forum for Equity, Diversity and Inclusion at ILU
Bedriftshelsetjenesten / The occupational health service at NTNU
Verneombudet sentralt ved NTNU / Safety representatives at NTNU central
Verneombudet ved SU-fakultetet / Safety representatives at SU-faculty
Verneombudet ved ILU / Safety representatives at ILU
Fagforeningsrepresentanter / Union representatives
Kollegaer / Colleagues
Andre / Other

7b. Hva var resultatet av at du rapporterte om problemene? / What was the outcome of your reporting on these issues? (Open-ended question)

This element is only shown when the option 'Ja, mer enn en gang / Yes, more than once or Ja, en gang / Yes, once' is selected in the question '7. Har du tatt kontakt med noen (f.eks. ledere, verneombud, fagforeningsrepresentanter eller kollegaer) hvis du har opplevd eller observert slike problemer? / Have you approached anyone (e.g., leadership, safety representatives, union representatives or colleagues) when you have experienced or observed such problems?'

Ikke nevne konkrete navn. / Please do not report specific names.

8. Har du andre kommentarer om likeverd, inkludering og mangfold ved ILU som ikke har blitt adressert i denne undersøkelsen? / Do you have other comments about equity, inclusion, and diversity at ILU that were not addressed in this survey? (Open-ended question)

9. Hvilket kjønn identifiserer du deg som? / What gender do you identify as?

Kvinne / Female
Mann / Male
Trans/ikke-binær / Trans/Non-binary
Annet / Other

10. Hvor gammel er du? / What is your age?

35 år eller yngre / 35 years or younger
36-55 år / 36-55 years
56 år eller eldre / 56 years or older

11. Er norsk ditt morsmål? / Is Norwegian your mother tongue?

Ja / Yes

Nei / No

12. Gikk du på skole i Norge som barn? / Did you go to school in Norway as a child?

Ja /

Yes

Nei /

No

12a. På hvilket kontinent gikk du på skole som barn? / In which continent did you attend school as a child?

This element is only shown when the option 'Nei / No' is selected in the question '12. Gikk du på skole i Norge som barn? / Did you go to school in Norway as a child?'

Afrika / Africa

Asia / Asia

Australia/Oceania / Australia/Oceania

Europa / Europe

Nord Amerika / North America

Sør Amerika / South America

13. Hvilken gruppe ansatte hører du til ved ILU? / Which group of employee do you belong to at ILU?

Vitenskapelig ansatt / Academic staff

Administrativ/teknisk ansatt / Administrative/Technical staff

Annet / Other

13a. Hva er din nåværende stilling? / What is your current position?

This element is only shown when the option 'Vitenskapelig ansatt / Academic staff' is selected in the question '13. Hvilken gruppe ansatte hører du til ved ILU? / Which group of employee do you belong to at ILU?'

Hvis du er i en fast stilling men har internt stipend for å ta doktorgrad, velg den faste stillingen. / If you are in a permanent position but have an internal scholarship to complete a PhD, please choose the permanent position.

Professor/dosent / Professor/Docent

Førsteamanuensis / Associate Professor

Universitetslektor / Assistant Professor

Stipendiat / PhD Student

Postdoc / Postdoc

Other

14. Hva er din ansettelsesstatus? / What is your employment status?

Fast / Permanent

Midlertidig / Temporary

15. Hva er din stillingsprosess ved ILU? / What is your employment percentage at ILU?

20% eller mindre / 20% or less

21-49% / 21-49%

50% eller mer / 50% or more

16. Hvor mange år har du jobbet ved ILU? / How many years have you been employed at ILU?

0-5 år / 0-5 years

6-10 år / 6-10 years

11-15 år / 11-15 years

16 år eller mer / 16 years or more

Tusen takk for at du tok deg tid å svare! / Many thanks for your valuable time!

