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Language is not only a tool to speak; it's a whole world

A Case Study of Faculty Practices of the Language Requirement for International Academic Staff at the University of Oslo

Ayla Rubenstein

Master of Philosophy in Higher Education

30 credits

Department of Education

Faculty of Educational Sciences

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Abstract

English

Language policy (LP) has become a heated topic of debate in Norwegian higher education (HE) and research in recent years. This Master's thesis has investigated how LP has been practiced—specifically the language requirement (LR) for international academic staff (IAs) on permanent contracts to learn Norwegian fluently within the first few years of their employment. This research was organized as a qualitative case study of the LP practices of a single faculty at the University of Oslo and utilized institutional theory to analyze how institutionalized LP practices have become in the case faculty. In addition, this study applied institutional logics to analyze the various—and at times conflicting—pressures present in the context of LP practice in Norwegian HE. Examples include pressures to internationalize the sector, political signals from the Ministry of Higher Education and Research, the history and traditions of the academic professions and its many disciplines, and the pragmatic considerations in organizing the ever-expanding sector and the Higher Education Institutions (HEI) themselves.

This study's thematic analysis of language policy documents and semi-structured interviews with key actors at UiO identified a variety of resources organized at the central (institutional), faculty, and departmental levels which support the Norwegian language training (NLT) of IAs. The case faculty has developed a more standardized process for informing IAs of this language requirement and for monitoring their NLT progress. However, the irregular utilization of these resources and varying experiences with faculty practices indicated LP practice to be low to moderately institutionalized. The analysis of institutional logics uncovered a complex web of dynamics between the logics present in LP practice within UiO and the case faculty, which ultimately point toward two approaches to LP and practice. From the top-down—most prominent in policy documents from the Ministry and other sector-level bodies—there is a focus on the importance of language for its own sake and for its relevance to the future of Norwegian society and culture. From the bottom-up, the case faculty appears instead to promote the NLT of IAs for their own integration, and for the wellbeing of their department, faculty, and university, which will ultimately benefit from having staff who are able to participate fully in all parts of university work and democracy. It appears that framing this requirement from the perspective of inclusion and integration has been advantageous for the case faculty: The perspective bypasses some of the core arguments that arise between the more nationalistic arguments for the Norwegian language in policy documents and the professional considerations regarding language choice in academia.

This thesis adds knowledge to the field of LP research by filling the gap observed in the empirical knowledge about the kinds of resources and processes that have been developed to support the NLT of IAs in Norwegian universities. It also makes a conceptual contribution to the use of institutional theory through the combination of institutional logics and institutionalization into an integrated framework to analyze the institutionalization of practices pressured by multiple legitimate institutional logics.

Keywords: Language Policy, Higher Education, International Academic Staff, Organizational Practices, Institutional Theory, Institutional Logics, Institutionalization

Norwegian

Språkpolitikk har fått mye oppmerksomhet i norsk høyere utdanning og forskning de siste årene. Denne masteroppgaven har undersøkt praktiseringen av språkpolitikk—nærmere bestemt praktisering av språkkravet som tilsier at vitenskapelige ansatte med internasjonal bakgrunn som har fast stilling må lære norsk i løpet av de første årene av ansettelse—gjennom en kvalitativ casestudie av ett fakultet ved Universitetet i Oslo. Ved bruk av institusjonell teori analyseres det hvor institusjonalisert praktiseringen av språkpolitikk har blitt ved dette fakultetet. Oppgaven analyserer de ulike—og til tider motstridende—logikker som er til stede i praktisering av språkpolitikk. Dette inkluderer for eksempel forventninger om å internasjonalisere sektoren, politiske signaler fra Kunnskapsdepartementet, akademiske profesjonens historie og fagforskjeller, og behovet å styre og administrere den stadig voksende sektoren.

Oppgaven benyttet seg av tematisk analyse av språkpolitiske dokumenter og semistrukturerte intervjuer med sentrale aktører ved UiO. Analysen identifiserte en rekke ressurser organisert på sentralt, fakultets- og instituttnivå som støtter norskopplæringen til ansatte med internasjonal bakgrunn. Dette fakultetet har utviklet en mer standardisert prosess for å informere internasjonale ansatte om norskkravet og for å følge opp deres fremgang med norskopplæring. Ressursene brukes i varierende grad og ulike erfaringer med fakultets praksis peker på at praktisering av språkpolitikk er lavt til moderat institusjonalisert. Analysen av institusjonelle logikker viser et komplekst sett med logikker i språkpolitikkpraktisering ved UiO og casefakultetet, med to hovedtilnærminger til språkpolitikk og -praksis. Ovenfra og ned— fremtredende i politiske dokumenter fra departementet og andre sektororganer—er det fokus på språkets egenverdi og på språkets betydning for fremtiden av norsk samfunn og kultur. Fra bunnen og opp ser det ut til at casefakultetet i stedet fremmer norskopplæring av internasjonale akademikere for deres egen integrering og for deres institutt, fakultet og universitets fordel, som til syvende og sist vil dra nytte av å ha ansatte som er i stand til å delta fullt ut i alle deler av universitetsarbeidet og -demokratiet. Det ser ut til at det å utforme dette kravet fra et inkluderings- og integreringsperspektiv har vært fordelaktig for casefakultetet da dette perspektivet går utenom noen av de kjerneargumentene som oppstår mellom de mer nasjonalistiske argumentene for norsk språk i policydokumenter og de faglige betraktningene rundt språkvalg i akademia.

Denne oppgaven tilfører kunnskap til forskningen av språkpolitikk ved å bidra til den empiriske kunnskapen om hva slags ressurser og prosesser som er utviklet for å støtte norskopplæring av internasjonale ansatte ved norske universiteter. Den gir også et konseptuelt bidrag til bruken av institusjonell teori ved å kombinere institusjonelle logikker og institusjonalisering til et integrert rammeverk for å analysere institusjonaliseringen av praksiser som mottar press fra flere legitime institusjonelle logikker.

Nøkkelord: Språkpolitikk, høyere utdanning, internasjonale akademikere, organisasjonspraksis, institusjonell teori, institusjonell logikk, institusjonalisering

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I am extremely grateful to my interviewees for their eagerness to share their experiences and knowledge with me. You must, of course, remain nameless here, but if you read this, I hope you know how deeply appreciative I am to each of you. I hope my project will contribute to the furtherment of the work and research on language policy at UiO and in Norway.

I would like to thank all of the members of the 2021 Master's in Higher Education cohort for making these past two years some of the best of my life. You all hold a very special place in my heart. A special thank you to TW- my thesis-accountability-buddy and KD for your friendship, feedback, and fire!

I could not have embarked upon this adventure in my return to higher education without the support of my partner, Atle. Thank you for your love and encouragement and for helping keep me grounded when my thoughts threatened to carry me away. I look forward to getting back to my share of the cooking, and taking long bike rides with you in the future. Thank you Atle too for introducing me to Norway and to the languages which have become so dear to me.

This Master's program has been the most academically challenging endeavor I have undertaken, but I think also the most rewarding. Not least in reflection over the amazing friendships I have made, and the deepening in my personal love for and professional fascination with the field of higher education. I am so filled with gratitude and although the journey has not always been a smooth one, I have found real joy along the way. I do not know what my next steps may be, but I look forward to the next chapter.

Preface

Language is not only a tool to speak; it's a whole world. It's related to personality, your emotional feeling when you teach, and also your confidence. Also for students when they hear somebody stuttering and with a lot of hesitations, would they perceive it well? How would they learn from a person, as compared to a person who is using a rich vocabulary and provides a number of examples, feels confident, interacting, discussing, arguing? Internationalization efforts also need support and understanding from the students and other university employees. It might take a considerable amount of time and experience until an international academic staff member feels confident teaching in a new language, even if all formal requirements (B2 or C1) have been met.

I think it's much more than the language, it's a whole setting, and for most of the internationals when they come, they already speak a non-native language at work, like English, so I think it's much more than just learning vocabulary, of a language is not just a tool to speak, it's a whole, yeah, it's a whole sphere

- International academic at the University of Oslo

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List of Terms

Domain loss

Domain loss refers to the relative weakening of the Norwegian language within a specific area of society where it has been replaced by another language (see e.g. *MoM*, 2008, p. 15). In the context of the current thesis, domain loss primarily refers to the perceived loss of the domain of higher education and research where English has gained considerable prominence.

Higher Education

This thesis refers to the sector of higher education (and research). Higher education refers to the educational institutions (universities, university colleges, etc.) and actors (academics, administrators in particular) which are organized by enduring institutional rules and norms. Other regulatory bodies, agencies, and research organizations are also included in this broad definition of the HE sector.

Higher Education Institutions

This thesis focuses specifically on Universities and University Colleges in Norway as they are the specific types of HEIs that make up the public sector in Norway and are subject to the Norwegian Law of HE.

Institution

This thesis adopts the definition of institutions presented by Olsen (2007), that they are a "relatively enduring collection of rules and organized practices, embedded in structures of meaning and resources that are relatively invariant in the face of turnover of individuals and relatively resilient to the idiosyncratic preferences and expectations of individuals and changing external circumstances" (p. 27). This thesis was also influenced by the work of Scott (2014) who defines institutions as "compris[ing] regulative, normative, and cultural-cognitive elements that, together with associated activities and resources, provide stability and meaning to social life" (p. 57).

Institutional Logics

Thornton and Ocasio (2008) define an institutional logic as "the socially constructed, historical patterns of cultural symbols and material practices, including assumptions, values, and beliefs, by which individuals and organizations provide meaning to their daily activity, organize time and space, and reproduce their lives and experiences." In short, they have both ideological and symbolic elements as well as concrete practices and behaviors which can guide behavior and organize thought.

Institutionalization	Institutionalization is the process through which behaviors become institutionalized, i.e. embedded in practices so that they are considered legitimate and taken-for-granted (Colyvas and Powell, 2006).
International Academic Staff	International Academic Staff in this thesis refers to academic staff in Norway who do not speak a Scandinavian language fluently and are expected to learn Norwegian for work. This group could also be referred to as transnational academic staff, which emphasizes the act of crossing national borders for work. I have decided to use "international academic staff" (IAs) in this thesis as it was the term used among interviewees to describe the academic employees who had been internationally recruited and did not speak Norwegian or another Scandinavian language.
Language Policy	This thesis adopts Spolsky's conceptualization of language policy as comprized of three parts (2004). First are language practices (the patterns of language selection), language beliefs/ideologies (which pertain the beliefs about language and language use), and finally the management of language (attempts to influence or otherwise modify the practice of language through some means). The current study has a particular focus on the management aspect of language through the focus on LP documents and the LR at the UiO. Related: LP Practice and LP work, which are activities related to language policy (e.g. development/creation, follow-up, etc.).
Onboarding	Onboarding (or organizational socialization) refers to the process of inducting newly hired staff (specifically international academics) into their new working environment and getting them acquainted with the practices of the university, faculty, department, program, etc.
Parallellingualism and Parallel language use	The terms "Parallellingualism" and "Parallel language use" are used interchangeably in this thesis to refer to the coexistence and balance between English and Norwegian. This concept is central to many policy documents as a strategy for resisting and even correcting domain loss that has occurred wherein English has replaced Norwegian as the dominant language (see e.g. *MoM*, 2008, p. 98).

Policy	In the current thesis, policy is conceptualized as the formalization of expectations and priorities.
Practice	In the context of the current thesis, practice refers to activities which put language policy into action (e.g. talking about LP, utilizing resources to support LP, etc.). I also use the term LP *work* to refer more specifically to practices focused on changing LP and how it is practiced (e.g. developing new language policies, resources etc).
Språkrådet	Språkrådet (Norway's Language Council) is the Norwegian state's administrative body for language matters (https://www.sprakradet.no/).
The Ministry	The Ministry of Education and Research (Kunnskapsdepartement)

List of Abbreviations

ABL	Administrative and Bureaucratic Logic
ACCL	Academic Collaboration and Communication Logic
HE	Higher Education
HEI(s)	Higher Education Institution(s)
IA	International Academic
IAs	International Academic staff:
IGCL	International- Global Competition Logic
IIL	Integration and Improvement Logic
ISMO	International Staff Mobility Office
ISS	International Summer School
LP	Language policy
LR	Language requirement
NLT	Norwegian language training
MoM	White Paper: St.meld. nr. 35 (2007-2008) Mål og meining— Ein heilskapleg norsk språkpolitikk (Kultur- og kyrkjedepartementet, 2008)
NCIL	National-Cultural Identity Logic
NiH	Report: Norsk i Hundre! (Språkrådet, 2005)
UHR	University and University College Council
UiO	University of Oslo

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In Appendices

1   Introduction

1.1   Background and Context

Higher education (HE) is becoming more globally connected, and English has developed into the main lingua franca in academia (Jenkins, 2014). Although HE has a long tradition of global connections and internationality, the more recent focus on internationalization of and in HE as a *strategy* is relatively new, beginning around the 1990s (de Wit & Hunter, 2020). In Norway, the internationalization of HE has been a high priority for policy makers and higher education institutions (HEIs) alike, as it is viewed as a means for enhancing the quality of the sector among other things (e.g. see Stortingsmelding No. 27, 2000-2001; No. 16, 2016-2017; No.7, 2020-2021). Employees with international experiences are considered beneficial for HEIs (Gornitzka & Langfeldt, 2008; Vabø & Langfeldt, 2020). While internationalization agendas orient HEIs' attention outwardly across national borders and in competition with other HEIs for the best and brightest minds, there has also been growing concern for its local/national implications.

As the number of international academics (IAs) in Norway has continued to grow[1]– so too have voices raising concerns for the implications of this internationalization. Many of those who speak out do so out of concern for the future of the local language and potential consequences of the unchecked internationalization and Englishization of HE (Hultgren, Gregersen, & Thøgersen, 2014). Increasingly, the use of English has become a popular technique for attracting international talent (e.g. students and academic staff) to HEIs in non-Anglophone countries (see e.g. Siiner, 2016; Kuteeva & Airey, 2014; Airey, Lauridsen, Räsänen, Salö, & Schwach, 2015). This thesis explores how academic environments work to address these seemingly competing demands for increased internationalization and protection and promotion of the local language, among other pressures, in how they practice language policy.

In the interest of taking protective and corrective measures to reduce the threat of English on local language practices, the Nordic Council of Ministers for Education and Research published a declaration on language policies for the Nordic Region in 2006. Around the same time, Norway also engaged in debates on the growing presence of English and its impact on language practice and the future of the Norwegian language. Policy makers and language planners—the voices from "above," whose objectives are strongly ideologically driven—have been the loudest in these debates (Linn, 2010a). In 2005 Norway's Language Council (Språkrådet)[2] published the report *Norsk i Hundre* (*NiH*), which outlined the language

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[1] 29% of researchers and academic staff in Norway were immigrants or descendants of immigrants in 2018, compared to 18% in 2007 (Norges forskningsråd, 2021). Based on data from the Nordic institute for studies of innovation, research and education (NIFU) and the Norwegian Statistical Central Bureau (SSB) as cited in the 2021 Indicator Report for the Norwegian Research and Innovation System. https://www.forskningsradet.no/arsrapporten/

[2] Språkrådet is the Norwegian state's administrative body for language matters https://www.sprakradet.no/

situation in the context of different social interactions in Norway, such as HE and research, and provided some recommendations for moving forward. This paper set the stage for other LP work including the White Paper *Mål og meining* (*MoM*) which presented parallel language use (parallellingualism) as *an/the* answer to the domain loss (Linn, 2014) among other suggestions and recommendations (Kultur- og kyrkjedepartementet, 2008). In 2009, Norway added paragraph § 1-7 on the responsibility for maintenance and further development of the Norwegian professional language to the official laws pertaining to universities and university colleges (Lovdata, 2009), further solidifying and signaling the emphasis on language from the voices and powers from "above." The University of Oslo (UiO) implemented their own institutional language policy in 2010 based on the report and recommendations by Hveem et al. (2006), and is currently in the process of updating their central LP by the end of 2023 (Toft, 2023).

The Norwegian government has further demonstrated their interest and investment in the future of the national languages by passing the Language Act[3] in January 2022, a law focused exclusively on language. In the 2022 allocation letters to public HEIs, the Ministry of Education and Research ("Kunnskapsdepartementet" in Norwegian and hereinafter referred to as "the Ministry") reaffirmed its expectation that international researchers and lecturers employed at these HEIs should "master" the Norwegian language within two years (Kunnskapsdepartementet, 2021). This expectation was quickly met with resistance by the language committee at Norwegian University of Science and Technology (NTNU) who argued for a lengthened timeframe (Olsen, 2022). The language debates and internationalization debates in Norwegian HE have grown hotter with the recent change in government and the new Minister of Research and Higher Education, Ola Borten Moe, and the Director General of Norway's Language Council, Åse Wetås, both demonstrating their concern over language and language policy in Norwegian HE.[4]

Beyond the formal policy work with LP at the national and sectoral level, there has also been considerable tumult in the media around language and internationalization in Norway. A more recent round of language and internationalization debates in Norwegian media, particularly in the online newspaper Khrono (an independent newspaper for higher education and research in Norway) evolved in 2021 and in late 2022/early 2023. The debates in 2021 were ignited by comments made by a Norwegian lawyer and expert in international law on her perceptions of foreign researchers in Norway and their contribution to the development of Norwegian society (Schei, 2021). These comments were met with both support and criticism. It is clear that LP, particularly that which focuses on the Norwegian language training (NLT) of international academic staff, has been a particularly sensitive and heated topic of debate over the

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[3] Act Relating to Language https://lovdata.no/dokument/NLE/lov/2021-05-21-42

[4] Brandvol & Jåma (2021). VG https://www.vg.no/nyheter/innenriks/i/OrW5BE/vil-dempe-engelsk-i-hoeyere-utdanning?
Christensen, L. (2021) Forskerforum. https://www.forskerforum.no/fast-vitenskapelig-ansatte-ma-laere-seg-norsk-mener-sprakdirektor-ase-wetas/

past two decades. Rather than sputtering out, current interest appears to be at another high, based on the rise in the number of debate articles and chronicles posted in online news outlets such as Khrono for Norwegian HE. Given the renewed interest in language and LP practice in Norwegian HE from many levels and perspectives, exploration of faculty level practices of LP would be valuable to better understand the dynamics and pragmatics involved in this work at the micro-level, compared to language policy documents which focus more broadly on macro-level themes and concepts.

1.2   Description of the Problem and Rationale

The Ministry has made their interest in language in the HE and research sector clear, but there is little research on the kind of programs and resources that have been created to support the goals outlined in LP documents such as *NiH* (2005), *MoM* (2008), or those created by individual institutions. Studies focusing on IAs in HE is, likewise a relatively new area of research, and there is need for more knowledge regarding the experiences of these actors and the types of challenges they face acclimating to positions in new national and cultural contexts (Saltmarsh & Swirski, 2010; Kreber & Hounsell, 2014). Although there is relatively little research which focuses specifically on the practices and experiences of international academics in general, researchers have begun investigating LP practice in the context of Norwegian HE including IAs' introduction to and experiences with the Norwegian language requirement (LR) (Molde & Wunderlich, 2021; Gujord, Molde, Olsen, & Wunderlich, 2022a;b). The current study seeks to fill the gap observed in a review of the literature on LP practice and international academics (Chapter 2), specifically the lack of follow-up work looking into the organizational practice of LP and institutionalization of these practices at the faculty level.

The research problem this thesis focuses on is the institutionalization of LP practices as part of the broader organizational socialization and induction/onboarding activities of international academics. The focus on the institutionalization of these LP practices is relevant to understand how practice is becoming embedded in the overall organization and activities of the university. To aid in the analysis of language policy practice, I use institutional logics to frame the conflicting orientations and traditions at play, such as the international logic promoting the use of English, and a national logic that supports the use of Norwegian first and parallel language use to accommodate English in the context of HE. I am focusing this study within the context of organizational socialization (onboarding) as this is a critical time for becoming acquainted with different institutional policies and practices.

As the number of internationally mobile academics continues to grow (Gregersen & Östman, 2018; Teichler, 2017; Jonsmoen & Greek, 2021; Gunnes & Steine, 2020), the relevance for understanding how policies affecting them are practiced and experienced continues to be of importance. Hoffman (2009) notes that 'the desire for highly skilled migrant academics has, in many cases, outpaced the capacity of HEIs to tackle issues that arise when migrant students or

personnel arrive' (p. 348). Moreover, as the number of IAs working in Norwegian HEIs continues to grow, and new language policies are created at the national, sectoral, and institutional levels, there is a need for a more organized and systematic approach to the practice of language policy. It is also important to understand how programs and resources that support international academics in their language learning and integration into the Norwegian system are being utilized. This study helps to bridge the gap in the literature between top-down ideology-focused studies on language policies and the bottom-up studies which emphasize the micro-level linguistic choices and practice of language policy "on the ground."

1.3 Aims of Study

This thesis evaluates the institutionalization of language policy (LP) practices at the University of Oslo (UiO) by focusing on the practices within a single faculty. This thesis analyzed the ways in which LP and the language requirement (LR) for international academic staff (IAs) was interpreted and communicated in documents and by key actors who worked with, or were otherwise involved in LP practice. To study the institutionalization of LP practice, I mapped the resources that had been developed to support the Norwegian language training (NLT) of IAs through references made to said resources in internal documents as well as through interviews with staff. I also analyzed the utilization of the resources developed and examined how they had been integrated into the onboarding and induction activities for IAs on permanent contracts. Ultimately, this thesis project produced valuable information on the current state of LP practice as it pertains to the NLT of IAs at the UiO. This knowledge is beneficial to, for example, policymakers, university leadership, international academics themselves and the students they teach as having a strong understanding of current state and practices lays the groundwork for future policy changes and individual action.

1.4 Research Questions

<u>Overarching Question</u>: How is language policy being practiced at the case faculty within the University of Oslo?

1. How is language policy presented in policy documents and understood among key actors (academics, administrative staff, and leadership)?

2. What resources support the Norwegian language training of international academic staff?
   ○ What processes currently exist and how are they being followed up?
   ○ How do actors refer to and make use of the programs, resources, and processes related to language policy and language training for international academics?

3. How institutionalized have language policy practices become within the case faculty?

1.5   Outline of Thesis

Chapter 1 - Introduction has described the research problem, context, and specific research questions related to the current thesis on language policy practices in Norway. This chapter has also presented the importance of researching the practice of the language requirement for international academic staff on permanent contracts to learn Norwegian.

Chapter 2 - Literature Review provides a review of the literature focusing on LP in the Nordic context, covering themes such as its creation and context, core content and ideologies, as well as an analysis of studies looking into the practice of LP. Theoretical concepts from LP and institutional theory are explored and contrasted.

