



NTNU

A Survey on Inclusion and Diversity at the Department of Teacher Education (ILU)

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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). In this perspective, diversity commitment implies an active effort to exclude any type of discrimination and action against stereotypes to secure equal opportunities in the workplace.

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 HERIs (Acker, 2009, p. 214).

Research on gender inequalities at HERIs 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 establishment of 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 international, organizational and interactional levels including masculine definitions of the ‘ideal academic’; gendered formal and informal networks and divisions of academic tasks (Brandser & Sümer, 2017; Sümer & Eslen-Ziya 2023).

Internationalization is a ‘grand discourse’ dominating the current debates on higher education and research, involving increased geographical mobility of staff and students (Herschberg et al. 2018). 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 very 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. An academic leader with higher competence in diversity management would perceive differences among employees as a resource and would be more attentive to the needs of staff with different ethnic and cultural backgrounds and in different life-phases (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 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 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, Ingfrid Thowsen, provided comments and feedback about the questions while the survey was in draft format (but 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 (Ref.nr. 892169).

The survey was introduced at the staff meeting on 17.02.2023, and all employees at ILU were invited to participate following an email from the Head of Department the same day. 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.

Participation in the survey was closed on 09.03.2023. 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), appointed by the Ministry of Education and Research. As member of the Kif-committee's 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 an original 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.

As of Fall 2023, ILU had 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 B 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. Significant to note that only 143 out of 173 participants stated their employment position in the questionnaire. We interpret this as a concern for keeping themselves totally anonymous since the employment categories we used were rather 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.

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, in addition to personal translations by the researchers. 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 qualitative 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. 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 at the time it occurred) 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.

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 perceived 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 stated 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 many 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.*
- *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.*

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. Several participants pointed to the critical need for work at an institutional level:

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”. 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: “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 happen at ILU, as it is defined in the Act?”

In examining the 173 responses, 156 participants (90.2%) think that discrimination and exclusion occur 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, 54.9% of participants 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 (mean score: 1,1) and assistant professors (mean score: 0,6) 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.

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 different forms of exclusion, as the select quotes below illustrate:

- *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.*
- *Embarrassing and micro aggressions in meetings where I speak English or am told that I ‘should speak Norwegian by now.’*

Counter to these experiences from those learning the Norwegian language was a response from a native 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 at the workplace: “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 exemplified 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 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 and valued. 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.

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.

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

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.*

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.*

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.

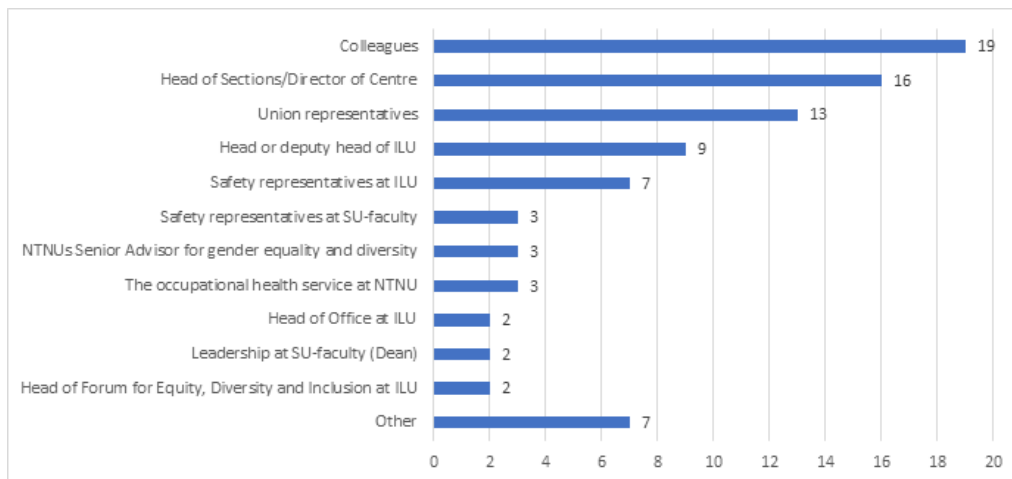
Question 7: “Have you approached anyone (e.g., leadership, safety representatives, union representatives or colleagues) when you have experienced or observed such problems?”

In total, 170 participants responded to this question. 64 participants stated that they have not experienced or observed such problems. 72 participants stated that they did not approach anyone. 12 participants approached somebody once and 22 participants approached somebody “more than once” when they have experienced such problems.

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?”

25 participants provided a response to this follow-up question asking about the outcome of their reporting. Approximately half of the 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”, a few took the opportunity to criticize the survey as 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 (following Braun & Clarke 2019) 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.

4.1 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.*

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”:

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.

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

- *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.*

Remarkably, 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.

4.2 Academic Hierarchies

Various answers provided to different open-ended questions documented that a group of 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 (...)

4.3 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 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 less than their male counterparts:

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.

Some employees have taken matters into their own hands and negotiate individually:

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

Similarly, another employee underlined gender differences in promotions:

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.”

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 brought to the forefront in order to reduce this type of collegial hostility on the basis of sex and gender. If these understandings of the longstanding and structural discrimination against women go unresolved, they may lead to upholding the structures that result in female employees being paid and promoted less.

In addition to gender-based discrimination, a significant proportion of the responses focused on 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” 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.” These experiences 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 when they become mothers (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.

4.4 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.

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. 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 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 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 matters 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), 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 must be given value by leadership. A grassroots or forum-based approach is not sufficient, the 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 many employees 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 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 exclusion among employees. In many ways, this can be seen as a customs 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 a well-received piece of information. 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, thus we propose a few different possibilities for consideration. A suggestion provided by an employee currently on parental leave, outside of the scope of this study, is that ILU provides its own version of a ‘maternity group’. In practice, this could be planning 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 interact. This could be a good opportunity for employees to meet across sections, practice language (if international

staff and Norwegian staff meet together), and feel as still connected and 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 attitude.

Gender-related pay discrepancy was mentioned by many 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. This would demonstrate that disabled staff, and students, are seen, 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 amenable solutions 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 erdefinert i loven? / How often do you think that discrimination and exclusion happen 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 erbeskrevet 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

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

Førstemanuensis / 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!

Appendix B

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

(n=396)

	Høyskolelærer			Universitetslektor			Assistant Professor ¹		
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 Professor ²		
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			Professor ³		
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

Notes.

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.