Appendix B

Email and Survey Information Sent from Department Head

From: Ingfrid Thowsen
Sent: fredag 17. februar 2023 14:22
To: ILU Liste ansatte
Subject: [ansatte] Invitasjon til å delta i undersøkelse om spørsmål knyttet til inkludering og mangfold ved ILU/Please participate in a survey on issues related to inclusion and diversity at ILU

Hei,

I dag på personalmøtet var en av sakene på agendaen presentasjon av en spørreundersøkelse knyttet til inkludering og mangfold ved ILU. I årsplan for 2022 har forum for likeverd, inkludering og mangfold fått oppfølgingsansvar for å kartlegge spørsmål knyttet til denne tematikken ved ILU, og denne undersøkelsen er et ledd i dette arbeidet. Utformingen av undersøkelsen har vært diskutert med verneombud hos oss og er godkjent av dem, og undersøkelsen har også vært diskutert med meg og jeg har hatt mulighet til å komme med innspill underveis. Her har forumet og forskerne som har hovedansvar lagt ned et godt arbeid i utformingen, og nå vil jeg oppfordre dere alle til å sette av litt tid til å svare på den. Under finner dere mer informasjon fra forskerne i tillegg til link til undersøkelsen.

English:

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

Invitasjon til å delta i en undersøkelse om spørsmål knyttet til inkludering og mangfold ved ILU
English below

Denne undersøkelsen sendes ut til alle vitenskapelig og teknisk-administrativt ansatte ved ILU. Å svare på undersøkelsen er frivillig og tar cirka 15 minutter.

Svar på undersøkelsen [her](#)

Undersøkelsen lukkes 1. mars.

Bakgrunn

Inkludering og mangfold er viktige tema i instituttets strategiplan. Å kartlegge spørsmål knyttet til inkludering og mangfold er et av virkemidlene i ILUs årsplan for 2023 og Forum for likeverd, inkludering og mangfold er tildelt oppfølgingsansvar for dette. Forumet ble etablert i august 2022 med hovedsakelig mandat å gi råd til ledelsen om hvordan likeverd, inkludering og mangfold kan styrkes ved instituttet.

Formål

Det overordnede formålet med undersøkelsen er å få innsikt i positive og negative opplevelser knyttet til spørsmål om likeverd, inkludering og mangfold ved ILU. Basert på resultatene av undersøkelsen vil forumet skrive en rapport til instituttleder med anbefalinger om strategier og tiltak ved ILU. Rapporten vil være offentlig og sendes til alle ved ILU.

Om forskerne

Undersøkelsen er initiert av forum for likeverd, inkludering og mangfold, og gjennomføres av en arbeidsgruppe bestående av professor Sevil Sümer, førsteamanuensis Steven K. Holland, professor Tone Pernille Østern og førsteamanuensis Britt Karin Utvær. Sevil Sümer er prosjektleder. Hun er professor i sosiologi og tidligere del av Komité for kjønnsbalanse og mangfold i forskning (Kif).

Anonym deltakelse

Deltakelse i undersøkelsen er fortrolig og ingen direkte identifiserbar informasjon som navn eller epostadresser samles inn. Det er likevel viktig å spørre om bakgrunnsvariabler som aldersgruppe eller kjønn for å få fram innsikter om hvorvidt ulike opplevelser kan relateres til de ulike diskrimineringsgrunnlagene som er nedfelt i likestillings- og diskrimineringsloven. Arbeidsgruppa vil utvise særlig forsiktighet for å forsikre at krysskoplinger som kan utpeke enkeltindivider eller små grupper av ansatte ikke gjøres eller tas med i rapporten. Kun arbeidsgruppa bestående av forskerne som gjennomfører undersøkelsen vil ha tilgang til rådata (Sümer, Holland, Østern og Utvær). Verken instituttleder, resten av ledelsen eller noen andre vil ha tilgang til rådata.

Språk

Undersøkelsen tilbys på norsk og engelsk, og du inviteres å svare på ditt foretrukne språk av disse to.

Samtykke

Undersøkelsen er godkjent ved Sikt (Kunnskapssektorens tjenesteleverandør, der tidligere NSD nå er del). Gjennom å besvare undersøkelsen, samtykker du til deltakelse. Fordi epostadresser ikke fanges opp ved besvarelse, vil det ikke være mulig å trekke seg fra undersøkelsen når den er sendt.

For spørsmål eller kommentarer på denne undersøkelsen, kontakt Sevil Sümer [contact information removed from report].

Tusen takk for din tid, tillit og interesse,

Sevil Sümer, Steven K. Holland, Tone Pernille Østern and Britt Karin Utvær
På vegne av forum for likeverd, inkludering og mangfold

Please participate in a survey on issues related to inclusion and diversity at ILU

This survey is sent to all academic and administrative-technical staff employed at ILU. Completing the survey will take about 15 minutes.