Chapter 3 - Theoretical and Analytical Framework discusses the theoretical and analytical framework designed for the current study, which was based on the findings of the literature review and concepts from institutional theory, institutional logics and institutionalization. Key indicators are operationalized and preliminary expectations are presented.

Chapter 4 - Methodology provides an overview of and arguments for the methodological approach chosen for the current study. Such as the research design, sampling strategies, data collection and analysis, ethical and quality considerations, as well as limitations of the study.

Chapter 5 - Policy Context is the first of two empirical chapters. This chapter focuses primarily on the findings from the analysis of policy documents and history of LP work within UiO and the case faculty, to provide sufficient context for understanding and interpreting the LP practices of the case faculty.

Chapter 6 - Faculty Practice is the second of two empirical chapters. This chapter focuses primarily on the findings from interviews within the case faculty and the analysis of internal documents relating to LP and the LR for IAs. An overview of the resources and processes created and/or used by actors in the case faculty are presented, as well as the perceptions and experiences of IAs and other actors. Findings related to arguments for and against the LR for IAs are presented, and related themes are explored.

Chapter 7 - Discussion analyzes the key findings presented in Chapters 5 and 6 using the analytical framework presented in Chapter 3 to evaluate the core institutional logics present within the document and interview data, as well as assess the extent to which the LP practices of the case faculty can be said to have become institutionalized. This chapter ends with a further discussion of some of the core axes of balance identified in the current study and their implications.

Chapter 8 - Conclusion explicitly addresses each of the research questions presented in Chapter 1. Conceptual insights and empirical policy recommendations are shared. Directions for future research are presented.

2   Literature Review

The scope of this literature review was to examine previous research on language policy (LP) in higher education (HE) in Norway and other Nordic countries. This review covers literature on both the creation and content of LPs, as well as research on the practice of the language requirement (LR) for international academic staff (IAs) working in these HEIs to learn the local language. I decided to include studies from the Nordic region rather than Norway alone as these countries are often grouped together due to their long history of collaboration and many cultural similarities (Maassen, Vabø & Stensaker, 2008; Hultgren et al. 2014; Elken, Hovdhaugen, & Stensaker, 2016). These countries are also connected via the Nordic Council, which issued a declaration on Nordic language policy in 2006,[5] presenting policy suggestions for future language work in the Nordic countries. Moreover, there are relatively few studies on LP exclusively in the Norwegian context, so I considered it appropriate to include studies from other Nordic countries given similarities in the present language situation and context. My main sources of literature for this review were the databases Oria and ERIC. I found the following articles using keywords such as language policy, academics, researchers, higher education, Norway, and international mobility. I selected the articles included in this literature review based on their focus on Nordic HE and different aspects of language policy and practice as relevant to the current thesis project.

2.1   Language Policy

Language policy (LP) differs from other policies in how it is researched and by whom. The majority of the articles exploring institutional policy and practice in HE are firmly grounded in theory and literature from the field of organization and management research, which is focused on organizations and the actors involved in policy work. Research on LP in HE, however, is conducted almost exclusively by linguists who have their own disciplinary theories and frameworks with which to examine the phenomena of LP. A prominent linguist, Bernard Spolsky, proposed LP to be composed of three distinct parts: practice, beliefs/ideology and planning/management (2004), i.e. that it has both material and symbolic elements. From this conceptualization, local practices may come into conflict with external attempts to manage or otherwise influence language choice, backed by conflicting beliefs and ideologies. In the current study, I separate Spolsky's LP into its elements of practice, belief, and formalized expectations, to which I apply different elements of institutional theory. This compliments the work of linguists by further exploring the cognitive and social nuances in how the practice of LP becomes routinized and embedded into the existing activities of the university. These conceptual threads will be discussed further after the review of literature on LP (Section 2.7).

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[5] https://www.norden.org/en/declaration/language-declaration

2.2　Language Policy: Creation and Context

In the production of any type of document, the matter of voice and authorship is of relevance as it contributes to a deeper and more nuanced understanding of the perspectives represented. Through document analysis of key Norwegian LP documents, Linn (2010a) identified and differentiated between the voices from above (policy planners) and those from below (i.e. those who work in HE and make decisions regarding language). Linn (2010a) found that current policy work in Norway was most focused on and representative of the beliefs of those from above through their problematization of the current language situation in Norway. The dynamics between the voices from above and below also emerged in Thingnes' (2022) investigation into the role of legitimacy in LP formation at a Norwegian HEI. Thingnes (2022) analyzed how different actors involved in a committee mandated with the task of creating LP guidelines for the institution, drew on and interacted with different discourses regarding the use of English vis-a-vis Norwegian in HE, specifically the competing discourses of internationalization vs a culturalist approach which emphasized the protection of the Norwegian language. Thingnes (2022) found that the inclusion and acknowledgement of these different voices and discourses to be vital to the establishment of legitimacy of the new guidelines. Even if these competing discourses failed to impact the final product of the LP, the show of democratic inclusion and consideration was ultimately what was considered important for establishing legitimacy (Thingnes, 2022).

Saarinen and Taalas (2017) found the push toward internationalization in Nordic HEIs to be the main motivation for drafting and implementing new language policies. Internationalization was considered an externally oriented motivation, as opposed to the more traditional, national orientation of HEIs (Saarinen & Taalas, 2017). The creation of LPs was viewed specifically as a reaction to the increase in the use of English in HE, which was itself connected to the efforts to strengthen the international orientation of HEIs. Ljosland (2015) also analyzed internationalization and language policy documents to examine how these policies discussed language choice and practice within Norwegian HEIs. Ljosland (2015) presented these two types of policies as based on differing metaphors, supporting what appeared to be conflicting objectives: English as the natural language for internationalization compared to LP's preoccupation with protecting the national language. According to Ljosland (2015), the apparent mismatch between these policies was not considered problematic in official LP documents. Instead, LP documents promoted the concept of parallellingualism as a win-win solution where no one language overpowered the other. Ljosland (2015) also found coordinating between the many levels (international, national, institutional, sub-institutional, and individual) involved in LP work posed a challenge to the normalization of practices and translation of national policies to local practices. However, the interaction between these many levels also presented an opportunity for the voices above and below to hear one another (Linn, 2010a).

2.3 Language Policy Content: Ideology vs Practice

Hultgren, Gregersen, and Thøgersen (2014) identified two competing discourses and ideologies in the LP debates in the Nordic countries: One with an internationalist stance focused on the competitive aspects of the university, and the other with a culturalist stance focused on the protection of national heritage and tradition. These contrasting ideological perspectives were identified in other studies such as Björkman (2014) in Sweden and Ljosland (2014) in Norway. Through their investigation of the perceptions of English vis-a-vis other languages in official policy documents relating to LP in HE in Estonia and Sweden, Soler, Björkman, and Kuteeva (2018) found the most prominent theme in both countries was the protection and promotion of the national language, although English was still considered important for the purpose of internationalization. Björkman (2014) found that, although institutional LP documents were presented as mainly informational and practical for guiding language choice, they provided little in the way of descriptions of best practices or guidance. Instead, they were more ideologically slanted, evidenced by the fact that many of the documents cited in these LPs were written from the perspective of protecting the Swedish language, as found by Soler et al. (2018).

Kirilova and Lønsmann (2020) researched the relationship between language ideologies and language learning practices through the comparison of two groups of migrants in Denmark: Refugees and researchers. Danish was viewed as unnecessary for the careers of international researchers in Denmark, which was inverse to the narrative communicated to refugee immigrants. Kirilova and Lønsmann (2020) found that many international researchers felt learning Danish was unnecessary for their day-to-day work and therefore not prioritized and even discouraged. Ironically, it was also mutually understood and accepted that Danish fluency was a prerequisite for promotion within the Danish University. Jürna (2014) found similar sentiments among international faculty at the University of Copenhagen.

2.3.1 Domain Loss

If the voices represented in LP are as Linn (2010a) identified as being mainly those from above, and if this voice is charged with ideology aimed at the preservation of local language (Björkman, 2014; Soler, et al., 2018), it begs the question of what the voices from below are saying. If there is a misalignment between the ideologies of policymakers and language users, challenges for the practice of these policies will inevitably arise. Furthermore, for LP to be accepted and embedded in institutional practices, it must be at least somewhat grounded in the actual practices and beliefs of language users (Spolsky, 2012). One area of discrepancy between LP and practice emerges in the conceptualization and utilization of the terms *domain (loss)* and *parallellingualism*, which were central to LP documents in Norway and other Nordic countries.

In a review of the language planning and policy debates in Norway, Linn (2010b) examined the discourses surrounding parallellingualism and domain loss in Norway. Linn (2010b) found that domain loss and parallellingualism were mentioned hand in hand as the latter

serving as the solution to the former. These suggestions and recommendations, however, lacked concrete routes for implementation and practice, and the message seemed to be that the choice of language must be ultimately left up to the individual speaker. This principle reflects what Linn (2010b) referred to as "the Norwegian Lesson", that "in a democracy, language users will not accept policy-driven changes to their language or how they use it if such changes are not in step with their preferred practices" (p. 293).

Hultgren (2013) investigated the phenomena of lexical borrowing at the University of Copenhagen and found little support for claims of domain loss. Hultgren (2013) found the majority of the English words used were already highly integrated in the Danish language and were commonly used outside of the realm of science and academia. Moreover, the low prevalence (less than 2%) of words borrowed from English challenged the common belief regarding the progression of domain loss within the sciences, in Danish HE in particular (Hultgren, 2013). Ljosland (2014), like Hultgren (2013) conceptualized linguistic domains from a constructionist perspective—not as static areas of language practice as current policies do, but as a fluid and dynamic choice of the language appropriate given a certain context, conversation partners, and subject matter. Ljosland (2014) found that, even if the official language of a study program was English, Norwegian could still be considered appropriate (Ljosland, 2014). Ljosland (2014) and Hultgren (2013) provided evidence against the widely accepted conceptualization of domain loss (particularly in LP documents) and emphasized the importance of micro-level language practices as drivers of LP and planning. This conclusion echoes the "Norwegian lesson" presented by Linn (2010b).

2.3.2   *Practice: Language and Connection Among Academic Staff*

Taking an ethnographic approach to the exploration of language practices at a Swedish university, Negretti and Garcia-Yeste (2014) identified informal, lunchtime socialization and interaction as important for the inclusion of IAs and for exchange of information among colleagues. Negretti and Garcia-Yeste (2014) found that academics tended to separate into two groups. In one group were those who ate with the department head and spoke Swedish (and other languages) and in the other were academics who ate in the lunchroom and spoke primarily non-Swedish languages. This separation was connected to imbalances in communication and power structures within the department. Those who were less confident in their English and Swedish language competencies tended to eat in the lunchroom even if they thought it could be beneficial to join the other group. Negretti and Garcia-Yeste (2014) also identified long-term goals (such as the intention to stay in Sweden) as an important determinant of socialization and language practice, those with similar priorities tended to group together.

The importance of informal interactions, such as lunch, also emerged as a key theme in Greek and Jonsmoen's (2021) investigation into the impact of internationalization on the practices and experiences of academic staff at a Norwegian university. Although interviewees

initially stated they did not feel language was an issue for them or within their department, many also expressed feelings of frustration and unfairness connected to the perceived uneven distribution of work between those who spoke Norwegian and those who did not. Language ability also emerged as important when discussing topics such as social contact, cooperation, and democracy in the workplace. In order to feel socially integrated, Greek and Jonsmoen (2021) found it was important for IAs to learn Norwegian. Many of the IAs interviewed reflected they wished they had learned more Norwegian. Aside from language, a common theme among academics was that they felt it was difficult to get to know their colleagues with such busy and individual schedules (Greek & Jonsmoen, 2021). Taken together, the studies conducted by Greek and Jonsmoen (2021) and Negretti and Garcia-Yeste (2014) present a troubling picture of the academic workplace and division between national and IAs.

2.4   Language Policy Content: Disciplinary Differences

Another consideration in the creation and practice of LP in HE is that different academic disciplines have varying relationships to language. Kuteeva and Airey (2014) criticized the LPs being developed in Nordic HEIs for not adequately accounting for these disciplinary differences. Analyzing the construction of knowledge and the role of language between disciplines, Kuteeva and Airey (2014) found substantial differences between the natural sciences (which is more terminology oriented) and humanities (in which language plays a larger role in the creation of knowledge and construction of concepts). These findings are in alignment with those of Hultgren et al. (2014) who made the general assessment that the sciences are generally more internationally oriented (i.e. more English) compared to the humanities which have a more national/local focus with regard to language (i.e. less English).

Ljosland (2007) interviewed native Norwegian-speaking PhD candidates in Norway on their language choices. Of the PhD candidates Ljosland (2007) interviewed, the vast majority were writing their dissertations in English. They did not report feeling they had necessarily chosen English *over* Norwegian, but that English was the only/obvious choice. As such, Ljosland (2007) found that the perceived acceptability of language was an influential factor in language choice, and that choosing English was considered more and more acceptable in both the natural/technical sciences and social sciences. Prestige was another important factor contributing to the choice of language (ibid). Ultimately, individual choices are influenced by many considerations such as laws and regulations, reward systems for publications, and disciplinary cultures and traditions. At present, these choices seem to be pushed in the direction of English over the local language.

2.5   Language Policy Changing Practices?

Following the review of literature focused on the context, creation, and content of LP, compared to empirical language practices, this section will focus more specifically on how

introducing new LP may be connected to changing practices in the Nordic context. Airey et al. (2015) related the recent and rapid increase in the use of English in Nordic HEIs to internationalization initiatives at the supranational, national, and institutional level. Airey et al. (2015) found the distribution of the increase in the use of English medium instruction (EMI) varied between disciplines. Airey et al. (2015) also observed there was relatively little guidance from above (i.e. the government) on how HEIs were meant to make themselves more international and by extension, implement these EMI programs and LP in practice. The researchers also observed a schism between the language used for academic functions (English) and that of administration and social interactions (local language) (Airey et al., 2015).

Taking an institutional ethnographic approach, Siiner (2016) used document analysis and semi-structured interviews to study the practice of LP and its connection to internationalization. Siiner (2016) found disconnects between the LP documents, views of the department head, and international researchers' own experiences. Although the official policy stated that international academics with teaching responsibilities should become sufficiently fluent in Danish to be able to lecture within two years of arrival, this requirement was not well enforced and there were no clear guidelines on how LP should be implemented. Jürna (2014) also found inconsistencies in the enforcement of the LP at the University of Copenhagen and that there was little to no pressure from management for international staff to learn Danish, though it was still considered important for long-term job prospects. This finding was also supported by the work of Kirilova and Lønsmann (2020) who found the core language narrative in academia to be that Danish was not necessary for the work of IAs. Although Danish was generally acknowledged as important for promotion among academic staff (Kirilova & Lønsmann, 2020), Soler Carbonell and Jürna (2017) found IAs chose instead to focus on their English-language skills over learning the local language as they felt it was a better long-term investment in their career. Academics in both Denmark and Estonia identified non-work related pressures (e.g. grocery shopping) to be the most motivating in terms of learning the local language (Soler Carbonell & Jürna, 2017).

2.5.1   *Norway in Focus*

Molde and Wunderlich (2021) and Gujord et al. (2022a;b) studied the language practices, perceptions, and experiences of international employees at 12 Norwegian HEIs. Molde and Wunderlich (2021) provided a framework for conducting semi-structured interviews, which I used to inform and inspire my own interviews. Gujord et al. (2022a) found variation in the awareness and practice of LP in Norwegian HEIs. Of the permanently employed academics surveyed, about 50% or fewer reported that the importance of learning Norwegian was conveyed to them during the hiring process or after, compared to 20-30% of the temporarily employed faculty. Furthermore, only 39% of permanently employed faculty reported that their employers arranged for them to learn Norwegian (31% of temporary faculty). Academic staff recalled receiving mixed messages about the language requirement and ultimately felt their

efforts to learn the language were not well-supported (Gujord et al., 2022a). Gujord et al. (2022b) identified two collective, and conflicting, narratives regarding language impacting the perceptions and experiences of IAs in Norway. The first, which emphasized the use of English, was centered on IAs' identity as globally oriented researchers, and the second highlighted Norwegian as the language of the institution and of broader Norwegian society. Gujord et al. (2022a;b) and Greek and Jonsmoen (2021) found IAs to be caught between the national requirement for HEIs to maintain and develop Norwegian professional language and the push toward internationalization of research and research excellence, which tended toward the use of English.

2.6   Changing Practices: An Overview of Pressures and Gaps in the Literature

The above sections have provided an overview of language policy (LP) in the Nordic context and the tensions between varying pressures which seek to influence language practices. Formal LP documents from the government and other political signals represents one of these pressures (Linn, 2010a; Soler et al., 2018) and internationalization initiatives another (Saarinen & Taalas, 2017). The academic profession and disciplinary differences provide further nuance to the use of language in HE (Kuteeva & Airey, 2014; Airey et al., 2015). LP is also developed at the institutional, faculty, and local levels in the form of formalized expectations of behavior and practice. Some research has begun to explore the perceptions and experiences of IAs in Norway (Molde & Wunderlich, 2021; Gujord et al., 2022a;b), commenting on the generally inconsistent practice of LP (see also Siiner, 2016). None of the articles reviewed explicitly investigated the resources that support the Norwegian language training (NLT) of IAs or the extent to which these LP practices have become embedded in the existing processes of the university.

I believe approaching the study of LP practice in HE using theory and literature from the field of organization and management research would complement the research done by linguists who have applied their own concepts and methodologies to the study of LP. HE research is itself a growing and established field (see e.g. Daenekindt & Huisman, 2020). Familiarity with the long history of dynamics and pressures within HE adds further context and nuance to understanding the practice of LP in HE. The application of institutional theory specifically offers a variety of perspectives exploring the processes through which practices and beliefs become routinized and embedded in existing structures (see e.g. Scott, 2014; Olsen, 2007), and is also well established within the field of HE and among scholars studying policy (Cai & Mehari, 2015).

2.6.1   *Change and Stability in Higher Education: An Institutional Perspective*

To provide some context and perspective to the current study of LP and its focus on changing practices in HE, it is relevant to point out that HEIs are unique and old institutions that have undergone many iterations and variations throughout the centuries to continuously adapt to

the needs of society (Wittrock, 1993; Maassen & Stensaker, 2011; Jungblut & Maassen, 2017). This paradox contributes to the complexity and intrigue of studying how change, for example that which is presented via new policies, is made and may endure. It also highlights that these dynamics of change and stability of practice are by no means new to HE or its scholars. Norway has been active in the past few decades in terms of reforming and reorganizing the HE and research sector.[6]

Within this context, combined with the findings of the review of LP literature presented above, there appears to be a shift in the pressures influencing Norwegian HE, with a more recent emphasis on internationalization as a policy objective (e.g. Ljosland, 2015). There has also been a change in the professional roles of actors working in HE following the increasingly market-oriented logic within the sector (Upton & Warshaw, 2017), and a growing emphasis on protecting the local language as communicated in LPs (Kultur- og kyrkjedepartementet, 2008), particularly at the national and sector level. These shifting dynamics could be viewed as external pressures on the traditional authority and organization of HE by academics and their unique disciplinary traditions. I conceptualize these dynamics using institutional logics, rather than discourses or ideologies (e.g. Thingnes, 2022; Hultgren et al, 2014). The application of institutional theory also frames the analysis of the integration of new rules and practices into a legitimate and taken-for-granted part of the university (Colyvas & Powell, 2006).

2.7 Connecting Language Policy and Institutional Theory

The review of relevant literature did not produce any studies that applied institutional theory to the study of LP in HE directly. There were, however, a handful that highlighted the importance of taking an institutional approach to the study of LP more broadly (Sonntag & Cardinal, 2015). The lack of research on LP from an organizational and management perspective may be attributed to the fact that LP research is conducted almost exclusively by linguists who have their own disciplinary theories and frameworks with which to examine the phenomena of LP (see Section 2.1). Moreover, language policy can be considered a unique type of policy given the deep connection between language and culture, tradition, and identity (Carter & Sealey, 2007; Clark, 2013). As such, language debates can be interpreted as sensitive in nature and politically complex to navigate (see e.g. Phillipson, 2006). The personal and emotional elements of language present an additional challenge to the already complicated matter of attempting to influence change in HE. Although research conducted on LP practice does not appear to pull from literature from management, organizational, or institutional studies,

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[6] In 2000, the Ministry presented a comprehensive quality reform to the HE system outlined in the white paper Do your duty, Demand your right (Stortingsmelding No.27, 2000-2001). This initial reform set the precedent for many white papers and reforms that followed since; on internationalization (Stortingsmelding No. 14, 2008-2009), structural reform (Stortingsmelding No. 18, 2014-2015), and management (Stortingsmelding No. 19, 2020-2021).

there are some conceptual similarities and areas of overlap between the two, which will be explored concisely below.

2.7.1 Language Policy and Institutional Theory: Conceptual Similarities

The comparison between language policy and institutional theory is conceptually appropriate since language itself is a social institution (Judd, 1926). Spolsky (2004) presents LP as composed of three distinct elements: planning/management, practice, and beliefs/ideology. Scott (2014) defines institutions as, "compris[ing] regulative, normative, and cultural-cognitive elements that, together with associated activities and resources, provide stability and meaning to social life" (p. 57). Here similarity can be observed between the *regulative* pillar of institutionalism and the politically infused, legal side of *language planning* and management. The *practice* aspect of Spolsky's (2004) theory focuses on the empirical reality of what actually happens and norms dictating appropriate behavior, which corresponds with Scott's (2014) *normative* pillar. The final aspect of Spolsky's (2004) framework focuses on the *values and beliefs* individuals have regarding language choices and their importance. This *cognitive* element of LP has similarities with the final pillar in Scott (2014). It is within the *cultural-cognitive* pillar—looking into the values and beliefs influencing language choices—that the application of institutional logics for framing the many tensions and dynamics involved in LP and practice in Norwegian HE, can provide conceptual nuance to the analysis of the routinization of new rules and practices into the established activities of the university, i.e. their institutionalization.

2.7.2 Language Standardization vs Institutionalization

Rather than institutionalization, linguists and LP researchers emphasize the process of language standardization, which appears to share some common traits with the institutional perspective. Both the standardization of language and the institutionalization of policy practice focus on the acceptance and normalization of changes to an established system, whether that system is a language as in language standardization (Haugen, 1966, see also Joseph, Rutten, & Vosters, 2020) or an organization or institution as in institutional theory (Colyvas & Powell, 2006). Both LP research and research into change and policy reforms in the context of HE emphasize the need for alignment between the policy- or forces seeking to change language behavior- and the current culture; values, norms, and underlying assumptions, that guide behaviors on the ground-level (Kezar & Sam, 2013; Spolsky, 2012). Although there has been substantial research done on language standardization and language planning since Haugen's seminal works, Rutten, Krogull, and Schoemaker (2020) argue the subsets of implementation and acceptance are comparatively understudied. Implementation is viewed as a top-down process of rational decision-making. Acceptance, on the other hand, is seen as the actual language choices and use at the ground level (i.e. more bottom-up) (Rutten et al., 2020).

These discussions also resemble the debates regarding directionality and approach to the study of policy implementation and follow-up in HE more broadly and the tendency for this research to lag behind that of policy creation (Gornitzka et al. 2005; Kohoutek, 2013). In the context of HE, Kohoutek (2013) and Gornitzka et al. (2005) argue a top-down approach to the study of policy to be an ill-fit, given the loosely coupled and bottom-heavy organization of the university (see Weick, 1976; Clark 1983). With the above considerations in mind, the current thesis adopts a mainly bottom-up approach to the study of LP practice at UiO as indicated by the focus on the actions of ground-level actors within the case faculty and the steps they have taken to practice the current policy. This being said, I am still operating under the assumption and belief that there will be some hierarchical, structural elements present in the practice of LP given the top-down interest and voice in LP and the creation of LP at multiple levels. Moreover, because much of the push for the formalization of LP is coming from above (the Ministry and other national bodies), the dominant logic pushing for its implementation may likely differ from the values of the academics below. Although these beliefs break with the purist approach to bottom-up policy research, I believe a pragmatic middle ground is more appropriate for the current study than theoretical purism. Regardless of whether one approaches the study of policy from the top-down or bottom-up, looking into the processes of how these policies become routine is of interest to understand how policies and related practices persist.

2.8   Chapter Summary and Final Comments

The Nordic countries are looked to as leading the way with regard to their LP work in HE (Airey et al., 2015; Hultgren et al., 2014). As trailblazers, it is expected for them to hit bumps along the way. The overall picture of the current state of LP and planning in the Nordic countries is pervaded by inconsistencies, uncertainties, and conflict. Starting with the policies themselves, the voices from above appear to dominate, promoting a protectionist perspective (Linn, 2010a; Soler et al., 2018). The development of LP at the institutional level is considered reactive to externally oriented influences, such as internationalization and the increase of English within the sector (Saarinen & Taalas, 2017). LPs have been accused of being more ideological than practical (Björkman, 2014; Kirilova & Lønsmann, 2020; Ljosland, 2014). The very content and concepts promoted in these policies have been challenged, particularly that of domain loss (Ljosland, 2014; Linn, 2010b; Hultgren, 2013). The concept of parallel language use has been criticized for being more of a political ideal or slogan than an attainable policy objective (Kuteeva & Airey, 2014). This presents real concerns for how this concept can be translated into practice. Researchers have also questioned the appropriateness of one-size-fits-all policies given the uniqueness of different disciplines relationship with language (Kuteeva & Airey, 2014; Airey et al., 2015). The coordination of the many levels involved in LP work pose a challenge to the standardization and institutionalization of LP practice (Ljosland, 2015), in the

context of the already divided nature of work within the university into many fragmented and loosely coupled subunits (Weick, 1976; Clark 1983).

Literature looking into the practice of these LPs also uncovered a jumble of discrepancies and tension. Siiner (2016), Gujord et al. (2022a;b), and Airey et al. (2015) reported inconsistencies in the practice and communication of LPs in HE. Studies of the academic workplace have found division between academics, both in their work and in informal settings. This was linked to conflicted feelings among IAs regarding their Norwegian language competencies and feelings of connection with Norwegian colleagues (Greek & Jonsmoen, 2021; Negretti & Garcia-Yeste, 2014). Clearly, there are many elements influencing the complex translation of policy into practice, and the general lack of explicit guidelines and expectations regarding how ministries anticipated these policies be implemented has led to further uncertainty and confusion. Many IAs in Nordic countries have chosen to focus on their English-language skills rather than learning the local language (Soler Carbonell & Jürna, 2017; Jürna, 2014; Kirilova & Lønsmann, 2020). Although staff initially responded that they did not feel language was a problem within their working context, such statements were often followed by concrete examples of instances when such mastery was necessary, both in and beyond work (Kirilova & Lønsmann, 2020; Jürna, 2014; Soler Carbonell & Jürna, 2017; Gujord et al., 2022b).

Research on LP in HE would be complemented by the application of institutional theory, which offers a wealth of theory exploring the social and cognitive processes through which practices and beliefs become embedded into an enduring structures and routine practice (Scott, 2014; Olsen, 2007). Institutional theory is also well established within the field of HE and among scholars studying policy (Cai & Mehari, 2015). Although LP can be argued to differ from other policies by virtue of the deep and personal connections language has to one's culture, tradition, and identity (Carter & Sealey, 2007; Clark, 2013), LPs, like other public policies, seek to organize and control behavior (Peters, 2015; Gornitzka, 1999) and can be analyzed based on how embedded these policies and their related practices become (Haugen, 1966; Rutten et al., 2020; Colyvas & Powell, 2006). Moreover, the application of institutional logics specifically, which has been used by a number of researchers to measure change and stability in HE (e.g. Upton & Warshaw, 2017; Bruckmann & Carvalho, 2018), presents a new way to frame the various dynamics and pressures at play within the HE context, which will be further explored in Chapter 3. None of the articles reviewed explicitly investigated the kinds of programs and resources that had been developed or were available to support the implementation of these policies or the institutionalization of LP practice among staff. This thesis seeks to fill this gap and analyze the institutional logics involved in LP practice at UiO and how they relate to the institutionalization of LP practice. By focusing on the practices within a single faculty, this study provides an in-depth and nuanced view into the institutionalization of LP practices, which will lay the groundwork for future research.

3   Theoretical and Analytical Framework

This chapter presents the theoretical and analytical framework utilized in the current study to analyze the institutionalization of language policy (LP) practice within a case faculty at UiO. The first section presents and argues for the selection of institutional theory for the current study, and identifies some key assumptions which I have based my thesis on. Next, institutional logics and institutionalization are presented and operationalized in the context of the current study. The final section discusses the combination of institutional logics and institutionalization into a single analytical framework.

3.1   Institutional Theory

I selected an institutional approach for the current study given that universities are highly institutionalized and specific organizations (Olsen, 2007), and considering language itself is a social institution (see e.g. Judd, 1926). Olsen (2007) defines institutions as a "relatively enduring collection of rules and organized practices embedded in structures of meaning" with resources and preferences that persist despite changes in members or circumstances (p. 27). Olsen's conceptualization of institutions is appropriate for setting the foundation for this study's theoretical and analytical framework given the focus the current study places on rules, practices (particularly organized practices), and resources. As covered in Chapter 2, language policy is developed at multiple levels: macro (national and sectoral), institutional, and local (within faculties and their departments). In this thesis, LP represents a new rule to be integrated into the established practices of the university. Using the terminology of Olsen (2007), institutionalization examines how this new rule, and organized practices that accompany it, become embedded in structures of meaning with enduring resources and preferences.

This study focused on analyzing the institutionalization of LP practice in a case faculty at UiO through mapping the resources that supported the Norwegian language training (NLT) of international academic staff (IAs), as well as the utilization of these resources. In this context, LP was conceptualized as an instigator of change, which may conflict with the other internal and external pressures affecting LP practice within the university (e.g. internationalization, traditions of the academic profession). A key assumption of the current study was that the push for the formalization of LP in Norwegian HEIs represented a departure from the traditional organization of language practices by academic communities. Now, there is a multitude of new stakeholders and external interests influencing LP practice, as explored in the literature review above (Chapter 2). Even if the content of the LPs themselves did not differ dramatically from empirical practice, the involvement of different actors and their motivations denotes a substantial change in the way LP practice is managed/organized. For example, Linn (2010a) identified the voice represented in LP documents in Norway as primarily that of those from "above' (i.e. the policymakers). To frame the diversity of perspectives and interests involved in

LP practice at UiO and within the faculty, this thesis drew from research using institutional logics (Friedland & Alford, 1991; Thornton, Ocasio, & Lounsbury, 2012).

3.2   Institutional Logics

Thornton and Ocasio (2008) define institutional logics as "the socially constructed, historical patterns of cultural symbols and material practices, including assumptions, values, and beliefs, by which individuals and organizations provide meaning to their daily activity, organize time and space, and reproduce their lives and experiences" (p. 101). In other words, they are normatively based and socially constructed institutionalized patterns of thinking and doing which can serve as a "template for action" (Bastedo, 2009, p. 211). For the purposes of this study, institutional logics provided a framework for operationalizing and contextualizing the way LP was discussed in document and interview data to better understand the abstract patterns of thinking and doing, e.g. how actors perceived these particular policies, their intentions, and their own desires. This provided insight into the tensions and areas of agreement between the various types of pressures within the organizational environment to better understand LP practice and institutionalization at UiO. My approach to the use of institutional logics was mostly deductive and focused on field-level logics based on Cai and Mountford's (2022) typology of the application of institutional logics in HE research. However, I also remained open to the emergence of new logics and themes in my analyses (see Chapter 4).

I chose institutional logics for my framework because of how it conceptualizes the capacity for and occurrence of change within institutional contexts. The use of institutional logics was also recommended in a literature review of institutional theory in HE research by Cai and Mehari (2015) as a way to account for the relatively overlooked role of human agency in institutional theory in understanding institutional change, rather than pulling in other theories outside of institutional theory. Specifically, institutional logics conceptualizes society as being composed of many, potentially conflicting, logics (Friedland & Alford, 1991; Thornton et al., 2012). It is from these areas of overlap and tension that the potential for agency and human influence is based. This micro-level focus on individual practices and perceptions aligns with my micro foundational approach to institutional theory in general (see Powell & Colyvas, 2008) and the internalization of macro-level expectations and pressures (i.e. institutional logics) in local-level practices. Within a richly populated and dynamic arena such as the university, with multiple institutional logics and perspectives interacting and conflicting (Lepori, 2016), it is valuable to look at how individuals appear to engage with and balance the logics they themselves identify with and how they interact with others in this space. Pache and Santos (2013) presented a model to predict the role organizational actors may adopt based on their identification with the institutional logics present, the logics of the organization, and of others—from outsiders and outliers to protectors and challengers and hybridizers. Previous research looking into change in HE identified the blending of institutional logics as a means to alleviate

tension between conflicting logics (Upton & Warshaw, 2017). Rather than a new institutional logic replacing the other completely, a hybrid combination of logics was observed in other studies in the HE context; that looked into communication patterns between governing bodies (Blachske, Frost, & Hattke, 2014), organizational change (Bruckmann & Carvalho, 2018), and national curricula (Nordberg & Andreassen, 2020). In the context of the current study, understanding the dynamics between different institutional logics provided a nuanced understanding of how these differing patterns of belief and behavior relate to the institutionalization of LP practice.

3.2.1 *Operationalization of Institutional Logics and Expectations*

Based on a synthesis of existing research on LP in Nordic HE (Chapter 2), I anticipated the specific field-level institutional logics active in this empirical context would be Internationalization/Global Competition (IGCL), National/Cultural Identity (NCIL), Academic Collaboration and Communication (ACCL), and Administrative Bureaucracy (ABL).[7] The first three of these logics are also reminiscent of the three points of Clark's (1983) triangle of coordination[8] and are well established within the literature on institutional logics, both at the societal level and at the field-level of HE (Cai & Mountford, 2022). Figure 3.1 (p. 21) visualizes the positionality of institutional logics, UiO, the case faculty, and key actors in the current study.

The logic of Internationalization/Global Competition (IGCL) in the context of this study was operationalized as the focus on internationalization as a strategy to enhance HEIs' competitive edge within the global HE market (see e.g. Knight, 2012; Rumbley, Altbach, & Reisberg, 2012). Emphasis on increasing the prevalence of English language use and offerings has been central for the ability to attract foreign talent to non-Anglophone contexts (e.g. Hultgren et al., 2014; Rumbley et al., 2012). Other indicators of this logic include references to mobility, competitiveness within a globalized market, excellence, rankings, and innovation within the context of emphasizing the international orientation of the university. I anticipated this logic would be prevalent at the institutional level and would likely be common among individual staff members (academic and administrative), as found in previous research which emphasized internationalization as a central theme related to LP (e.g. Hultgren et al., 2014; Thingnes, 2022; Ljosland, 2015; Gujord et al., 2022b).

The National/Cultural Identity logic (NCIL) in this study was organized around the national language agenda and ideology pushing for the supremacy of Norwegian within HE, or at least equal use of Norwegian and English within the university (i.e. parallellingualism). I expected this logic would emerge in the form of language relating to the protection and

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[7] See Table 3.2 in Appendix A for an overview of institutional logics (IGCL, NCIL, ACCL, ABL) I expected to find organized around keywords and themes used to help identify logics within the text, key mechanisms and expectations related to each logic.
[8] representing the three most influential forces holding together and influencing HE and universities particularly (i.e. The State Authority, the Market, and the Academic Oligarchy) (Clark, 1983, p. 143).

promotion of the Norwegian language, as was common in LP documents as a whole (e.g. Soler, et al., 2018). Relating to this overarching theme may be the emphasis on culture, tradition, heritage, societal responsibility etc. Linn (2010a) identified three keywords in LP documents in Norway, which may also be brought up in connection to this nationalistic (state) perspective on language; Samfunnsbærande (society bearing), Domenetap (Domain loss), and Parallellingualism (parallel language). Previous content analyses of LP documents in Norway found the overarching tone of the documents produced at the national and institutional level were heavily influenced by the language and ideological ideals from "above" i.e. that of the policymakers (Linn, 2010a; Björkman, 2014). As such, I anticipated the NCIL would be most prominent in national and sectoral-level policy documents.

The logic of Academic Collaboration and Communication (ACCL) pertained to the institutionalized practices and beliefs of academia and the dissemination of knowledge. This logic was naturally colored by the disciplinary culture, tradition, and orientation of the case faculty. Other researchers have emphasized the importance of disciplinary differences and the construction of knowledge as well as variation in disciplinary culture (Becher, 1994; Nerland, 2012; Bernstein, 1999). Kuteeva and Airey (2014) criticized LPs for not adequately considering such disciplinary differences. I predicted the ACCL would be strongest coming from the bottom-up, i.e. among academic staff who have been strongly socialized into their discipline and the academic profession. This prediction was also strengthened by research citing disciplines as the strongest source of academic beliefs (see Clark, 1983). This logic was identified through references made to the academic community and to the specific traditions and ways of "doing" within the case faculty. The ACCL was identified by its focus on the academic community and profession, which may promote English as an international academic lingua franca (Jenkins, 2014). However, this logic was distinct from that which promotes English for the purpose of international competition and ranking (IGCL). The ACCL focused on the language most appropriate for research, as compared to the IGCL which emphasized English for the sake of competition, and may be more evident as a meso-level focus at UiO and for the competitiveness of the case faculty and its departments.

Lastly, the logic of Administration and Bureaucracy (ABL) was operationalized as reflecting the hierarchical structures and machinery involved in the operations of HE at various levels and I expected would be strongest among administrative staff. Contrasting with the ACCL and the use of English as the international language of knowledge exchange, the official language of administration at HEIs in Norway tends to be Norwegian (Airey et al., 2015; Molde & Wunderlich, 2021; Jonsmoen & Greek, 2021). The choice of language for administrative and bureaucratic functions was one focus of this logic. This logic also encompassed the pragmatics of actually practicing LP and the bureaucracy and politics involved. Interviews with university staff provided direct insights to the experiences of those who worked with and practiced LP at the micro level. I expected there would be some disagreement between the different actors I interviewed (e.g. leadership, academics, and administrators), which was supported by the

findings of Siiner (2016). I believed there may be conflict between perspectives that were more ideologically oriented and emphasized language as an institution and those which took a more pragmatic approach to the feasibility of learning a new language. Some logics problematize language practice within HE and the increase in the use of English (NCIL) whereas others may not (IGCL). Although I had some ideas of what I might find, I also anticipated my findings from document and interview data would reveal hybrid blends and combinations of these logics and even others as well. The stability of these logics were related to the overall institutionalization of LP practice within the case faculty.

Figure 3.1: Visualization of Institutional Logics and the Empirical Case
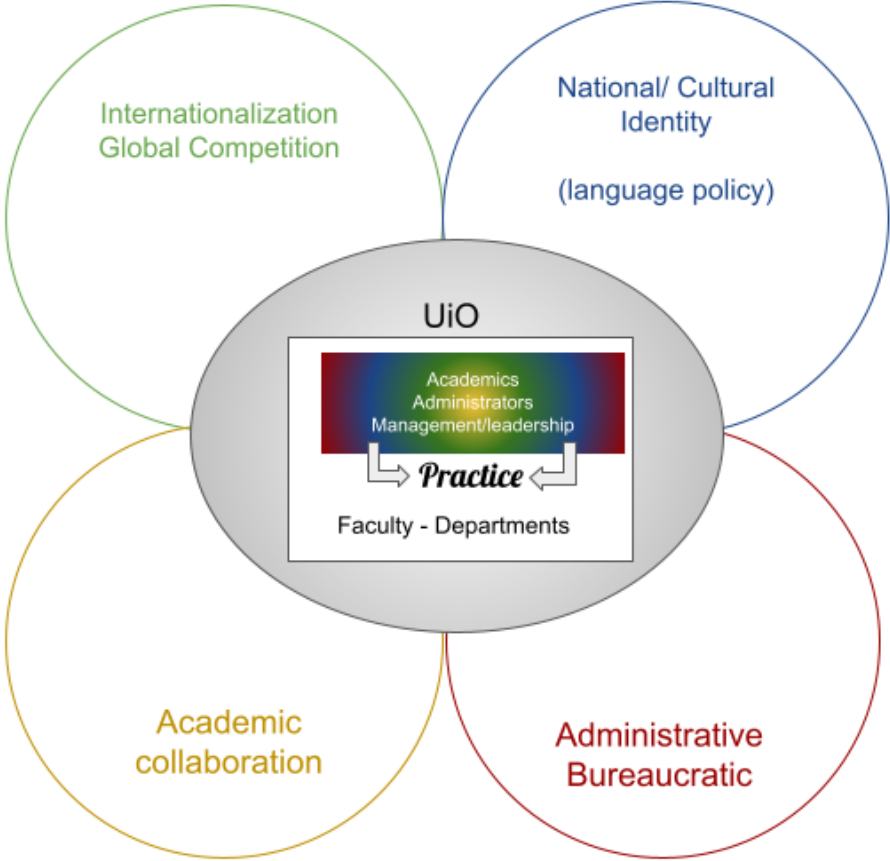
Source: Author

3.3   Institutionalization

Institutional logics provided a framework to conceptualize and classify the key environmental pressures and perspectives within the empirical context. I was also interested in evaluating the extent to which LP practice had become embedded in the activities of the case faculty (i.e. how institutionalized it had become). By looking at these two elements in conjunction, this thesis aimed to draw connections between the two. I used Colyvas and Powell's (2006) conceptualization of institutionalization as a basis for my assessment of the practices of the faculty at UiO (see Table 3.1 on page 25). Colyvas and Powell (2006) identified

legitimacy and taken-for-grantedness as core elements central to the evaluation of institutionalization as a process. These concepts provide insight into the process of how new rules and practices become accepted and internalized into routine action. There was also a need to acknowledge the material support and resources, which further supported these cognitive processes. Thus, the current study also highlighted the resource element of Olsen's (2007) definition of institutions as important for obtaining a thorough understanding of how language policy practice was becoming institutionalized. An evaluation of resources and their utilization represented material elements and social structure supporting to LP practice in the case faculty.

3.3.1 *Operationalization of Institutionalization*

Legitimacy. The concept of legitimacy is related to what people consider appropriate, which is in turn connected to the established norms, values, and beliefs within a system (Colyvas & Powell, 2006). Things that are considered legitimate also share the elements of self-reproduction, widely shared presumptions, and relational embeddedness. During the early stages of the institutionalization process, when new rules and practices have low legitimacy, actors tend to draw on symbols and vocabularies from external sources to raise support (Colyvas & Powell, 2006). There is also a tendency to provide a high degree of detail in the explanation of why something is being done a certain way (ibid). In the current study, for example, actors may adopt language from LP documents from the Ministry (NCIL) to invoke support at the local level. Early phases of institutionalization of LP practice may also be characterized by high articulation, particularly when informing IAs of the LR. As LP practice gains legitimacy, the extent of articulation and explanation will decrease as internally developed shared vocabulary and understanding progresses and shared norms and values are established and respected (Colyvas & Powell, 2006).

Taken-for-Grantedness. Taken-for-grantedness (TFG) is a central concept in sociological institutionalism, emphasizing the tacit cognitive aspect of practices and rules that are so deeply embedded they may be accepted and enacted without conscious effort (see also Scott, 2014). Whereas legitimacy inspires compliance based on appropriateness, TFG does so more out of habit and the assumption that these behaviors are linked to legitimate rules and principles (ibid). Colyvas and Powell (2006) operationalize TFG as the establishment of roles and practices within a group and provide insight into the cognitive elements of how rules and practices become embedded and reproduced through routines. Low TFG is characterized by ad hoc practices developed on a case-by-case basis and unclear roles (Colyvas & Powell, 2006). As these roles and practices become more embedded and TFG, clear scripts and expectations emerge and become routinized through repeated application among actors (ibid). It was this process of routinization and development of standardized procedures that was particularly of interest for the current study to better understand the steps being taken to integrate LP practices into the onboarding of new IAs and the processes developed to support this.

Resources — Material Practices and Social Structure. Resources can be broadly defined as assets that help facilitate and support action. Resources are commonly conceptualized as financial, but they can also be conceptualized as information, infrastructure, human capacity, connections, and are in turn linked to power relations between units (see Salancik & Pfeffer, 1974). Time can also be considered a resource. This study mainly operationalized resources in terms of organizational infrastructure and information which supported the NLT of IAs, such as internal processes for LP practice, language-learning programs, and other forms of information and assistance to facilitate the realization of this new LP (i.e. those which had been specifically developed for the NLT of IAs). Conceptually, resources were things that supported the material activities and practices of LP.

Resources were evaluated in terms of existence (i.e. how many and what kinds were available) and in terms of utilization. This distinction is important because the existence of resources does not necessitate that they are being used. This emphasis on resources was also important as few studies have focused on the processes that support IAs' NLT. IAs are still a relatively new and understudied group within HE literature, and research looking into the supportive programs and resources available to them is even less common (e.g. Saltmarsh & Swirski, 2010). I anticipated the development and use of resources would follow a similar path toward institutionalization as Colyvas and Powell's (2006) framework for legitimization and TFG, with few resources and inconsistent utilization as indicative of low institutionalization of LP practice and well-developed and consistently employed resources as reflective of high institutionalization. As LP practice gains legitimacy and becomes taken-for-granted, the utilization of resources should also become routinized in a similar fashion.