Please access the survey [here](#)

The survey will be closed 1 March.

Background

Diversity and inclusion are important themes in the strategic plan of the department. To map issues concerning inclusion and diversity is one of the objectives in ILU's annual plan for 2023 and the Forum for Equity, Inclusion and Diversity is given responsibility to follow this up. The forum was established in August 2022 with the main mandate to give strategic advice to the leadership about how to strengthen equity, inclusion, and diversity at the department.

Purpose

The overall purpose of the survey is to get insight into positive and negative experiences centered around the topics of equity, inclusion, and diversity at ILU to provide a basis for the forum to advise the leadership. The results of the survey will form the basis of a report to the Head of Department with advice about strategies and actions recommended at ILU. The report will be public and sent out to all ILU staff.

About the researchers

The survey is initiated by the Forum for Equity, Inclusion and Diversity, carried out by a working group consisting of Professor Sevil Sümer, Associate Professor Steven K. Holland, Professor Tone Pernille Østern and Associate Professor Britt Karin Utvær. Sevil Sümer is project leader. She is Professor of Sociology and has previously been part of the Committee for Gender Balance and Diversity in Research (Kif).

Anonymity

The survey is confidential and no direct personally identifiable information like names or email addresses will be collected. However, to ask for background information such as age group and gender is of importance to get insight into whether there are different experiences that can be related to the different discrimination bases stated in the Norwegian Act for Equality and Discrimination. The working group will take the added care to ensure that no cross-sectional results are shared that could single out or pinpoint the responses of individuals or a select few number of employees in the report. Only the working group of researchers who will conduct the analysis will have access to the raw data (Sümer, Holland, Østern and Utvær).

Language

The survey is provided in Norwegian and English, and you are invited to answer in either language.

Consent

The survey is approved at Sikt (Norwegian Agency for Shared Services in Education and Research, in which former NSD is part). Through answering the survey, you consent to participate. Since email addresses and names are not collected, it will not be possible to withdraw from participation when the survey is submitted.

Information and questions

For questions or comments on this survey, please contact Sevil Sümer [contact information removed for report].

Many thanks for your time, trust and interest,
Sevil Sümer, Steven K. Holland, Tone Pernille Østern and Britt Karin Utvær
On behalf of the Forum for Equity, Inclusion and Diversity

Ingfrid Thowsen
Instituttleder/Head of Department
Institutt for lærerutdanning/Department of Teacher Education
NTNU

Appendix C

An overview of the number of academic staff at ILU grouped by age and position title

(n=396)

	Høyskolelærer			Universitetslektor			Assistant Professor¹		
Age	Women	Men	Total	Women	Men	Total	Women	Men	Total
<30				3	0	3	3	0	3
30-39				33	12	45	33	12	45
40-49	1	1	2	29	19	48	30	20	50
50-61	1		1	32	9	41	33	9	42
62-69		1	1	2	3	5	2	4	6
Total	2	2	4	99	43	142	101	45	146

	Førstelektor			Førsteamanuensis			Associate Professor²		
Age	Women	Men	Total	Women	Men	Total	Women	Men	Total
30-39	1		1	24	13	37	25	13	38
40-49	2	1	3	31	23	54	33	24	57
50-61	6	6	12	26	13	39	32	19	51
62-69	4	1	5	3	6	9	7	7	14
Total	13	8	21	84	55	139	97	63	160

	Dosent			Professor			Professor³		
Age	Women	Men	Total	Women	Men	Total	Women	Men	Total
40-49				7	9	16	7	9	16
50-61	3		3	11	10	21	14	11	25
62-69	1	2	3	5	6	11	6	8	14
Total	4	2	6	23	25	48	27	27	54

PhD			
Age	Women	Men	Total
<30	6		6
30-39	18	6	24
40-49	3	1	4
50-61	1	1	2
Total	28	8	36

Note. ¹The positions *Høyskolelærer* and *Universitetslektor* are combined to the position Assistant Professor.

²The positions *Førstelektor* and *Førsteamanuensis* are combined to the position Associate Professor.

³The positions *Dosent* and *Professor* are combined to the position Professor.