3.4   Connecting Institutional Logics and Institutionalization

Institutional logics are the socially constructed and historical patterns of enduring symbolic and material elements (Thornton & Ocasio, 2008). Institutionalization looks into the process through which certain symbolic elements (norms, values, beliefs) become legitimate and integrated into taken-for-granted (material) practices (Colyvas & Powell, 2006). Figure 3.2 highlights the conceptual shared elements between institutionalization and institutional logics. Within the current thesis, institutional logics provided the material and symbolic components that may become institutionalized into standardized and routine practice within the case faculty. Looking at both institutional logics (Lounsbury et al., 2012) and the process of institutionalization (Colyvas & Powell, 2006) creates an analytical framework which accounts for the multiple institutional logics involved in LP practice within the case faculty and the exploration of how their manifestation is connected to the process of institutionalization of LP practice through central actors. Actors can identify with different combinations of institutional logics, which may influence their behavior in different ways (Friedland & Alford, 1991; Thornton et al., 2012; Pache & Santos, 2013). Individuals with differing normative values,

beliefs, and assumptions are likely to interpret and engage with LP practice differently. The extent of agreement among individual actors with regard to the institutional logics they invoke may also be related to the extent to which these practices have become institutionalized. Similarly, policy documents can draw on varying institutional logics in an attempt to build legitimacy. As reviewed in the literature review above (Chapter 2), for external pressures to succeed in making changes to organizational practice, there is a need for normative alignment between the voices from above (i.e. within LP from the macro-level) and below (among actors in the case faculty) (Gornitzka, 1999; Linn, 2010b; Spolsky, 2012; Kezar & Sam, 2013).

In the context of the current study, I anticipated there would be multiple institutionalized pressures within the organizational environment (i.e. NCIL, ACCL, ABL, IGCL), with differing sources of legitimacy and corresponding appropriate practices and roles. For example, IAs who identified most strongly with the ACCL may view themselves first and foremost as researchers and, as such, prioritize their academic work and the language they feel most appropriate above all else. This contrasts with those who identify more strongly with the NCIL, who may emphasize their role as an employee of the Norwegian state first, and a responsibility to the national culture and language, for example. Analysis of institutional logics provided nuanced insight into the institutional pressures that are becoming solidified in the practice of LP within the case faculty. This may be a single, dominant logic or a stable combination of hybrid logics. In analyzing the process of institutionalization, I actively looked for patterns of stability in how practice was legitimized, the extent to which it may be taken-for-granted, and the types of logics actors appeared to draw on. As such, I anticipated there was a need for local actors to settle upon a stable combination of logics in order for these practices to become institutionalized. Low institutionalization is evidence of enduring conflict and lack of agreement among the institutional logics present in LP practice whereas high institutionalization is associated with a stable combination of logics within the case faculty.

Figure 3.2: Conceptual Shared Elements Between Institutionalization and Institutional Logics
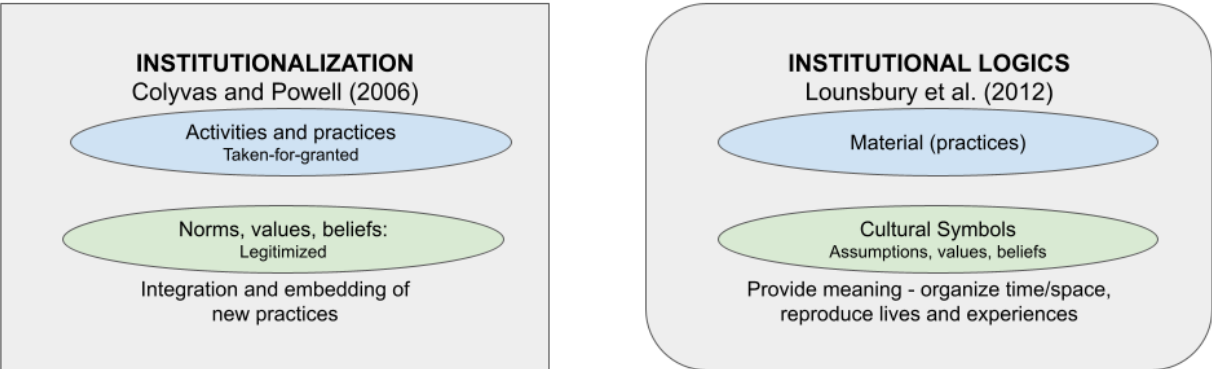
Source: Author

Table 3.1: Analytical Framework of Institutionalization (based on Colyvas and Powell, 2006)

	Low	Medium	High
Standards (shared vocabulary) Legitimization	Symbols and vocabularies drawn externally to invoke support Rely on language from policy documents (?) multiple institutional logics present	Developing institutional vocabulary Focus on development of faculty vocabulary and standards (settling on one institutional logic, or a stable hybrid combination)	Local language is rich, widely accepted and imitated/used Firmly based on a single logic or a stable constellation of hybrid logics upon which shared local vocabulary has been developed
Appropriateness (Norms) Legitimization	Uncertainty with regard to adoption, high articulation Need for justification for NLT of IAs Many institutional logics – sources of appropriateness	Values more clear but can provoke opposition Mention "push-back" from actors?	Norms and values respected/honored and objectified Relatively little resistance, may be most noticeable by absence of reports of opposition
Resources (programs, processes, support) Establishment	Few resources and information Responses likely most from IAs that they felt support was insufficient, inconsistent	"More" resources "Better" information that is more consistently and clearly shared mid-point between few and enough	Sufficient resources to meet demand presented by LP/ LR Clear, consistent, up-to-date information regarding resources Based on responses from academics and other actors beliefs about existence (discrepancies could be telling)
Resources (programs, processes, support) Use	Insufficient, inconsistent information about resources, Inconsistently used Insight from both interviews - if they report differences in notification of these resources and in their own use	Better information Still inconsistently used, but more than before Referred to in a more consistent manner and utilized by academics more consistently but still not completely integrated into scripted practices	Clear, consistent, up to date information regarding resources Consistent use of resources Academics informed of resources consistently, programs and processes consistently followed through and academics making use of resources for language-learning
Practices TFG	Idiosyncratic and developed on case-by-case basis (ad hoc) Practice likely influenced by many institutional logics	Consolidation occurs More standard way of doing things More stable agreement among logic(s) Still need for articulation/guidance	Scripted and well-rehearsed Little need for articulation Just the way things are done - i.e. resources are utilized consistently, stable blend of logics
Roles TFG	Ambiguous and Unclear People unsure of what they are supposed to do- Due to multiple institutional logics	Varying conventions offered, some spark debate Different versions of the roles (from diff logics)	Defined and "Steeped" with expectations Clear who does what (and why?) Firmly based on a single or stable hybrid blend of logics

4   Methodology

This chapter begins by introducing my research approach and methodology, as well as the research design and case selection for the exploration of language policy (LP) practice. The nature of this study was exploratory as it mapped the resources that supported the Norwegian language training (NLT) of international academic staff (IAs), as well as assessed the extent to which LP practices had become institutionalized, taking into consideration the core institutional logics present. I provide elaboration of and justification for the sampling of interview participants and policy documents, followed by an overview of my data analysis strategy. The final sections of this chapter present some of the quality and ethical issues I took into consideration during this project, as well as some limitations of the current study.

4.1   Research Approach and Methodology

Qualitative methodology was appropriate for my study on LP practice because the theoretical and philosophical underpinning of the theory used and my conceptualization of the phenomena involved have a socially constructed ontology and an interpretivist epistemology. Such philosophical considerations are often hallmarks of qualitative studies and are important for research which seeks to investigate the world as it is experienced and understood by individuals of interest (Bryman, 2016; Patton, 2015). Which, in this case, was IAs and other relevant actors at the university. Qualitative methodology was also appropriate since it often places an emphasis on *process* to more closely examine how events transpire (Bryman, 2016). As this study focused on the process of organizational practices, this seemed to be a good fit. Likewise, the unit of analysis for this study was activity focused as the emphasis was on LP practice, and the process of institutionalization (see Patton, 2015, p. 260-263), which was also directly related to my research questions. See Table 4.2 on page 35 for an overview of the connections between my research questions, aims of my thesis, core concepts, and data.

4.2   Research Design and Case Selection

The research design for this thesis project was an exploratory, embedded, single-case study that aimed to investigate the organizational practice of LP and its institutionalization within a single case faculty at UiO (see Figure 4.1). Research into LP and practice in the context of Norwegian HE is still a relatively new area of inquiry, as is research focusing specifically on IAs and their organizational socialization (Saltmarsh & Swirski, 2010; Kreber & Hounsell, 2014). In light of the many recent developments relating to language and LP in Norway over the past two decades (see Chapter 1), and only a handful of studies looking into how these policies are practiced, more knowledge was needed on how embedded and routinized these practices have become. Organizing the current thesis project as a case study was appropriate considering the key features of case study designs. Case studies are often associated with qualitative

methodologies, and studies looking into current issues, topics, or phenomena in depth; often with a focus on *process*, to explore *how* and *why* things happen the way they do (see Yin, 2018; Bryman, 2016; Patton, 2015). Case studies are also particularly good at providing descriptive inferences and are appropriate when the research strategy is more exploratory than (dis)confirmatory (Gerring, 2004), as was my thesis research.

Patton (2015) defined cases as based on empirical units such as individuals, families, organizations, or on theoretical constructs such as resilience, excellence, and intelligence. (p. 259). Selection of a case is also related to the specification of scope within a study (Yin, 2018). In the context of the current thesis project, my case of interest was based on both an empirical unit and a theoretical construct. The overall theoretical construct of interest in this study was that of LP practice in Norwegian HE, specifically the LR for IAs. The empirical case boundaries for this study was a single faculty at the UiO within the field of humanities and social sciences. However, to establish a rich understanding of the case context, I also felt it appropriate to interview actors who worked with IAs and LP outside of the case faculty to understand LP practice at UiO more broadly. The research design was embedded because I collected data, both document and interview, from different departments and sources within the faculty and university. An exploratory case study is appropriate when there is relatively little research on the phenomena of interest (Gerring, 2004), as was the case for the institutionalization of LP practice in Norwegian HEIs.

Figure 4.1: Visualization of Empirical Case Study with Embedded Units
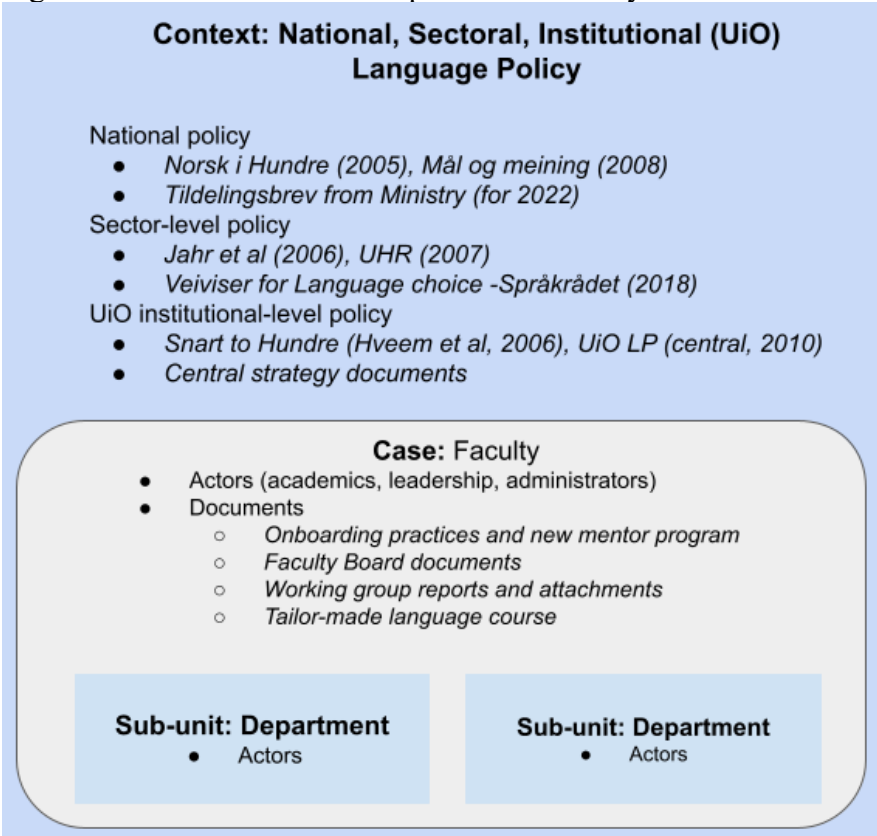
Source: Adapted from Yin (2018)

4.2.1 Why this Case? Norway, the University of Oslo, Case Faculty and Departments

Norway makes for an interesting context for studying LP on account of its long history of language planning and policy between the country's two official written languages *Nynorsk* and *Bokmål* (see Haugen, 1959; Linn, 2010a,b; Linn, 2014). In fact, the literature on LP presents Norway as *the* teaching case with regard to language policy and planning (see Haugen, 1959; Haugen, 1966; Spolsky, 2004). In addition to the formal policy work on language in Norway, debates and discussions in the media have also been particularly active in the past few years, not only on the LR for IAs, but on language in Norwegian HE in general (see Chapter 1). The rationale behind selecting the University of Oslo (UiO) for this study was partly due to the university's active role in language politics between 2005 and 2010 when core LP documents at the national, sectoral, and supranational levels were being developed.[9] Additionally, as one of the country's leading universities with regard to research output and educational services, UiO is often in the spotlight—or hot seat—with regard to new policies and practices on campus. Over the past two decades in particular, UiO has been under scrutiny of the Language Council (Språkrådet) in Norway and the Ministry with regard to their language choices and debates regarding the LR for IAs.[10]

The rationale behind selecting this particular faculty and departments within UiO was motivated by a variety of considerations. The disciplinary composition of the faculty falls within the realm of humanities and social sciences which, based on my review of literature (see Chapter 2), I have reason to believe them to be among those most likely to have developed routines and processes for the practice of LP and the NLT of IAs. The departments nested within the faculty were purposively selected based on their balance of international and national orientation, which was operationalized by taking into consideration factors such as ERC (European Research Council) Grants, composition of staff (international v national), centers of excellence, and subject focus. Based on these considerations and the case types defined by Levy (2008), Patton (2015), and Bryman (2016), I classified the faculty to represent a most-likely type of critical case. As a critical case, there is the theoretical implication and assumption that if something works here, it will work other places (see Levy, 2008). However, as explored in the literature review above, the uniqueness of disciplinary cultures and language traditions may strictly limit the scope of this kind of generalization. Other contextual limitations may also apply so generalization, even of theory, from this case study will have to be done with great care.

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[9] E.g. Norsk i Hundre! (Språkrådet, 2005), Mål og meining (Kultur- og kyrkjedepartementet, 2008), Declaration on language policies for the Nordic Region (Nordic Council of Ministers for Education and Research, 2006)

[10] For example, early 2023 UiO's Rektor, Svein Stølen, hosted a debate on LP at UiO where Stølen and other academics voiced concerns over a new, stricter, LP at UiO, fearing it would weaken UiO's ability to attract and retain the best IAs (Aukrust, 2023; Arnesen, 2023). Åse Wetås, Director General of the Language Council, responded to Stølen's comments that such concerns were unfounded and that the Norwegian language must be prioritized (Aukrust, 2023). This dynamic can also be observed in other examples as well (Hystad, 2022).

Before I became more familiar with the empirical case, I had initially planned to focus exclusively on the practices of a single department. This decision was based on presumptions I had about the organization of UiO's faculties and relative strength of their departments. After my first few interviews, however, it became clear that reorienting my focus to the faculty-level would be more appropriate. I also decided to sample from multiple departments to get a sense for how these faculty-level guidelines and recommended practices were being integrated and experienced at the departmental level.

4.3   Data Collection and Sampling

Data were collected at one-point-in-time (opposed to longitudinally), as the central aim for this inquiry was to investigate the current state of LP practice at UiO, focusing on the practices within a single faculty. Both document and interview data were collected, which contributed to a more nuanced understanding of the LPs themselves and connections to the current practices within the case faculty. Just because something is documented, does not ensure the suggested practices are consistently interpreted or uniformly followed. Furthermore, looking at these types of data provided insights into two different "realities." Namely that of the document reality and reality as it is experienced and constructed by those living in it. As this study was rooted in interpretivist epistemology and constructionist ontology, I was mainly interested in people's interpretations and self-reported experiences of the LP practices at UiO. It was through these self-reported experiences that I was able to analyze the role of different institutional logics in the institutionalization of LP practice, and identify areas of alignment or differentiation between different actors and documents.

4.3.1   Interviews

Conducting interviews allowed for in-depth exploration and understanding of how LP was practiced and experienced by key actors; including an examination of which institutional logics actors invoked, in what contexts and combinations. Using semi-structured qualitative interviews provided flexibility for the exploration of topics as led by the interviewee, and space for follow-up questions and reorganization of the interview guide as appropriate (Bryman, 2016, p. 466-467). I based my interviewing strategy mainly on the practices outlined in Molde and Wunderlich (2021) and Negretti and Garcia-Yeste (2014). From the former, I adopted ideas for the organization and thematic content of my own semi-structured interviews, as Molde and Wunderlich (2021) were also focused on LP practice and experiences among IAs in Norway. I drew inspiration from Negretti and Garcia-Yeste's (2014) ethnographic approach to interviewing and their focus on accessing tacit knowledge and assumptions, as relevant for my analysis of the routinization and taken-for-grantedness of LP practices within the case faculty.

Purposive sampling was appropriate for this study as it allowed for more intentionality in data collection to find respondents and documents that would be well suited to answer the

research questions and provide rich information (Bryman 2016, p. 410; Patton, 2015, p, 264). The samples of informants were fixed and a priori (Bryman 2016, p. 410); I decided how individuals would be selected before data collection began. For the recruitment of interviewees, my sampling strategy was a blend of stratified and snowball sampling. My sample can be classified as stratified because I differentiated my sample based on criteria such as their position and whether they spoke Norwegian natively. Snowball sampling was also used to aid in identifying relevant informants (see Bryman, 2016, p. 415).

The stratified groups of interviewees; those in positions of leadership/management, administration, and academics (international and Norwegian) were deemed appropriate based on the literature reviewed on LP practice (see Gujord et al., 2022a; Siiner, 2016; and Jürna, 2014). I believed each group would have unique perspectives and experiences regarding LP and practice at UiO and within the case faculty. For example, I believed those serving in academic leadership positions could provide insights into what it was like managing this type of work. Administrative staff who worked with IAs and LP could speak more to the administrative-side of organizing the processes and programs that had been established. Speaking with IAs was critical for understanding how these policies and practices were experienced by those who were directly impacted. Lastly, Norwegian academic staff provided further insight to how LP was practiced and perceived from an outsider perspective to produce a more comprehensive understanding of LP practice within the case faculty.

A list of prospective participants was compiled using UiO's staff directory and reading personnel pages. Aside from the criteria related to position and linguistic background, I also checked that the IAs were on permanent contracts, because the current study was interested in the practice of the LR pertaining to permanently employed IAs. I contacted the persons included on this list via email after NSD/SIKT[11] approval had been granted, which resulted in both confirmed interviewees and recommendations for potential participants. I conducted a total of 10 interviews for this study in January and February 2023.[12]

4.3.2 Policy Documents

While interviews provided valuable insights into the beliefs and experiences of actors who worked with and were directly impacted by LP practice, analysis of policy documents from the national level down to the local (faculty and department) level allowed for comparison and analysis of the arguments posed, measures suggested, and the institutional logics grounding these components. I purposefully selected five key national- and sector-level documents for my analysis based on their apparent centrality to LP in Norway.[13] LP documents at the national

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[11] NSD-The Norwegian Center for Research Data https://www.nsd.no/index.html and
SIKT- The knoweldge sector's service provider https://sikt.no/
[12] See Appendix B for a breakdown of the interviewees
[13] See Appendix C for an overview of the policy documents analyzed

level are considered official documents deriving from the state according to Bryman (2016, p. 552-553). For the purpose of this study, it was only necessary to review the sections of these documents that pertained directly to LP in the sector of HE. These documents were freely available on the internet and were accessed and downloaded in January 2023. Policy documents and other onboarding documentation and materials were gathered from the central institutional and faculty level at UiO. Such institutional documents are classified as official documents deriving from private sources (Bryman, 2016, p. 553-554). This study considered documents written for multiple sectors as national-level documents (e.g. *NiH, 2005 and MoM, 2008*), compared to those which focused exclusively on the HE and research sector (e.g. UHR, 2007).

The two LP documents sampled at the institutional level (Hveem et al., 2006; UiO's Language Policy Guidelines, 2010) were identified prior to entering the empirical field. However, as data collection progressed, I believed it appropriate to explore other institutional-level documents such as central strategy documents, protocols from the University Board, and other internal documents that discussed language, the LR for IAs, and the development of resources to support them. The exploration of these documents was influenced by references made by interviewees and helped to better understand the context and framing of language and LP practice within UiO. Internal, faculty-level documents were not identified prior to this investigation as I relied on recommendations and access from key informants to learn about the types of documents that existed and gain access to those not publicly accessible.

4.4 Data Analysis

I analyzed document and interview data using qualitative thematic analysis and the analytical framework presented in Chapter 3. Braun and Clarke (2006) defined qualitative thematic analysis as "a method for identifying, analyzing and reporting patterns (themes) within data" (p. 79). Essentially, it is the extraction of meaning and insights related to the study's core research questions. My data analysis process generally followed the steps outlined in Braun and Clarke (2006). However, I used a combination of deduction and induction. For the current study, predefined themes and codes[14] were used to frame the overall analysis of the data, which is indicative of a rather deductive approach. However, I also wanted to stay open to the emergence of new themes and codes (induction), which was also well suited to thematic analysis.

The overall coding and analysis process for the different types of data was largely similar. First, I familiarized myself with the data by reading through the texts at least once. Next, I re-read each text, coding passages into appropriate themes, deductively based on my framework or inductively, without a prior category as I noticed new themes and patterns emerge. After completing the initial coding of a text, I reviewed the overall breakdown of codes to see which themes were most prominent based on the overall amount of space they took up in

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[14] See Appendix A for my preliminary coding tree based on the analytical framework outlined in Chapter 3

the text and level of repetition. Because frequency and volume does not necessarily equate importance or centrality of these themes, I re-read the texts in full to obtain a better sense of how each theme was discussed in context and the relationships between them. By doing this, I also actively addressed one of the largest criticisms of coding as a method of analysis; namely that the dissection of text into codes robs data of context (Bryman, 2016, p. 583). During these re-reads, I also took time to re-evaluate the categorization of different codes and consider how they might be adjusted. In total, I read through each interview transcript about ten times, and the policy documents gathered about five times each, first to familiarize myself, code, recode (and recode again), and in the analysis and writing up process.

I began analyzing my interview data after I had conducted my first interview, i.e. data analysis and collection occurred simultaneously. The process of searching for themes within the data, reviewing the themes I had identified, and further honing the classification of these codes occurred concurrently and recurrently in the analysis process. This strategy also allowed me to review and adjust my interview guides based on the new information I was receiving to gain further insights into themes and practices touched on by other participants, as well as explore new areas as appropriate. Table 4.1 presents an example of one of my coding schemas. Please see Appendix F for more examples of coding schemas and notes on my coding process.

Table 4.1: National Cultural Identity Logic - Responsibility and Compliance

Label	National Cultural Identity Logic - Responsibility and Compliance
Definition	• Responsibility to the Norwegian government and the Ministry of Higher Education and Research, which funds the university and organizes formal laws and requirements.
Description	• References to the authority of the Norwegian state and feeling of responsibility to them. Likely compliance oriented.
Inclusion / Exclusion	• Inclusion: References to the authority of the Norwegian government- their priorities, interests, and requirements. • Exclusion: references to a cultural and social responsibility and duty to the Norwegian society and public. - Such references are covered by the society and culture codes under the NCIL.
Example	• *Being a state university, we get funding from the state. So each year, with that funding we get something called an allocation letter (Tildelingsbrev), which states quite clearly what they want us to focus on. So they actually said the institutions must commit to following up on the international staff actually learning Norwegian within two years. That has, as far as I know, never been in the Tildelingsbrev before, so that was new for us and we were like 'oh' so that is actually one of the conditions for our funding and they want us to work with that and then we have to, so there's no excuse.*

Source: Based on Boyatzis (1998) Elements of a Good Thematic Code

4.5   Quality Considerations and Limitations

Some researchers propose alternative criteria for the evaluation of quality in qualitative research (see e.g. Lincoln and Guba, 1985). However, I do not personally believe the quality criteria are so different from those used in quantitative research (see e.g. Kleven, 2008) as the core of both is "goodness." The methods for assessing this goodness, however, may vary. Richards (2021) emphasized the role of the researcher as a central determinant of the quality of the data created and the analyses conducted. In other words, it has been up to me to rigorously design and conduct this study while reflecting upon my role as a researcher (see also Yin, 2018). I have taken this task and responsibility as a researcher with the utmost seriousness and sincerity in every step of the process. I strengthened the construct validity within my study, i.e. how I operationalized and defined my concepts of interest and was able to recognize them within the data (see Yin, 2018) through rigorous and ongoing work with development and modification of my theoretical and analytical framework. This was first based on themes and findings from my literature review and later refined based on patterns identified in my own data analyses. Having multiple sources of evidence, as I did from collecting both documents and conducting interviews, is also a method for strengthening this kind of validity (p. 43).

As characteristic of case studies (see Yin, 2018), generalization of the current study is limited given it focuses on the practice of LP within a specific faculty context at UiO. Any attempts to apply these findings to other contexts within the university, to other universities, or contexts should be done with caution. This being said, theoretical findings of qualitative case studies may have more potential for generalization across contexts, with due consideration (Gerring, 2004). Another key limitation was due to the nature of memory as I asked interviewees (particularly IAs) to reflect back on their first few days, months, and years of employment at UiO and to recall the type of information and support they received related to UiO's LP and their own NLT. Asking questions about past events and feelings are vulnerable to distortion over time (Bryman, 2016). All interviewees received a copy of the interview guide[15] days prior to the interview to allow time to reflect and recall details from their experiences, which may have helped to mitigate some of the challenges of memory and recall.

4.6   Ethical Considerations

This study was conducted in accordance with UiO, NSD/SIKT, and NESH[16] guidelines, and informed consent[17] was obtained from each participant before interviews were conducted. In compliance with GDPR and NESH (2022) Guidelines, I minimized the amount of personal

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[15] Examples of my interview guides for the stratified groups can be reviewed in Appendix E

[16] NESH is The National Research Ethics Committee for Social Sciences and Humanities
https://www.forskningsetikk.no/om-oss/komiteer-og-utvalg/nesh/om-nesh/

[17] My NSD-approved information letters and consent forms can be reviewed in Appendix D.
These were sent as email attachments to all initial outreach emails (sent to 17 UiO staff in total)

information I requested from interviewees, requesting only that which was most appropriate for the design of my study. I took some inspiration from other research (e.g. Greek & Jonsmoen, 2021) which did not report gender or country of origin of the academics interviewed to protect their anonymity. Also in the interest of participant anonymity and protection, I used intelligent verbatim transcription techniques, standardized grammar and normalized language to remove regionally specific expressions. In this process of transcription and language normalization, I took care not to alter the meaning of what was shared. As an extra consideration, and for the quality of the data (particularly credibility and accuracy, see Lincoln & Guba, 1985), all interviewees were offered the opportunity to review both direct quotations as well as indirect, paraphrased passages for their verification and approval; which most did. As an additional precaution and consideration, I decided not to number my interviewees in my final thesis for the protection of participant anonymity and in accordance with the specific request not to be numbered by several interviewees. Please note some findings have not been included because doing so could pose a threat to the anonymity of interviewees.

Another important ethical dimension is that language itself can be a very sensitive topic, and many consider it to be closely linked to one's identity (see e.g. Carter & Sealey, 2007; Clark, 2013). As an international person and Norwegian-language-learner myself, I am able to empathize with some of the experiences of second language learners in the academic context. Knowing my experiences are not necessarily transferable, I still believe they have helped me to be a more sensitive interviewer, alert to potential discomfort and vulnerability of my interviewees (see Patton, 2015). In my interviews, I have been mindful of my actions and words, not only from the perspective of good interview practices keeping my own biases and expectations in check, but also to acknowledge that language can be a tender subject and language learning can be a frustrating and emotional experience (see e.g. McAllum, 2017). Although interviews were mainly conducted in English, interviewees were encouraged to use Norwegian terms or clarifications if desired. This was done to encourage the flow of conversation. Although I do not have proficiency in other modern languages to accommodate all interviewees, I think/hope my openness about my own language learning and welcoming a mixture of English and Norwegian helped to build trust and rapport. These considerations have helped me to be a sensitive and gentle interviewer (Kvale, 1996) who was conversational, responsive and reflective (see Patton, 2015, p. 462-463).

Table 4.2: Research Questions, Aims, Concepts, Data

Research questions	Aims	Concepts	Data
<u>Overarching question:</u> How is LP being practiced at the case faculty at UiO?	produce knowledge on the state of LP practice (LR and NLT of IAs) at UiO	Language policy Language requirement, Norwegian language training (NLT) Practice	Documents Interviews
1. How is LP presented in policy documents and understood among key actors (academics, administrative staff, and leadership)?	Analyze how LP and the LR is interpreted, understood, and communicated in documents and by key actors within the university	Language policy Language requirement Key actors Practice Institutional Logics (sources of legitimacy and appropriate action)	Documents Interviews
2. What resources support the NLT of IAs?	Map resources which support the NLT of IAs	Programs Support Resources - establishment	Interviews Documents
What processes currently exist and how are they being followed up?	Look at processes developed to structure NLT and IAs' fulfillment of the LR.	Structure Follow up Practice (taken-for-granted?)	Interviews Documents
How do actors refer to and make use of the programs, resources, processes related to LP and NLT of IAs	Look at utilization of resources developed Look at how resources integrated into the onboarding for IAs	Resources Utilization Standards (shared vocabulary)	Interviews
3. How institutionalized have LP practices become within the case faculty?	Evaluate institutionalization of LP practice at UiO by focusing on the practices within a single faculty	Practices Institutionalization (legitimacy and TFG)	Interviews Documents

Source: Author

5   Findings: Policy Context

One of the aims of this thesis was to analyze the ways in which language policy (LP) and the language requirement (LR) for international academic staff (IAs) to learn Norwegian was understood and presented in key policy documents, and how these arguments and documents were subsequently interpreted and referenced by key actors at UiO. This first empirical chapter presents key findings primarily from document analysis, which lays the groundwork for understanding the policy context and history of LP and the LR for IAs. This chapter begins by introducing the documents analyzed at the national, sectoral, and institutional level, followed by findings related to the LR for IAs. The last sections of this chapter focus on policy at UiO, organizing the publication of key policy documents and events into a timeline to provide context for the findings related to the faculty practices specifically, which will be the focus of Chapter 6.

5.1   Introduction of Documents Analyzed: National, Sectoral, Institutional

There has been a substantial amount of work concerning LP at the national, sectoral, and institutional levels in Norway over the past two decades, starting with the publication of Språkrådet's *Norsk i Hundre (NiH)* (2005) which served as the foundation for the 2008 white paper, *Mål og meining (MoM)* (Kultur- og kyrkjedepartementet, 2008), a self-proclaimed holistic Norwegian language policy. Both documents present the key argument that, in the face of globalization and internationalization, there is a need for more intentionality in the choice of language, particularly in the sector of HE and research, which should have a formal responsibility for protecting and developing the Norwegian language(s) (NCIL). Policy documents, particularly *NiH* and *MoM*, appear to be more argumentative in form, as evidenced by how they advocate for the establishment of an official Norwegian LP in the first place.

Between the publication of *NiH* and *MoM*, the University and University College Council (UHR)[18] published their own language policy platform (2007) based on the report by Jahr et al. (2006), which provided concrete suggestions for how Norwegian HEIs can/should go about creating their own language policies. The policy platform presented by UHR was intended as a framework to guide the development of LP at individual Norwegian HEIs. The other sector-level policy document analyzed was Språkrådet's *Guidelines for language choice in the university and university college sector* (2018). This list of ten recommendations focused on the use of English and Norwegian within the sector, in order to balance HEIs' international orientation and legally-bound responsibility for the maintenance and further development of the Norwegian professional language[19] (HE Law § 1-7 Lovdata, 2009). The Ministry re-emphasized its expectations for Norwegian HEIs to follow-up on the NLT of IAs who have research and

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[18] UHR is an organization for Norwegian HEIs accredited by NOKUT https://www.uhr.no/om/omuhr/

[19] Section 1-7. Responsibility for maintaining and further developing Norwegian academic language https://lovdata.no/NLE/lov/2005-04-01-15/§1-7

lecturing duties, to sufficiently "master" the Norwegian language within two years, in the 2022 allocation letters (Kunnskapsdepartementet, 2021). The University of Oslo (UiO) published their own institutional LP in 2010, based on the report *Snart to Hundre* (Hveem et al, 2006). The NCIL was the most prominent institutional logic across the above policy documents, though the ACCL and IGCL were also evident, with some allusions to the ABL.

5.2   The Language Requirement for International Academic Staff: Documents

5.2.1   National-level Language Policy Documents

Many of the arguments for LP and for the LR for IAs presented in these documents appeared to build their case around the assumption that IAs were teaching in English. In fact, it was in this context that IAs were first (and only) mentioned in *NiH* (Språkrådet, 2005). *NiH* also pointed out that there was a general policy in the sector that IAs on permanent contracts were expected to learn Norwegian *"in a relatively short time"*, however, the actual practice of this policy was not well researched (pp. 75). *NiH* (2005) did not mention IAs directly in their suggested measures at the end of the chapter on higher education and research (Språkrådet, 2005, p. 83). They did explicitly name students and their language competencies as it related to professional language, and there was a general suggestion that, *"institutions should offer a language cleaning service for manuscripts in English. In the context of dissemination, there should be a similar service for Norwegian texts"* (p. 83). Though not explicitly directed at IAs, these resources could benefit them.

MoM (2008) likewise had only a handful of direct references to IAs or a requirement for their Norwegian language competencies (Kultur- og kyrkjedepartementet, 2008). Although not directly aimed toward IAs, the recommendations in *MoM* (2008) mentioned language cleaning services as a potential service that could be developed for LP, however the suggestion was for "English and other international languages" rather than Norwegian (ibid).

In late 2021, the Ministry sent their 2022 allocation letters (Tildelingsbrev) (Kunnskapsdepartementet, 2021). In their letter to UiO, and other HEIs, they explicitly brought up the LR for IAs, something that had not previously been included in these letters, according to one administrative staff member at UiO.

> *When institutions employ foreign researchers and lecturers, there shall be a requirement for training in Norwegian language. The Ministry expects that the institutions provide language training for employees who need it, and ensure that the employees' Norwegian competencies are **sufficient to take care of the Norwegian professional language.** As a general rule, there should be a requirement that employees **master** Norwegian language within two years. For positions where competencies in Norwegian are important, there should be a greater emphasis on Norwegian competence when announcing [job positions].* (p. 4, my emphasis)

5.2.2   Sector-level Language Policy Documents

Jahr et al. (2006) suggested HEIs have a LR for non-Scandinavian-speaking staff in their proposed guidelines for UHR's LP platform,

> *In the case of new appointments in positions where teaching is included, there* **should** *be a requirement for language competencies, for example that the employee must* **master** *Norwegian or another Scandinavian language orally and in writing, or acquire this competence within a period of two years, and that whomever is employed must also be prepared to teach in English* (p. 10 my emphasis)

The next recommendation continued that,

> *Institutional frameworks should be established in the form of courses and access to systematic guidance to strengthen the linguistic competence of Nordic-speaking employees who teach in English. Courses in Norwegian should also be established for academic employees who do not have sufficient ability to teach in Norwegian.* (p. 10)

However, looking at UHR's official LP platform (2007), which was based on Jahr et al. (2006), these recommendations appear to have been compressed into the guideline that, *"Courses or other offers should be established to strengthen the linguistic competence in both Norwegian and English among professional employees"* (p. 2, UHR).

Språkrådet's *Guidelines for language choice in the university and university college sector* (2018), like the two policy documents from UHR (Jahr et al, 2006; 2007), was sector-specific and appeared to be more practically oriented than the national-level documents (*NiH*, 2005; *MoM*, 2008). IAs were mentioned specifically in one of the ten recommendations, and were alluded to in several others. IAs were explicitly mentioned in section 5, *"Internationally recruited academic personnel that does not already know Norwegian should have access to language courses during work hours."* Moreover, Språkrådet (2018) also recommended that, *"The need to increase bilingual competence should be incorporated into the template for performance assessment reviews."* Språkrådet (2018) explicitly identified the tasks academic personnel should be able to conduct in both Norwegian and English, *"All academic personnel should be able to read scientific literature, teach, provide supervision, conduct examinations and carry out administrative tasks in Norwegian and English."* And, for example, that

> *Institutions can stipulate that these personnel must have obtained a certain level of proficiency in Norwegian (such as B2 in the CEFR[20]) within a specified period (such as three years after their appointment), so that they, as a minimum, can read written Norwegian and understand spoken Norwegian.*

The final two recommendations in Språkrådet (2018) pertained specifically to resources and support for IAs' NLT. Språkrådet (2018) recommended each HEI establish their own *"common*

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[20] Common European Framework of Reference for Languages

rules for language use in meetings at social events" with the intention to *"ensure that international students and academic personnel become integrated and have the opportunity to practice using Norwegian."* Språkrådet (2018) also recommended HEIs consider establishing a center/office for coordinating services such as language courses, translation, and revision.

5.2.3   Institutional-level Language Policy Documents

The report produced by the committee for language policy at UiO, *Snart to Hundre* (Hveem et al, 2006) recommended the guideline that *"foreign UiO employees must be able to use Norwegian as a basis for basic communication after three years. UiO must ensure a good offer in NLT for international students and foreign employees"* (p. 21). The central LP guidelines at UiO (2010) dropped the first part of this suggestion and added international students, "*International students and employees should be offered Norwegian language courses*" (UiO, 2010). Today, these courses are organized by the International Summer School (ISS), which started organizing Norwegian language courses specifically for academic staff in 2012.[21] "Norwegian for Academics" (*NORA*) covers levels 1-4 (A1-C2 in the CEFR). ISS also provides a series of courses, which are also open to partners of UiO staff and to other working professionals in Oslo: "Norwegian for Researchers" (*NORIR*). Enrollment in both *NORA* and *NORIR* comes with a fee. The International Staff Mobility Office (ISMO) was established in 2018 as part of the strategic internationalization work being done at UiO. It takes a central role in supporting incoming international staff navigating the logistics of moving to Norway. Although ISMO does not organize language courses themselves, they do have a role in directing international staff to the courses and resources available.

The key recommendation by Hveem et al. (2006) regarding resources for supporting LP at UiO was the creation of a language center which would *"be able to coordinate and integrate existing, but scattered, language resources at UiO"*(p. 23). Such a center could organize courses and services (such as language cleaning), as well as disseminate information about UiO's LP and create digital language resources (p. 23). This suggestion highlighted the fact that there were already various resources related to NLT at UiO but that they were not sufficiently organized or communicated. Hveem et al. (2006) also recommended the creation of a "brochure on language" that would provide information on UiO's LP, the importance of language, resources available at UiO, etc. (p. 23). Not all of the recommended resources and support presented in Hveem et al. (2006) were included in UiO's official guidelines (2010). The only resource, other than the organization of language courses, included was the organization of language cleaning services, *"The University shall arrange access to editing, revising and proofreading services* [språkvasktjeneste] *for use in academic and administrative contexts."* Actor's experiences with these centrally organized resources will be presented in section 6.1.1.

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[21] https://www.uio.no/english/studies/summerschool/about/history/index.html

5.3   Institutional Context and Organization: Hierarchy and Balance

It is also important to understand the organization of authority within UiO as context for understanding how policies, like LP, are communicated, and practiced.[22] UiO has a parallel management system with an academic line of authority and corresponding levels of administrative support and hierarchical power, which is reflective of the logics of Academic Communication and Collaboration (ACCL) and administration and bureaucracy (ABL) respectively. Understanding this structure provides context regarding the ABL within the university. At UiO, there is a top-down line of authority for both the administrative and academic lines, but there is no equally bottom-up version of this chain of command to advance bottom-up action and initiatives. Moreover, several administrative staff commented that they felt the academic line of authority (ACCL) was much older and more established than the corresponding administrative line of support, which led to some tensions.

One administrative staff member described working with LP at UiO as a *"balancing game."* This administrator emphasized how the acceptance and success of central LP and guidelines at UiO was dependent on approval from the different faculties and departments, all of which had dissimilar and even conflicting approaches to language within their disciplines (ACCL). As such, LP developed at the central, university level was a reflection of existing practices, *"a formalization of what is already there."* LP was not something central leadership and management organized independently to be presented in a purely top-down fashion. On the contrary, several administrative staff emphasized the importance of including IAs and other key stakeholders in the policy-making process early on. This approach highlights what I believe to be an institutional logic I had not anticipated before entering the empirical field, a logic of Integration and Improvement (IIL) which was evident throughout work with and practice of LP at UiO and in the case faculty.[23] Several interviewees also mentioned the need for patience as LP work is a long process with no *"quick fixes"* as one administrator phrased it. Part of the reason why this work takes so much time is because of the need to balance the diversity of voices involved, and the many pressures and expectations to be taken into consideration.

Still, some administrative staff expressed frustration and confusion over the relative lack of progress made centrally on LP since the approval of UiO's central guidelines in 2010, given the consistent pressure from individual academic staff and from the faculties for more central emphasis on this policy work. One administrator further likened working with LP at the university as *"sort of like banging your head against the wall."* Some interviewees speculated this lack of central progress was one of the reasons why there had been relatively more action at the faculty-level to develop guidelines for practicing the LR for IAs, as was the case of the case faculty.

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[22] See Figure 5.2 in Appendix H which illustrates UiO's parallel management structure as it was described to me
[23] See Table 4.6 in Appendix F for a coding example of this logic, and Chapter 7 for a discussion of these logics.

5.4 UiO Timeline: Internationalization, Language Policy, and Integration

    The relationship between internationalization and language was central in both document and interview data, and can be illustrated as an interweaving timeline (see Figure 5.1). These themes were also representative of two of the core institutional logics presented in my analytical framework, National/Cultural Identity (NCIL) and International/Global Competition (IGCL). Starting with the report *NiH* (2005) which first voiced concern over internationalization (and spread of English) leading to the loss of Norwegian domain (NCIL). This report was followed by a series of white papers, reports, and other policy documents developed at the national *(MoM, 2008; HE law, 2009)* and sectoral levels (Jahr, 2006; UHR, 2007). Documents such as *NiH* (2005) and *MoM* (2008) framed the positioning of English and Norwegian as somewhat oppositional, with English representing the encroachment of international influences and Norwegian as the threatened local language. Specific sector-level documents[24] did not present languages as necessarily at odds. Instead, these documents drew strongly on the concept of parallellingualism (parallel language use),[25] as a means of balancing the use of Norwegian and English in HE. Overall, these documents reflected the NCIL most strongly.

Figure 5.1: Timeline of Key Policy Documents and Events
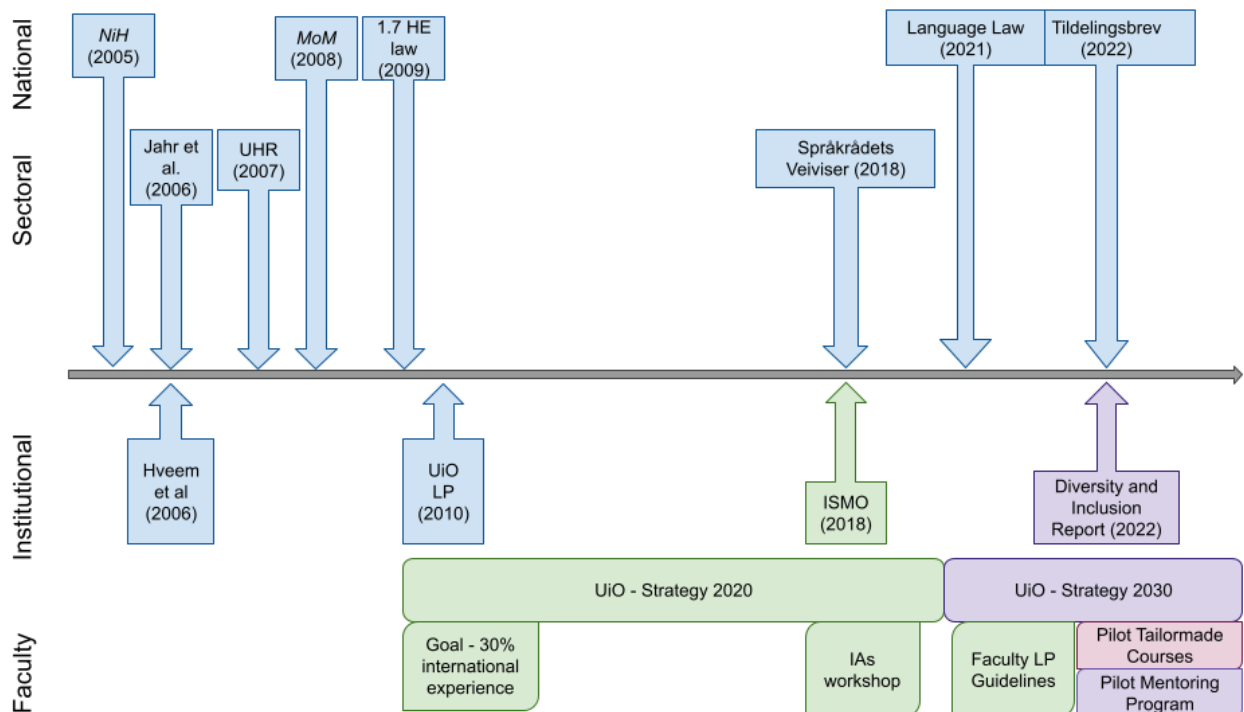
Source: Author
    Note. Blue = NCIL most prominent; Green = IGCL most prominent;
    Purple = IIL most prominent; Pink = ACCL prominent (but also IIL)

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[24] Språkrådet (2018) UHR's language policy platform (2007), and Jahr et al. (2006)

[25] MoM (2008) defined the principle of parallel language use as a strategy for preventing further domain loss and as a means of promoting the use of Norwegian in all contexts that another language is not more appropriate (p. 121)

5.4.1 Language Policy at the University of Oslo: 2006-2010

The development of UiO's central LP took place during the same time period. UiO's report *StH* (Hveem et al, 2006) took a similar stance regarding the relationship between LP and internationalization; that the practice of parallellingualism provided space for international academic languages where appropriate (ACCL), in addition to the protection and promotion of the Norwegian language (NCIL). UiO's LP was approved in September 2010, and affirmed Norwegian was the main language at UiO, but that space must also be allotted for other languages where appropriate. It is important to point out that, as alluded to in *NiH (2005)*, there was already a LR in several faculties at UiO requiring IAs on permanent contracts to learn Norwegian prior to the creation of central LP. Within the case faculty, IAs were expected to become sufficiently fluent in Norwegian within two years and to begin teaching at the end of that time. This LR predated central LP by at least a decade according to one academic leader.

5.4.2 Strategic Plans at the University of Oslo: Internationalization and Inclusion

The same year as UiO's central LP was approved, UiO's University Board adopted the strategic plan for 2010-2020,[26] the overarching goal of which was to, *"strengthen its* [UiO's] *international position as a leading research-intensive university."* Several interviewees brought up UiO's strategic plans for 2020 and 2030; referring to the plan for 2010-2020 as having an overall emphasis on internationalization of the University, including more international recruitment of staff (IGCL). This contrasted with the current strategic plan for 2020-2030, which focused more on a responsibility to the Norwegian culture, and society as well as diversity and integration at the university (shift toward IIL). UiO's LP was explicitly connected to the university's strategic plans in the first sentence of the central LP, *"The University's language policy guidelines shall serve to help implement the University's strategic plan and its goal of being a research-intensive university of a high international caliber."* Essentially, the LP guidelines were made to be in alignment with UiO's current strategy, which promoted the enhancement of UiO's international orientation.

5.4.3 Work at the faculty level: 2010-2023

Interviewees, particularly those working in administrative and academic leadership positions, referred to internationalization as part of UiO's overall strategy and connected this to work done in the case faculty (i.e. IGCL). For example, the case faculty set a goal that at least 30% of academic new hires should have "*substantial*" experience from abroad, an initiative which one administrator referred to as having been "*incredibly successful*" with about 70-80% of academic new hires having an international background between 2010 and 2022.[27] Academic

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[26] https://www.uio.no/om/strategi/strategi-2020/

[27] Note that this was for all new academic hires, not just those of permanent contracts (i.e. those with the LR).

staff who did not directly refer to these internationalization strategies still brought up the theme of internationalization and felt there was a general desire at UiO to recruit more actively from abroad. Several interviewees described this perceived emphasis on internationalization as a change at the university over the past decade and a half (IGCL more prominent).

Academic leadership and administrative staff reported that it was from the aftermath of the successful internationalization strategy that work on LP within the faculty was born, as opposed to being in response to national or institutional LP directly. In fact, much of the faculty's work with LP was framed as part of broader internationalization strategies and work, and the desire to better support the integration of IAs, indicating a shift from the IGCL to a more IIL focus. This work identified language as a key element for the integration of IAs, thus the faculty's emphasis on language policy work. The point of overlap between internationalization strategies, LP, and work relating to the integration of IAs is also interesting because both documents and interviewees noted that work done to internationalize the sector had been somewhat haphazard and un-reflected, which had led to problems; like domain loss in LP documents and integration and inclusion issues in interviews. Interviewees from all groups used the term "*naive*" to describe the previous internationalization work of their department, faculty, or UiO more broadly. In the words of one administrative staff member,

> *When we started recruiting from abroad, we didn't really know what that would mean… in terms of working environment, in terms of division of duties, what do you do at work, all these kinds of things. We just thought, "Oh, well, yeah, I'm sure it's going to be all good," and we didn't really have a plan.*

With the sharp influx of IAs, arose new challenges related to integration and the working environment. Several interviewees working in the case faculty observed the division of academic staff into two groups; with Norwegian academics who took on the majority of teaching and administrative work (in Norwegian) in one group, and IAs who worked mainly in English or another international language in the other. In this situation, neither of these groups were happy and both felt they were only doing half of their job. Moreover, one academic leader emphasized how this separation of duties and lack of integration was hurting their faculty,

> *For the survival of the academy and our faculty, we just had to do something. I also think that we miss out because a lot of people have really great ideas that we never get to try out. At the job interviews, the candidates talk about their experiences from other universities, but when they came here they just got an omnibus,* and *"this is what it looks like, this is what you do." And because there were language barriers as well as cultural barriers, they* [IAs] *didn't really understand where the room for maneuver was.*

This focus on integration was considered vital, not only for the individual IAs, or the dynamics between them and Norwegian academics, but also for the overall wellbeing of the faculty (IIL).

Faculty Guidelines. The case faculty developed their own guidelines for practicing UiO's central LP, which were approved by the faculty board in June 2021. These guidelines were the product of a report about language among IAs within the faculty, with an underlying focus on the concept of integration and improvement (IIL). The introductory paragraph of the faculty guidelines highlighted employee participation as a key justification for the language learning of international, non-Scandinavian speaking employees. The faculty guidelines also emphasized the concept of parallellingualism, referencing both UiO's central LP which promoted parallellingualism, as well as the overall task of UiO to safeguard and further develop the Norwegian language and professional terminology. This also provided evidence of the NCIL through the reliance on language from higher-level policy documents to build legitimacy. Findings related to actor's experiences with and perceptions of these guidelines will be presented in section 6.2.

5.5   Summary and Closing Comments

A key finding from document analysis was that IAs were rarely explicitly mentioned. There was also a noticeable shortening of the recommendations pertaining to IAs between the reports proposing policy guidelines (*StH*, 2006; Jahr et al., 2006) and the actual policies (*UiO LP*, 2010; UHR, 2007). Relatedly, IAs and their Norwegian language competencies were often lumped together with other groups (e.g. international students) and the need for competencies in other languages; most commonly English as an international language of academia. Despite the relatively little space dedicated to the explicit communication of the LR for IAs, this expectation was implied through the repeated emphasis on Norwegian as a core language of instruction, publication, and the main language of administration in Norwegian HE. As employees at a public Norwegian university, it follows that IAs need competency in Norwegian to be able to perform their duties (NCIL). In terms of resources, many documents called for the creation and coordination of language services, such as language cleaning and a language center, to support the language practice of all staff and students, including the NLT of IAs.

At UiO, departmental and faculty practices related to the onboarding of international hires predated the establishment of a centralized, institutional LP. Moreover, many faculties, including the case faculty, already had a language clause in the contracts for international hires, with decentralized practices and virtually no centralized support mechanisms or coordination. As such, the focus on language and LP guidelines within the case faculty in recent years was not necessarily in response to the top-down policies and requirements from the Ministry or other national bodies (NCIL), but rather from bottom-up work and the desire to foster a unified faculty and better working environment (IIL). The faculty's focus differed from top-down policy documents which began with the issue of language in HE and discussed the NLT of IAs as a sub-element of the broader LP. Employees in the case faculty positioned NLT as central to the integration and inclusion of IAs, and to the benefit of the faculty and university more broadly.

6   Findings: Faculty Practices

The second of my empirical chapters presents key findings related to how language policy (LP) was practiced within the case faculty, as well as the experiences and perceptions of key actors. The first sections map the practice of LP within the case faculty, first through the exploration of the resources supporting the NLT of IAs, followed by the structure and organization of LP practice within the case faculty. Next, arguments regarding the appropriateness of this LR are presented in which document and interview data are compared. Finally, interviewees' knowledge and perceptions of the LP at UiO and within their faculty are presented, as identified as a core aim of the present study. These findings are contextualized in and add to those related to the working environment and policy context presented in the previous chapter.

6.1   Language Policy in Practice at the Faculty: Resources

This section presents the resources organized to support the NLT of IAs at the university (central), faculty, and local (departmental) levels (see Figure 6.1 on page 50). As one administrative staff member pointed out, having nice ideas is great, but you need the time and resources to carry them out. Before continuing, a reminder that in the context of this study, resources were defined as information, courses, programs, and/or processes created with the intention of supporting the NLT of IAs.

6.1.1   Central

Although this thesis is mainly focused on LP practice within a single faculty, it was also appropriate to explore and present the experiences with and perceptions of resources organized centrally for all international staff; i.e. by the International Staff Mobility Office (ISMO), the International Summer School (ISS), introduced in the previous chapter, section 5.2.3. This section focuses primarily on the courses organized by ISS, as these were the most commonly referenced resources across interviews. The IAs I spoke with were generally very positive about their experiences with the courses they had taken from the ISS and the offers provided centrally.

Language courses organized by the ISS were mentioned by every interviewee, many referring to both *NORA* and *NORIR* courses offered to international staff at UiO. The perceived usefulness of these courses to IAs with the LR, and how actors discussed them varied across interviewees. One administrator said IAs on permanent contracts were encouraged to take the *"extensive semester-long NORA courses"* as opposed to the 8-week *NORIR* courses. Similarly, one IAs recalled their head of department had, *"discouraged me from taking those* [NORIR] *courses because they said they were kind of more superficial."* Another IAs described *NORIR* as more conversational and topic based with little grammar or phonology. This perception of the *NORIR* courses contrasted with IAs' perception of the *NORA* courses as very rigorous with a substantial amount of homework. Generally, interviewees seemed to consider *NORA* to be more relevant for IAs who have this language requirement.

Administrative staff shared some challenges related to bureaucratic elements of enrolling in the credit-giving *NORA* courses. One administrator summarized the problem as follows,

> *The problem is, when you are hired as an associate professor at UiO and you have to take language courses, they are credit-giving courses. So you have to be enrolled as a student. To be enrolled as a student, you have to have your documents from high school.*

Obtaining one's high school documents, and having them approved by UiO, may be more or less difficult depending on where the IA completed school and how accessible those records may be. Another issue interviewees brought up was that this process takes time and may delay when an IAs is able to begin Norwegian courses. This becomes problematic because, as one academic leader reflected, it becomes much harder to learn Norwegian if one does not start early. Aside from these comments on the logistics of enrolling as a student to participate in credit-granting language courses at UiO, other pragmatics of how this enrollment process went, at UiO or elsewhere was not discussed. One administrator shared that they believed insufficient course offerings from the university was the greatest challenge to LP at UiO. The IAs I spoke with seemed less troubled by the availability and offerings directly from the university, though several did mention that one of the benefits of taking classes at UiO was that it was conveniently located for those who are already working at Blindern.

6.1.2   *Faculty and Departments*

The newly developed faculty guidelines for practicing the LR (see sections 5.4.3 and 6.2) also provided an overview of how the faculty would help to facilitate the NLT of IAs including; financing of NLT, individualized plans for follow-up, and the deduction of hours spent in organized NLT from their work requirements. The faculty board also approved the development of four new resources to support IAs' integration including; professional and administrative mentoring (see section 6.2.1), toolboxes for managers and administrative staff, arenas for language practice (e.g. language cafes), and tailor-made Norwegian courses. Another means of following up and monitoring LP practice within the faculty involved central leadership and administrative staff meeting with department leadership yearly to review the work being done and the progress of IAs' NLT.

Several of these resources were practiced at the departmental level, such as the financing of NLT, calculations for the reduction of hours from academics' work obligations, the creation of individualized follow-up plans, and thematization of the LR and progress in yearly meetings with one's supervisor. I also learned the case faculty was allocated an earmarked set of funds for projects and initiatives related to diversity and inclusion as part of UiO's overarching strategy for diversity and inclusion. In the past, these funds have been used to finance several departmental-level initiatives and programs related to the NLT of IAs. In doing so, the case faculty strengthened their conceptualization of LP work as part of broader integration and inclusion work (i.e. legitimacy from the IIL).

Although Figure 6.1 provides an overview of various programs, initiatives, and other resources that were organized at the departmental level within the case faculty, I will not be presenting many details on participants' experiences with or perceptions of these resources in the interest of participant anonymity. It is important, however, to say that interviewees described these resources differently and had differing experiences with them. For example, interviewees had different ideas of what resources would entail, indicating different interpretations and expectations of these resources and programs. This lack of shared vocabulary and understanding is reflective of low institutionalization of LP practice within the faculty.

None of the IAs interviewed felt they had received follow-up or guidance specifically related to the LR. There was also considerable uncertainty over who within the department may have this responsibility, i.e. that there was confusion over roles. As such, those interviewed did not feel they had experienced "individualized plans for follow-up," but that this was a key area where more guidance and support would be useful. Relatedly, IAs did not report LP was a notable topic during their regular meetings with their immediate supervisors/nearest leaders. As such, the practices proposed in the faculty's new LP guidelines have not yet become routinized.

Tailor-made Language Courses. The case faculty developed tailor-made language courses for IAs within the faculty at two levels A2-B1 and B1-B2. These courses were designed to prepare IAs for lecturing, writing, and otherwise working within their disciplinary field in Norwegian. There was no course fee or set curriculum, unlike the courses organized centrally by the ISS. Course materials were taken directly from IAs' own work context and duties. To participate, academics must commit to 100% attendance, which several IAs felt was logistically challenging to balance with other duties. One IA mentioned they would like to enroll in one of the faculty's courses *"even though the official level would be too low, it's still a chance to practice and get feedback."* Several other IAs commented on how they thought it would be nice to have more work-related tasks and homework during their Norwegian courses to get more practice with language specific to Norwegian academia.

Financial Support. All IAs mentioned their department would cover at least some of the costs related to NLT for IAs, at UiO or elsewhere. Additionally, all IAs interviewed had made use of this support at some point during their employment. However, they reported differing experiences with regard to how many courses their department would cover. The practice of departments' footing the bill for at least some Norwegian courses for IAs was well known among other interviewees as well. However, the practicalities of how IAs applied for this funding, how courses were approved, or how these funds were distributed remains unclear (to me). When asked about the process through which IAs sought this financial support, several interviewees mentioned this could be the responsibility of the department administration, but few details beyond this were shared. The IAs interviewed did not report any challenges related to the logistics of getting courses financially covered, within the faculty's policy. As such, this process does not appear to be a challenge. Because the departments would cover the cost of

courses regardless of where IAs received NLT, many also sought external language courses (i.e. not at UiO). IAs sought external courses due to scheduling conflicts or personal language learning preferences. Scheduling challenges were the most important factor determining when, where, or even if IAs would be able to enroll in Norwegian language courses. None of the academic leaders or administrative staff interviewed knew of any sort of financial limit for how much could be spent on language courses. The availability of financial resources was never mentioned as a challenge to LP, specifically related to the financing of NLT courses for IAs.

Hours. Experiences with reduction of hours spent on NLT from one's work obligations was less familiar among interviewees. Most of the IAs interviewed were aware of the practice of reducing NLT hours from one's overall work obligation, though not all were able to make use of this practice.[28] One IAs noted some frustration they did not receive this kind of hourly accounting support, but that they were still appreciative to have the cost of the courses covered. Although NLT hours[29] may be deducted from one's overall work requirement, IAs other duties were not impacted; i.e. there was not necessarily more time in IAs' schedules to learn Norwegian, but hours spent in class could be deducted. Another IAs pointed out that, as they understood it, the hours reduced from one's working requirement had to be hours used in a formal language course, not including all of the hours of homework and self-study that inevitably go into learning a new language, "*The time that is used–up to 50 hours a semester– can be taken from work time to do that [learn Norwegian]. Yeah, so 50 hours a semester is not the amount that really goes into it, but it's something. More than I got.*"

6.1.3   Desired Resources and Support

I asked IAs what resources and/or practices they thought would be beneficial for supporting IAs' NLT.[30] Many of the resources IAs listed (e.g. arenas of practice, formal mentorship, more work-relevant assignments in language courses) were being developed by the case faculty. However, many IAs did not appear to be aware of the details related to the work the faculty was doing, or the resources being developed. Relatedly, several academics felt the communication of LP and expectations regarding practice within the faculty was wanting. In the words of one administrative staff,

> *We need to give them good tools so they don't have to remember this* [information about language courses and resources] *every second of every day… We have wonderful information, wonderful websites here at University of Oslo, but nobody can find them.*

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[28] Either because they had completed their Norwegian language training before this practice was included in the central guidelines, or because they were unaware of this practice.

[29] The faculty guidelines state that, "Hours used for organized language training shall be deducted from the compulsory work of up to 50 hours per semester for the first three years of the employment period." as a "minimum requirement for facilitation"

[30] See Table 6.1 in Appendix I on resources; desired by IAs, organized by faculty, and proposed in LP documents

One of the tools in development which may address this desire for more accessible information is the toolboxes for leadership and administration which will have information about NLT as well as other information related to the reception of new academic hires.

Many interviewees, not just IAs, felt there was a need for more clarity and guidance regarding the LP itself and the pragmatics of *how* IAs were expected to meet it. For example, in the form of a roadmap or steps against which individual academics could measure their progress and request adjustments as needed. One academic acknowledged that although they appreciated how central guidelines left room for individual adaptation, they still felt those at the departmental-level would benefit from even more guidance from above,

> *There is no explicit or clear rig for how you are supposed to acquire Norwegian. I think it would be good to have that… not "we expect them to learn Norwegian in two years and can teach in three years" that's a very general expectation. That it should be, "This is the track you should take. Or this is the recommended track you should take." And that should come from the faculty or the university. And then the flexibility could be at the department level. But this flexibility is in relation to a more set requirement or expectation or something like that. I think that would be helpful for all.*

Academics also desired language correction services (språkvask) to help with preparing formal text as well as support in writing and evaluating examinations. Language correction services was one of the most commonly recommended resources in the policy documents reviewed above (section 5.2), including UiO's own central LP. In the absence of formalized resources and support, has developed what one IA referred to as the "*black market of language help*" in which IAs feel they have to *"beg"* their Norwegian colleagues for help with their formal Norwegian and trade other language help in return. The matter of examinations is also interesting because students are legally allowed to submit their responses in Bokmål, Nynorsk, or English. However, the IAs who teach these courses are not required to learn Nynorsk,

> *We are legally supposed to provide our exams in Bokmål, Nynorsk, and English as needed, and those of us who learn Norwegian as an additional language are learning Bokmål. We're not required to learn Nynorsk, we're not given time to learn Nynorsk, and yet we can wind up in a situation where it's our student's right to receive the exam in Nynorsk…then we have to go and beg and plead and ask for a personal favor to be able to meet our students' legal right to receive their exam in Nynorsk.*

One administrator believed the resources and courses in place for the language learning of international students were comparably more developed than those for international staff. Overall, most interviewees believed the resources available were likely sufficient to help IAs meet the LR, however the main element missing was time/scheduling availability and more concrete guidance regarding the resources that exist. One IAs reported feeling too pressed for time to *"really investigate the resources and take advantage of what is there."* The theme of time is also central to findings related to the feasibility of the LR (see section 6.3.2).

Figure 6.1: Language Policy Practice: Structure and Resources

Hiring	**Job posting** standardized text for LR	**Interview(s)** LR= topic of discussion	**Offer - signing of contract** with Head of Department and administrative leader LR in contract and thematized in meeting
Onboarding	**Before first day** nearest leader creates plan for introduction, guidance, training etc	**First Day** Welcome talk, discuss plan for first week(s) ISMO introduced	**First Weeks** Discuss training needs, fadder - mentor Welcome breakfast for IAs / **First 6 Months** Assure enrollment in university pedagogy and Norwegian course

New obligatory mentor program (Faculty level - all new academic hires) pilot stage
What to expect the first two years: sharing tacit knowledge, presentations from staff, leadership
- organizational structure - university culture and how to maneuver
- UiO'S Mission (Social requirements and strategic plan)
- One-to-one mentor and mentee meetings throughout the first year

Year 1

Resources (available or under development)

University (Central) Level
- Central language policy (passed 2010)
- International Staff Mobility Office (ISMO)
- Language courses (International Summer School)
  - NORA, NORIR, Summer Courses

Department Level (examples)
- Individualized plans for follow-up
- Thematization in yearly meetings with supervisor
- Language friends
- Language tutor
- Buddy system (informal mentoring)
- Language lunch
- Cultural outings and discussions

- "black market" of language favors
- invisible leniency from above

Year 2

B2 passed

Faculty Level
Guidelines for practicing of language policy (implemented June 2021)
- Yearly meetings with departmental leadership
- Tailormade language course
- Mentor program (piloting now)
- Toolbox for leadership and admin (in development)
- Arenas of practice (in development)
- Financing language training for IAs
- Reduction of hours from work obligation

Follow-up
- Unclear
- Differing experiences and expectations among IAs, administrative staff, and academic leadership

Year 3

Begin teaching (and/or other duties) in Norwegian

Source: Author

6.2 Language Policy in Practice at the Faculty: Structure and Guidance

The previous section provided an overview of the resources supporting LP practice at UiO, this section builds on these findings by focusing on the processes the case faculty has developed for the practice of LP more explicitly. One administrator emphasized that, "*The University decides the policy. We can only decide how we practice our policy.*" According to administrative staff and academic leaders, the faculty guidelines were created to address the desire for enhanced clarity and specification of the LR for IAs. In these guidelines, the faculty presented the updated LR in two stages; 1) IAs who were not fluent in a Scandinavian language were expected to achieve B2 competency in Norwegian within two years of their employment and 2) to begin teaching (or other relevant work tasks) in Norwegian after three years. None of the interviewees knew of any specific departmental level guidelines related to the LR for IAs, only that the departments had to comply with the overall faculty guidelines.

The rest of this section will focus on how the LR for IAs has been integrated into onboarding practices within the case faculty, how it was being followed-up, by whom, and the kind of consequences that may occur. These details provide insight into the taken-for-grantedness of LP practice and the clarity of roles between actors. I decided to focus my study of LP practice within the context of onboarding as this is a critical time for new hires to become acquainted with the organizational practices and expectations. This choice was further supported by interviewees who highlighted the importance of notifying IAs of the LR early and for NLT to begin as soon as possible to support IAs in meeting this requirement and feel more integrated within their faculty and UiO as a whole (IIL). The experiences and perceptions of IAs will be presented as well as reflections and recommendations from other groups of staff.

6.2.1 Hiring and Onboarding

IAs' experiences with the thematization of the LR in the *hiring* process was similar despite differences in when they were hired. All IAs recalled the LR being explicitly mentioned: in the job posting, during the interview, in the contract itself, as well as at the meeting they had with their Head of Department and Administrative Leader when signing the contract. Interviews with other administrative and academic staff supported these findings on when and how the LR was introduced to IAs in the hiring process indicating consistency in how LP was practiced. After the signing of the contract, however, experiences of IAs during the onboarding process varied substantially, i.e. that practices were not yet routinized or taken-for-granted. It is important to point out that this variation could also be attributed to the fact that the IAs interviewed were hired at different times, some less recently than others. This being said, the insights and perspectives shared by the IAs interviewed are still valuable for contextualizing current work within the case faculty and providing IAs' own reflections on the changes made vis-a-vis their own experiences.

The time period of "before first day" was included in Figure 6.1 because this was when the new hire's nearest leader organizes an overall plan for the new IAs' training and

introduction, which should include NLT. Similarly, NLT and LP could be thematized as part of the welcome discussions and meetings on the first day, as was recalled by one academic. Several administrative staff and academic leaders assumed LP and NLT were discussed as part of the one-on-one meetings between IAs and their nearest leader within the first weeks and months and beyond. However, the IAs I spoke with had varying experiences and perceptions of the follow-up structure and processes. None of the IAs interviewed felt they had received pointed follow-up related to their NLT or that there was any one key person responsible for following up LP, i.e. that there was uncertainty over roles. When asked directly if there was a designated person responsible for LP follow-up within their department, one IAs responded,

> *No. I should say that louder. No, yeah **NO**. Which is another thing that could be improved. I don't think there's any lack of will or lack of interest, but when you have a lot of tasks that need to be done, making sure that language learning is supported can easily fall through the cracks.* (emphasis from interviewee)

Other interviewees believed the Head of Department or someone in the department leadership could have this responsibility, but they were also uncertain of who was responsible. Several interviewees also believed this responsibility could be delegated to other persons within the department who expressed interest in the work. As such, it seems that academic staff currently holding leadership positions had varying degrees of involvement with the LP work in the case faculty depending, in part, on their own personal interest in the work, rather than a more formalized division of responsibility. This lack of agreement and ambiguity regarding roles is indicative of low institutionalization of LP practice within the case faculty.

I also attempted to map the lines of communication regarding LP practice within the university (see Figure 6.2 in Appendix J). I asked IAs from where they obtained information about the LR, NLT offers, and other resources. I asked Norwegian academics, academic leaders, and administrative staff about the information they shared with IAs and which resources (offices, courses, etc.) they directed IAs toward. There were some commonalities and areas of overlap in the responses, however my findings revealed diverse practices, experiences, and beliefs. The sources of information and guidance included; other academic employees- often also international, administrative employees within the department, the department's administrative leader, faculty-level administrators, their department head or other supervisors, ISMO, and ISS. Please note this is a complete list of the sources listed, interviewees did not list every resource during their interview. One IAs reflected, "*I guess it all factors on how well information is communicated to the people who need it. And if you don't have time to go looking for it, then how do you know that things have changed?*"

Another theme raised in interviews concerned the onboarding of IAs who transitioned from temporary positions (where Norwegian was not required) to permanent academic positions (which have the LR). Interviewees wondered whether the onboarding and new-hire experiences of those transitioning may differ from those initially hired on permanent contracts, particularly

regarding how the LR was communicated and NLT facilitated. This raises the question of how the transition between being a temporary academic employee to a permanent contract is organized, and if it differs from the main new-hire onboarding practices.

      New Onboarding and Mentoring Program. The case faculty had developed, and was currently piloting, a yearlong onboarding program for all new academic hires involving presentations about the organization and culture of the faculty and university. Through this program, new hires were paired with an academic mentor who served as a resource for new staff navigating and becoming acquainted with the institutional environment. The LR for IAs was one of the first topics discussed in the group seminars and was listed among the suggested conversation topics for mentors and mentees to cover in their individual meetings. Other recommended discussion topics included the working environment, university administration and democracy, teaching and supervision, and research, dissemination and outreach.

      The new mentor program is more than just a resource to support LP practice; it is an overarching process for integration of new academic staff in which language serves an important role (IIL). One academic leader considered the recent focus on language within the faculty as more integration oriented, rather than language-centric, "*Overarching is the integration of international employees. It's not an isolated language requirement, it's part of our process of integrating them.*" Conceptually, then, language was identified as a key element for the overall integration of internationally recruited employees, as reflective of the IIL. The creation of the new onboarding-mentor program indicates stronger formalization and standardization of the onboarding process and LP practice as a key part of these activities which introduces scripted practices and defined roles.

6.2.2   Consequences and Concerns

      Formal Sanctions. When discussing what would happen if IAs did not learn Norwegian, interviewees brought up both formal sanctions, as well as naturally occurring consequences. When asked directly what they thought would happen if an IAs were to fail to meet the LR, the most common answer was "nothing" and/or an uncertainty and unease about what *could* potentially happen. Most IAs did not feel the consequences of not meeting the LR had been clearly communicated to them, which was a source of great unease. One IA spoke at length about their concerns, confusion, and frustration regarding the potential ramifications of not meeting the LR, something they reported discussing often with their international colleagues,

> *There is this will, this desire to have international staff learn Norwegian so they feel, among other things, also integrated, which I think is great… But if you don't achieve it, what happens?... I mean, for them* [who haven't met the requirement]*, they continue working, and they still want to learn, even after years that they've spent here in Norway… So we don't know, actually, I mean, what will happen?...I don't know, what's the strategy? It has never been discussed. We see it in the contract, and they've now they've implemented this new strategy, which is great with more concrete plans and*

language courses, etc. So I see all these legitimate works and desires, but again, we don't know what would happen if the requirements are not met, nobody knows

Many academics responded they did not believe anything would happen if an IA were to fail to meet the LR, since they, anecdotally, knew of others who had not met the LR and had not appeared to face any direct consequences. This apparent inaction on the part of the university aroused frustration among some IAs, *"There are colleagues who have been here as long as I have, or even longer, and they don't speak Norwegian properly. And obviously, nothing has happened there, which I find irritating. It irritates me."* At the same time, this IA emphasized there is also a need for support and motivation as well,

> *It needs to be a mixture between a bit of pressure and also of help. I mean, you can't just, oh, just put pressure on people and put the gun to them and say, "You have to learn the language now." Yeah. So you also need to help and encourage and motivate people.*

Another IA suggested having some kind of contingency plan to guide and support IAs,

> *I think if there was a contingency plan. Like "if this happens, this is what we suggest, this is what we propose"... And if you kind of fail for different very legitimate reasons, "what can we offer you?" What is that? Because the ultimate goal is for people to be confident in Norwegian. So this is something that needs to further work, I think.*

As the LR was included in the IAs' employment contracts, not fulfilling this requirement would be considered a breach of contract, which could result in disciplinary action or consequences, according to one academic leader. However, most interviewees pointed out that, *"I don't think anyone wants to fire someone for not learning Norwegian,"* in the words of an academic leader. An administrative staff member did not believe loss of employment would be a consequence of failing to meet the LR, *"unless there* [were] *a multitude of issues."* This perspective was echoed by an academic leader. Both of these interviewees were adamant in emphasizing that the purpose of the requirement was *not* to be able to fire people, but rather to foster integration and for overall benefit of the faculty and university (i.e. legitimacy from IIL),

> *This is **not** done in order to fire people. It's done in order to **integrate** people and make them **happier** at the University of Oslo and also advance it. But it could of course be used the other way. I suppose.* (emphasis from interviewee)

One academic leader reflected on this LR and highlighted what they believed to be an organizational responsibility to notify and support IAs learning Norwegian,
> *There are still issues with quite a few* [International academic staff] *that came a long time ago. And, you know, we try to help. Not least it's important that they don't become bad examples for others. But on the other hand, I admit that we as an organization haven't really made this clear to people or given them enough support. Thus, I think it's partly our fault as well. So I think it's hard to be too tough.*

On a similar note, one IA pointed out that the LR, and its inclusion in the official contract, may feel unfair because applicants were not evaluated based on their ability to learn languages, they were evaluated on their research portfolio, experience, and other skills. This IA also pointed out that Norwegian fluency was not a prerequisite for being hired (i.e. IAs were not expected to begin speaking Norwegian on day one), and that NLT then became an additional task on top of all of the other tasks related to being a new academic.

Indirect Consequences. As language was identified by several interviewees as a/the key element for the integration of IAs (IIL), not learning the language was associated with consequences for the working environment. Following the rapid increase in the number of IAs within the case faculty, academic leadership and administrative staff observed a division between academic staff, as touched on in the previous chapter (section 5.4.3). Interviewees speculated that this separation was, in part, a side effect of the faculty's naivety when working to internationalize. Several interviewees mentioned meetings and similar settings as challenging for IAs who were still learning the language, since Norwegian was the official language of administration (UiO LP, 2010). One IA shared their experiences attending a departmental meeting where only Norwegian was spoken,

> *At the first meeting when they were discussing* [x] *in Norwegian, I felt like, "oh, I can't contribute much" because I just don't understand the conversations. And they were welcoming questions in English, but I wish I understood the content to ask questions… At work if you don't understand people talking you, can't take part in important discussions for the department research-wise, strategy-wise, teaching-wise. I think it can be perceived as very frustrating. You can feel very alone basically.*

Those who were unable to speak the language were likewise unable to serve on democratic boards (such as the University board, faculty board, department board etc.) or contribute to other Norwegian-language driven activities at UiO. One administrator felt this involvement in university democracy was one of the most important facets of work at UiO, because *"the university is so much more"* than the compilation of the roles and positions of teachers and researchers. If IAs are unable to participate in meetings or other work at the university, this presents a democratic issue, as noted by interviewees in all positions. Several IAs also mentioned feeling as though they were letting their colleagues down for not learning the language quickly or fluently enough.

> *I think people who come in here often feel a lot of pressure, and as though they're disappointing people that they're not already fluent in Norwegian, even if they're not from here. I felt that from the beginning, it was a very weird feeling.*

Other IAs also reported feelings of shame, embarrassment, and dissatisfaction regarding their own Norwegian competencies. These accounts underscore the emotional elements of language learning and the challenge such feelings of exclusion and guilt can pose for IAs.

6.3   Language Policy: Knowledge and Perceptions

I asked all interviewees about their knowledge of and interpretation of LP (i.e. the LR for IAs) at UiO and in their faculty and department, specifically. There was general consensus among the staff interviewed on the LR and how it was worded; that IAs not already fluent in a Scandinavian language were required to learn Norwegian within the first 2-3 years of their appointment (see also section 6.2 above). Several IAs reflected that when they were hired, there was no specification of the level required, but they knew they were expected to learn the language within two years and should be able to teach in Norwegian by the end of that time-period. There was some differentiation in the interpretation of how the faculty-level guidelines were written and how they should be interpreted regarding specifics such as the level required, resources/support available, and details on the type of competencies that were expected at the end of this period, reflecting low agreement on local vocabulary and standards.

Several of the IAs interviewed were not aware of the new LP guidelines that had been developed in the faculty. One IAs, who felt there was a general lack of awareness regarding LP in the faculty, believed this could be attributed to the COVID-19 Pandemic, which started in early 2020. This IAs reasoned that because some key changes occurred during the height of the pandemic, when most employees were in home office, this timing likely had a negative impact on people's knowledge of these changes and the actual implementation of LP within the faculty,

> *I found out that the faculty had made a language policy after the fact…They didn't announce it* [the faculty guidelines] *officially in a direct way that reached me, at any rate…I think there's still generally a lack of awareness of the language policy…But I could be wrong, maybe other people are talking about it a lot more than I think they are. I don't know with the newest people are coming in. Maybe they really are sitting down and talking about it, it's possible.*

Although all interviewees had comments on how they thought LP could be improved at UiO and within the case faculty, the IAs interviewed responded generally positively to the LP work being done. Work which they considered to be an improvement upon the previous modus operandi, which was less standardized. Despite the nearly universal agreement that the LP work within the case faculty was generally headed *"in the right direction,"* as one IAs phrased it, there was also broad agreement on the need for more clarity on how these guidelines should be practiced.

6.3.1   *Themes: Baseline-boundary and Strictness*

One key area of variance in the interpretation of the faculty guidelines was whether they represented a baseline or an outer-boundary. One academic leader interpreted these guidelines as a baseline, which guaranteed all IAs in the faculty a common, minimum-level of support. For example, one of the faculty guidelines stated that language courses up to level 3 (B2) would be paid by the IAs' department. Interpreted as a baseline/minimum-standard, this would mean the departments could also provide extended financial support for NLT. Many of the other

academics I spoke with, however, perceived these guidelines as a maximum-allowance– i.e. financing to level 3 was the limit– as opposed to a minimum-baseline. This disagreement regarding terms and practices demonstrates that local, shared vocabulary is still being developed and that practices are far from taken-for-granted.

Another central theme that came up in multiple interviews was the notion of *strictness* and a temporal comparison of policy and practice within the faculty. Strictness was presented as relating to the LP and requirement itself and whether this LR was becoming more or less difficult to attain. Strictness was also thematized in relation to how the LR was being followed up, i.e. the kind of repercussions that may exist for those who failed to fulfill the requirement (see Section 6.2.2 on consequences). One Norwegian academic remarked that, "*Before this, it was actually stricter. You were supposed to teach after two years, which I think is just impossible,*" which exemplifies the first interpretation of strictness, relating to the policy itself.

Several interviewees also reflected on what they perceived to be a shift in how LP was being discussed within the faculty, compared to a more relaxed and lenient previous tone. For example, one academic leader shared that, "*I suppose in my own department, it was more that, "Yeah, it* [fluency in Norwegian] *is nice to have, but it wasn't kind of - you have to do this now.*" This leader also reflected that before the work to create centralized faculty LP guidelines, there was great diversity in how the LP was practiced between the different departments. The recent formalization and centralization of LP guidelines within the case faculty could, in comparison, be viewed as more strict. One administrator felt this fixation on strictness detracted from the actual purpose of LP, and the LR for IAs,

> *People are very afraid to seem strict in this regard because that was never the **purpose**. The purpose of these guidelines was to express for the employees what we actually **need** from **them**, but **also**, and most importantly, what they can expect from us. I feel like that nuance has just been lost, totally.* (emphasis from interviewee)

The above quote highlights the organizational responsibility to IAs, which is reflective of the logic of integration and improvement (IIL) and the belief that language is important for the wellbeing of the University more broadly.

6.3.2 Feasibility of Fulfilling the Language Requirement

I also asked interviewees about how attainable they believed the LR to be, which was a more practically oriented approach to exploring peoples' perceptions of how appropriate they felt the LR was (more theoretical arguments for appropriateness are covered in section 6.4). This theme and the theme of consequences (section 6.2.2) were closely related. When asked about the feasibility of meeting the LR, the IAs interviewed generally felt it to be at least hypothetically possible, with a few qualifications. One IAs phrased it like this:

> *I think the policy passed by the faculty is a step in the right direction. I think it needs to be **even** more specific because it is realistic for someone with high competence in a*

*Germanic language, such as English–which one has to have to be hired here–to then obtain B2 level of Norwegian in two years. That is reasonable when you're given **work hours** to do it and you're **paid** to do it.*

Beyond B2, however, to go from B2 to lecturing in Norwegian is another big leap…and that's where the current policy is very vague. It just says 'the head of department will work with the employee and make a plan after they have B2 so that they can continue to progress and start to teach.' But that's a very fuzzy area where a bit more support and more guidance could perhaps be useful. (emphasis from interviewee)

There was a desire for more structure and guidance for the NLT of IAs generally, but also a specific emphasis on the transition between achieving B2 language competencies and transitioning to teaching in Norwegian and taking on other duties. Many felt that B2 fluency may be sufficient for participating in administrative tasks and meetings, but that it was not enough for teaching or other academic work.

Time was the most common response to my questions about the greatest challenge to LP practice and IAs' fulfillment of the LR at UiO. Several academics brought up the importance of taking factors like language background and life situation into consideration when estimating the time needed to learn Norwegian. Having dedicated NLT time and payment was also considered important for realizing the LR. Another IAs commented that giving up one's personal time could be another necessary element from those who desire to fulfill the LR,

I think that if the person just has to learn a language and has the right learning setting– 3-4 hours per day of language learning, good incentives, motivation and follow up and an encouraging environment– I think it is reasonable to think that it is enough to reach B1/B2-level. And this is what I see in a number of my colleagues who have been really invested in language learning who kind of gave up some tasks… Mostly you have to give up your research because this is the only task that is not time-managed, kind of… One has to find available time, which, typically, would be research time, evenings, and weekends, which can be tricky to combine with a family life.

This academic, and others, emphasized the importance of research within academia (ACCL) and the pressure to continue producing excellent research (IGCL). This context highlights the predicament IAs found themselves in, to either take time for NLT from research activities, which were fundamental to their professional work (ACCL), or from one's personal life and free time. Another IA commented on these dynamics and pressures as follows,

You bring in people and you want them to publish, publish, publish, and then expect them to do all of these things and become fluent enough to teach well in a relatively short period of time while publishing at a high international level. It's a lot of competing things and there's only so much time that any one person has…

I'm being asked to turn things around on a 2 or 3 day deadline while teaching. I should also be doing research, and then I don't have time to do that. And so trying- the thought of making the 5-6 hours a week that you should be devoting to a language course on top

of that…come on. I mean, I have to sleep at some point, or spend time with friends.
(They ended with a bit of a laugh)

Later this IA reflected, "*I mean, my research is more important, I think. I might stay here for a long time, I might not, but if I don't maintain a research profile, then why am I even in academia?*" The prominence of academics' role as researchers (ACCL) was also evidenced by the fact that most academics brought up the reduction of teaching hours or administrative duties, but not research, as a way to make room for language learning. One academic leader remarked,

> *It would be good if we had the opportunity to make more space in the work calendar to allow for language training for the two first years for example. But as I said, mostly when someone is hired there is a lot of teaching that just screams,* **we need you <u>NOW</u>**

Although IAs may not be able to teach in Norwegian, there were still plenty of courses in need of lecturers. The only kind of leniency available to IAs, according to this academic leader was,

> *An invisible lenience the Head of Department can give you in not asking you to sit in this committee and not asking you to do extra, because they like to give less administrative tasks for a period. But then again, these administrative tasks often require Norwegian… but they will have to be done by someone.*

Making time for NLT was challenging as *"everything is very cut to the bone"* within the departments, and staff have little room for *additional* tasks, as one administrator phrased it. Several interviewees jokingly, yet earnestly, remarked one way to make more time and to improve LP work within the faculty would be to hire more staff and to delegate tasks.

Speaking Norwegian. Several interviewees also discussed the role IAs' colleagues, particularly Norwegian academics, and the working environment hold in supporting IAs working to meet the LR. All IAs interviewed reported that, overall, their colleagues had been very supportive of their NLT, though some reported feeling discouraged by those who they felt were impatient and lacked tolerance for their learning process. One IA reflected,

> *I've had some Norwegian colleagues who were absolutely essential in my learning process… some people are not very patient or tolerant of learners' Norwegian and that is very discouraging… So, getting all of the Norwegian colleagues on board to help their foreign colleagues learn and feel comfortable using Norwegian, I think is really important.*

This interviewee went on to clarify that they did not believe it was the responsibility of their Norwegian colleagues to teach IAs Norwegian as informal teachers, but that it would be helpful if some of their colleagues were more understanding and supportive. One commonly cited way IAs wished and believed their Norwegian colleagues could show their support was by speaking with them in Norwegian. Most interviewees touched on this theme of speaking with Norwegians by observing that *"Norwegians are very often very happy to speak English because most*

Norwegians believe that they are very good in English" in the words of a Norwegian academic. One IA described their interactions as a non-Native Norwegian speaker in Norway as follows,

> *I feel like here in Norway people are very polite in the sense that they don't want you to feel embarrassed about your Norwegian not being good. Many times, when I start speaking Norwegian they would switch to English and this is like a **funny** situation where **I continue speaking Norwegian** whereas the Norwegian is speaking English to me and I feel like "oh." they're just like "oh don't worry, I can speak English" – "Well I **know that**"* (with a laugh, emphasis from interviewee).
> *So yeah, I think Norwegians, from my perception, they appreciate A LOT when you start learning Norwegian. They are helpful and they want to help you even more by speaking to you in English!* (with a laugh, emphasis from interviewee).

Another IA emphatically wished for "*more awareness among Norwegian colleagues, both academic and administrative, that you're not really doing anyone a favor by speaking English and not speaking Norwegian.*" From the other side of this dynamic, a Norwegian academic shared their own experiences and reflected on their own language choices and feelings of responsibility when it came to speaking with IAs,

> *We all have a responsibility for speaking Norwegian to them* [IAs] *when they start in Norwegian. I know from my own experience that when I'm used to speaking English with someone, it's hard to switch because I might start a conversation in English just because of habit. And that's on me. I should really not do that. I should rather speak Norwegian… We could all look into ourselves and show that we mean it and that we want to help. By just having ordinary conversations in Norwegian and then using English when a problem occurs instead of starting with English at the outset.*

A core theme across interviews was the importance of *awareness* and the desire for others to recognize and acknowledge the efforts being made, and to demonstrate this not only in words but through actions as well (the theme of awareness will be further discussed in section 6.5). These reflections ultimately point toward the desire for a more integrated and inclusive working environment that is supportive of the NLT for IAs for the overall benefit of the university, its faculties, and departments (IIL).

6.4   Appropriateness: Why Norwegian

Policy documents, particularly those at the national and sector level, based their arguments on the perceived importance and relevance of Norwegian in HE and research. Specifically, the importance of preserving and promoting the Norwegian language in the sector was explicitly and repeatedly connected to the core role HEIs' serve as cultural institutions within Norwegian society (strongly reflecting the NCIL),

> *The overarching goal of language policy requires continuous work across a broad field with focus on strengthening and developing the Norwegian language as a rich and*

functional language of use and culture, and as the undisputed national language and main language in Norway. (*MoM*, 2008, p. 14).

Documents such as *NiH* (2005) and *MoM* (2008) argued strongly for the responsibility for the development and preservation of the Norwegian language to be written into law. This occurred in 2009 when paragraph 1.7 on the "responsibility for maintaining and further developing Norwegian academic language" was added to the Act relating to Universities and University Colleges (HE law) (Lovdata, 2009). Policy documents written after this addition, activity referred to this legal requirement and responsibility for the future of professional language.

Although some interviewees made reference to the cultural and societal importance of building up the Norwegian language (from the NCIL), most references to this logic were more compliance-oriented as evidenced by expressions like, "*we don't really have a choice,*" among administrative staff in particular. One administrator emphasized that the choice of language in Norwegian HEIs was not random or arbitrary. Public institutions, like UiO, are bound by various laws and policies, such as the national Language Law,[31] Administrative Act,[32] and not least, HE law.[33] Norwegian was not chosen because it is easy (for native speakers), it was a guided and intentional choice upon which their state funding was also dependent,

> *Being a state university, we get funding from the state. So each year, with that funding we get something called an allocation letter (Tildelingsbrev), which states quite clearly what they want us to focus on. So they actually said the institutions must commit to following up on the international staff actually learning Norwegian within two years. That has, as far as I know, never been in the Tildelingsbrev before, so that was new for us and we were like 'oh' so that is actually one of the conditions for our funding and they want us to work with that and then we have to, so there's no excuse.*

This feeling of the absence of choice was further associated with feelings of acuteness among several administrative staff regarding LP and top-down pressures from the Ministry and other political signals over the past decade.[34] One administrator reported feeling the current government in Norway, specifically those governing the HE and research sector, were more detail oriented than their predecessors in their management/governance style. Several administrative staff wished IAs were more aware of and understanding of the broader context of the institutional requirement. In the words of one administrator,

> *There needs to be a clear link between, "Okay, this is what you have to do and why you have to do it."…it's maybe a bit understated now. What's the point in learning Norwegian in international academia in 2023? Norwegian isn't exactly a world*

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[31] which went into force in 2022 formalizing *Bokmål* and *Nynorsk* as two languages with the same value

[32] Forvaltningsloven proposed in 2019: which is in the process of formalizing Norwegian as the language of administration in public bodies. See https://www.regjeringen.no/no/dokumenter/nou-2019-5/id2632006/

[33] Section 1-7.Responsibility for maintaining and further developing Norwegian academic language

[34] Such as the 2022 allocation letter from the Ministry and paragraph 1.7 in the HE law

language. So I think that needs to come across more. It's actually part of our responsibility as a Norwegian university to preserve the Norwegian language, but also to develop the Norwegian language, and language develops through interaction with other languages and through new language users.

Both academic and administrative staff acknowledged that Norwegian was not an international language, within academia or otherwise. As such, academics would mostly be publishing in international languages as appropriate (ACCL), which was not problematized in itself among the IAs interviewed. An IA acknowledged the arguments for the protection and further development of the Norwegian professional language (NCIL). Rather than assuming this role should fall on all academic staff, including those internationally recruited, this IAs posed it as a *question* of with whom this responsibility should reside,

Each country, I mean, must have the academic language and the local language, because this is what we need to build a future. And we can use loan words, but also we need to develop the academic language for the local people. So I think it's important. And then whose role is that - to do that? This is a different question.

This academic's question highlights the assumption many policy documents appear to be built around, that because Norwegian HEIs have a legal responsibility for the maintenance and further development of the Norwegian professional language, this responsibility should also be passed down to all employees. The argument for this reasoning appears to concern the perceived loss of domain within the sector of HE and research, and that the practice of parallellingualism will slow or even reverse the marginalization of Norwegian in the sector (reflecting the NCIL). None of the staff interviewed spoke to the perspective of the loss of domain within the sector. On the contrary, most interviewees emphasized the active work done to internationalize UiO and to recruit more IAs (reflecting the IGCL). The perceived tension between the NCIL and the IGCL can be observed in the reflection of one administrative staff member,

We have a government that is increasingly focused on this topic [language policy] *and the idea that at a Norwegian University, Norwegian language should be number one. At the same time, I think we should not make these things so that it will be harder for us to recruit internationally.*

Although higher-level policy documents (e.g. *NiH*, 2005; *MoM*, 2008) argued strongly for the continued use of Norwegian in HE and research, these declarations were consistently followed by the qualification that individual academics should maintain their ability to choose the language of research/publication they deemed most appropriate for their discipline and context. This dynamic reflects the NCIL acknowledging and making space for the established legitimacy of the ACCL, and academic autonomy. *NiH* (2005) asserted the future of Norwegian professional language could be considered secure, despite most research being published in English, as long as a sufficient amount of teaching and communication occurred in Norwegian.

Allowing that, *"In the end, it must be the professional communities themselves who decide whether there is still a purpose to primarily publish in Norwegian"* (Språkrådet, 2005, p. 74).

UHR (2007) adopted a similar strategy for the objective of protecting and further developing the Norwegian professional language (NCIL), by emphasizing Norwegian for teaching and that, *"Scientific publication and dissemination shall take place in the language which is most relevant and natural for the relevant professional environment and adapted to the relevant target group"* (p. 1). The potential separation of language between tasks, with teaching and administration occurring in Norwegian, but research potentially being conducted in English, was generally framed as an unproblematic solution to the perceived damage of domain loss and the security of the future for the professional language. Many of the IAs interviewed, likewise, did not appear to find this separation of tasks and languages troubling; especially considering English (or another international language) was often the most obvious choice for publication (ACCL). However, several IAs expressed that the lack of Norwegian disciplinary terminology within their field posed a substantial challenge to their ability to teach in Norwegian, or conduct other work in Norwegian.

Rather than appealing to the same national culture and social responsibility arguments made in policy documents (i.e. from the NCIL), a common pattern among interviewees, both academic and administrative, was to contrast learning Norwegian for work tasks vs societal inclusion and feelings of integration (IIL). One administrative staff member felt that,

> *Really whether they* [IAs] *have good Norwegian knowledge or not really depends on what they do because if they don't need it for work maybe it's not such an urgent issue. But of course, living in Norway as a foreigner, I think you would be excluded from society if you can't learn Norwegian. So I think it's kind of important for the international staff to learn Norwegian although they don't need it for work.*

This pragmatic perspective was shared by other interviewees, with both academic and administrative positions. Many interviewees still considered Norwegian to be socially relevant for persons living in Norway for their day-to-day life, even if they did not think it was necessary for work tasks. All groups of interviewees referenced an awareness and acknowledgement of the balance between trying to make international staff feel welcome and included and to encourage the idea that the Norwegian language was important and would be beneficial to learn.

6.5 Awareness: Intentionality of Language Choice vs Appreciation of its Challenges

The theme of awareness was central in both document and interview data. In policy documents, awareness was closely related to the desire for more intentionality in the choice and use of language in HE and research. This desire for awareness was also related to the underlying belief in the importance of maintaining Norwegian as a professional language in Norwegian research and HE for cultural and societal reasons (NCIL). Awareness was explicitly stated as part of the mandate from the UHR for the committee tasked with presenting a proposal for

language policy for the universities and university colleges in Norway, "*The working group is intended to be an inspiration to the universities' and university colleges' own further work with the issues, and contribute to enhanced awareness on the value language has both at the institutional and national level*" (Jahr et al., 2006, p. 2). The need for awareness was also explicitly mentioned in the context of publication language, and the importance of the professional community being more *reflective* in their choice of language (Jahr et al., 2006, p. 17). Awareness of and intentionality in language choice were key elements throughout UHR's policy platform (2007), evidenced through the repetition of words such as; appropriate, awareness, reflection, natural and normal language, and the focus on protecting and promoting the use of Norwegian through parallellingualism (NCIL).

Informants from all groups expressed a desire for enhanced awareness related to LP practice and the LR for IAs. The awareness interviewees referred to was not necessarily focused on the use of language in the same way policy documents discussed it (i.e. the intentional choice of language in teaching and research), though this was mentioned by a few. Instead, interviewees expressed the desire for more awareness from others (within their department, faculty, at UiO, etc.), regarding the pressures they faced and the efforts they were making related to language, LP, and the LR. This desire for awareness was also closely associated with the desire for more understanding between groups and the normalization of the language learning process in general. Ultimately, IAs wanted to feel their efforts were acknowledged and recognized both by their colleagues and by the university in a formal and functional way.

Norwegian academics and leaders also reflected on these themes of awareness and expressed a sense of responsibility for speaking with IAs in Norwegian. These interviewees also felt there should be more awareness around and normalization of the language learning process in general. One academic leader spoke at length about the importance of building a culture for integration and improvement (IIL), concluding that "*What takes time is kind of an awareness in the entire organization, and the kind of generosity around it as well and tolerance. Because it's so easy just to switch into English.*" Another academic leader emphasized the desire for normalization of the process, "*I think we need to normalize the fact that it's difficult to learn a language and also normalize the fact that it is something that the university wants.*"

6.6   Summary and Closing Comments on Findings

This chapter has presented findings related to the practice of LP within the case faculty, with a focus on mapping the structure and organization of LP work and resources in place to support the NLT of IAs (Figure 6.1). Actors' knowledge of and perceptions of LP were also presented, and arguments for the appropriateness of the LR were compared with document findings. There were a variety of resources organized at the central, faculty, and department level to support the NLT of IAs, however actors' knowledge of and experiences with these resources varied greatly. Ultimately IAs' use of and engagement with resources was dependent

on the time they had to devote to language learning. Academics who met this LR did so by giving up other tasks, such as research or personal time. Although there was a great deal of focus on the responsibility of IAs to fulfill the LR, academic leaders and administrative employees also emphasized the institution's responsibility to clearly communicate this expectation to IAs, and to facilitate its realization. Many interviewees felt UiO/the case faculty had not adequately met this organizational responsibility.

There was general consensus among interviewees on what the LR involved and to whom it applied. However, there was variation in how actors interpreted the new faculty-level guidelines and how attainable they believed the actualization of this LR to be for IAs. Most interviewees mentioned how it was challenging to find time to learn Norwegian and to balance this requirement with their other work duties and personal lives. Although interviewees generally agreed the faculty's new guidelines and accompanying practices represented movement *"in the right direction,"* many also felt there was still room for further improvement, particularly in the form of structure and guidance to more clearly communicate *how* IAs were expected to learn Norwegian. The theme of consequences was also discussed and interviewees brought up both formal sanctions against those who do not meet the LR, as well as undesirable side effects of IAs not learning Norwegian.

A clear message from both document and interview data was the desire for greater awareness and intentionality in the choice of language, and appreciation of the challenges actors faced, and the efforts they made related to LP. This call for awareness was also interwoven with themes of internationalization (IGCL), LP (NCIL), and integration and improvement (IIL), and the dynamics between them. Several interviewees also expressed their desire for these processes to become embedded in the practices of the faculty, to create a culture of integration and language work within the faculty (IIL). As part of this culture of support and language work, was the desire for more support from Norwegian colleagues by speaking with IAs in Norwegian. This focus on language as a part of integration differed from the legitimacy arguments presented in policy documents, which primarily emphasized the continued use of Norwegian in HE due to its societal and cultural importance (NCIL). Both documents and interviews emphasized the importance of academic autonomy and freedom to choose the language academics deemed most appropriate given the context (ACCL).

In terms of the structure and organization of LP practices within the faculty, experiences among IAs during the hiring process (i.e. when and how the LR was brought up and by whom) were largely consistent, despite differences in when these employees were hired. Experiences and perceptions of practices during the onboarding process, however, were less similar. There appeared to be a great deal of confusion regarding the follow-up and support of IAs' NLT within the departments, and none of the IAs felt they had received pointed follow-up related to their NLT and Norwegian competencies. Overall, these findings indicate low taken-for-grantedness regarding LP practices and ambiguity regarding roles.

7   Discussion

This chapter examines the relevance of the findings reported in Chapters 5 and 6 using the analytical framework presented in Chapter 3. This discussion focuses on the findings immediately relevant to the current study's research questions, which pertain to the exploration of the core elements and dynamics of LP practice within the case faculty at UiO. The first section focuses on the analysis of the institutional logics identified, their interrelations, and other key themes from the data. The next section discusses the extent to which the LP practices in the case faculty can be said to be institutionalized based on the analytical framework presented in Chapter 3. The final section of this chapter discusses and contextualizes these findings further.

7.1   Institutional Logics and their Interrelations

The current study found a variety of institutional logics present within the case faculty and UiO, as anticipated based on previous research which identified HEIs as arenas of numerous and competing institutional logics (see e.g. Lepori, 2016; Pache & Santos, 2013). The key logics identified in the current study included those which were first outlined in my theoretical and analytical framework; Internationalization/Global Competition (IGCL), National/Cultural Identity (NCIL), Academic Collaboration and Communication (ACCL), and Administrative Bureaucracy (ABL). These logics were detected in both document and interview data. The findings of this study also identified another logic, that of Integration and Improvement (IIL). The prevalence and relative prominence of the logics and their arguments varied between the types and sources of data (e.g. documents vs interviews, groups of actors, level of policy vs practice). These findings are of relevance to understanding social cognitive influences impacting the institutionalization of LP practice at UiO.

I identified ideal versions of the logics I expected I might find in the empirical data in my theoretical and analytical framework (Chapter 3), (see Table 3.2 in Appendix A), however, I also expected both document and interview data to contain a hybrid mixture of different logics, which was supported by my findings. The analysis of how these logics were combined within the data provide valuable insights into how individual actors and documents handle these numerous and conflicting logics and how they may seek to reconcile these differences. In the context of multiple institutional logics, actors may strategically pull on and combine logics to build legitimacy (see e.g. Pache & Santos, 2013). Key themes and interrelations between the institutional logics identified are explored below and are visualized in Appendices K-M.

7.1.1 National Cultural Identity Logic (NCIL)

As expected, the NCIL emerged most strongly in national- and sectoral-level policy documents.[35] Here, the importance of preserving and promoting the Norwegian language in HE and research was explicitly, and repeatedly, connected to the important role HEIs' serve as cultural institutions within Norwegian society, in alignment with previous research, (e.g. Linn 2010a; Björkman, 2014; Soler et al., 2018). As such, the national- and sectoral-level policy documents strengthened the NCIL by means of the established and legitimate authority of the Ministry and other sectoral institutions (e.g. UHR). Although some interviewees referred to the cultural and societal importance of building up the Norwegian language, they posed this as a *question* rather than the assumption that it is also the responsibility of IAs. That is to say that the NCIL appeared to have low legitimacy among actors when applied to the LR of IAs. Academics who disagreed with the premise that Norwegian was relevant to their work may not feel inclined to learn the language. In this situation, academics appeared, instead, to draw legitimacy from the ACCL and taken-for-granted practices regarding language choice from their discipline. References to the documents reflective of the NCIL, were used by actors instead as a way to acknowledge the formal requirements and expectations from the Ministry as a legitimate source of authority, which elicited compliance, rather than identification and internalization of the arguments they promoted.

7.1.2 Internationalization and Global Competition Logic (IGCL)

Internationalization was a central theme in both document and interview data. National and sector-level documents took a somewhat passive view of internationalization; that it was something just happening within HE, the development of which threatened the local language. This take is interesting considering internationalization has been an explicit priority and policy objective within the Norwegian HE sector for decades.[36] This being said, policy documents made some reference to measures taken to internationalize the HE and research sector in Norway. However, they denounced these actions as being unreflected and disorganized, particularly in the unsystematic increase and distribution of English medium instruction and use of English for other purposes (see also Airey et al., 2015).

Overall, policy documents at the national and sectoral levels framed internationalization as leading to an "unfortunate" development with regard to the use of language, which called for action via a more "offensive" approach to LP (see *MoM*, 2008) i.e. NCIL framed as opposing IGCL. This interpretation is in alignment with the findings of Saarinen and Taalas (2017) who

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[35] i.e. NiH (Språkrådet, 2005), MoM, (Kultur- og kyrkjedepartementet, 2008), Språkrådet (2018), Jahr et al. (2006), UHR (2007) but also evident in institutional-level documents (Hveem et al, 2006, UiO, 2010)

[36] During the reorganization of Norwegian HE at the turn of the century, internationalization was conceptually linked to quality (see DyD, Stortingsmelding No.27, 2000-2001). Further evidence of this Zeitgeist can be observed in UiO's 2010-2020 strategy, which highlighted internationalization as a central element.

identified the most common motivations for LP creation to be external, particularly that of internationalization and the increase of English. Past research has also categorized language policy and internationalization policies as promoting opposite objectives (e.g. Hultgren et al., 2014), which furthers the impression of two rather insulated strains of policy. However, as Gregersen and Östman (2018), pointed out, this separation is somewhat artificial since internationalization policies have consequences on language and LP practice exists in "the new era of internationalization" (p.52).

The theme of internationalization as a strategy and core policy objective was central within most interviews. Interviewees from all subgroups made reference to the active internationalization at UiO, within their faculty and department(s), as opposed to the more passive view of the process presented in national and sectoral policy documents. Several interviewees agreed with the observation made in policy documents regarding the unsystematic and incompletely prepared for actions taken to internationalize the sector. These staff commented, in particular, on their naivety and lack of preparedness regarding the consequences that would result from the dramatic increase in IAs at UiO.

As in the policy documents, several interviewees considered the recent focus on language and LP work to be a direct reaction to the policies and initiatives to strengthen UiO's international orientation and excellence (i.e. IGCL). However, unlike policy documents which emphasized the language aspect and an explicit shift toward a more "offensive" approach to LP (NCIL), administrative staff and academic leaders within the case faculty considered their work with LP and the LR to be part of broader integration efforts related to the aftermath of internationalization policies than a stand-alone language requirement (IIL). The connection between the focus on language, internationalization, and integration work within the case faculty was also evidenced in internal documents.

7.1.3   Integration and Improvement (IIL)

There was a strong emphasis on themes relating to the integration and inclusion of IAs among interviewees, which I consider to be a separate logic of Integration and Improvement Logic (IIL), not initially included in my theoretical or analytical framework. This logic is operationalized as a focus on fostering an inclusive environment and sense of unity and cohesion among group members for the overall strengthening and betterment of the university and its subunits. Conceptually, it can be seen as a natural extension of the internationalization work that led to the emphasis on hiring academics from abroad (IGCL); i.e. internationalization policies resulted in an acute growth in IAs, which in turn created the need for the further development of onboarding practices, including the practice of LP.

The case faculty's framing of their work with language and LP as part of a broader strategy focused on integration and inclusion, of IAs in particular, presented learning Norwegian as beneficial for IAs' own integration, as well as for the betterment of the faculty and university

as a whole. This rationale avoids the common argument that Norwegian may not be necessary or appropriate for the work of academics in certain disciplines (ACCL). The conceptualization of LP practice as part of broader integration work was also in alignment with the tone of UiO's overarching strategy and zeitgeist of the time. Interviewees recalled feeling a shift over the past decade and a half toward internationalization and an emphasis on the increased recruitment from abroad to strengthen the quality and research excellence of UiO (IGCL), also evidenced in UiO's strategic plan for 2010-2020. As the number of IAs quickly grew, the case faculty found they were ill prepared for how the sharp influx in IAs would change the working environment and the challenges that would arise. To them, it seemed the natural next progression to focus their efforts on how to better integrate and support these IAs (IIL). Around the same time as the case faculty was developing their own LP guidelines, a report on diversity and inclusion at UiO was led by Bråten and Mikalsen (2022). Like the case faculty, this report identified language to be a key factor in the integration and inclusion of international staff (IIL). Bråten and Mikalsen (2022) also reported a great deal of confusion and frustration surrounding LP at UiO and how it was (or should be) practiced, regarding the types of resources or support IAs were offered, and what might happen if the LR was not met. Greater focus on integration and diversity at UiO was also promoted in UiO's strategic plan for 2020-2030 (IIL), which de-emphasized the previous strong focus on the active internationalization of the university (IGCL).

7.1.4 *Academic Collaboration and Communication Logic (ACCL)*

The ACCL also emerged in both documents (e.g. *NiH*, 2005; *MoM*, 2008; *Jahr et al,* 2006) and interview data through references to the disciplinary differences between faculties and departments, the language of publication, and the global nature of knowledge. Although policy documents at the national and sectoral level strongly promoted the importance of Norwegian within HE (NCIL), they ultimately left the choice of language in research and publication up to the individual academics and their professional discretion (ACCL). In conceding this choice to academics, documents also request those academics be more reflected, aware, and intentional in their choice of language, in hopes that they also remember to choose Norwegian when most appropriate (see e.g. Jahr et al., 2006 and UHR, 2007). This appears to be a gentler approach to presenting the legitimacy of the NCIL, as yielding to the established legitimacy of the ACCL.

Interviewees, however, did not seem particularly concerned about the choice of language for research or publication. Several interviewees, not only IAs, talked about publishing in an international language as a matter-of-fact, taken-for-granted understanding; that in most cases, the most appropriate language for academic publication should be English or another international language. As such, the language interests of the IGCL and ACCL appear to align, as the academics interviewed expressed the desire to develop their own academic profile by producing research for an international audience, as well as to further their respective fields of research, often at a global level. Moreover, Academics who wish to develop an internationally

competitive research profile – which is what makes them attractive to universities and other research positions in the first place – are more inclined to publish in English or another international language (see also Gujord et al., 2022a; Greek & Jonsmoen, 2021). The selection of English as the language of publication was also found to be associated with prestige, with some disciplinary differences (e.g. more English in natural than social sciences) among PhD candidates (Ljosland, 2007) and non-Anglophone researchers (Stockemer & Wigginton, 2019). This being said, it is also important to point out that some disciplines are more nationally (vs internationally) oriented than others, which was considered in the selection of the case faculty.

It seems the arguments made in national- and sectoral-level policy documents encouraging the use of Norwegian in research and publication (NCIL) were easily disregarded by academics who did not believe Norwegian to be relevant to their work (ACCL). This indicates relatively low legitimacy of the NCIL and its arguments among academics. Ultimately, although the Ministry has legitimate authority over the governance of HE, it appears to have relatively weak influence over the linguistic choices of academics who are also influenced by other conditions such as their disciplinary cultures and traditions, and desire to be competitive researchers in a highly international profession.

7.1.5   *Administrative Bureaucratic Logic (ABL)*

The ABL reflects the structural and organizational frameworks of the university and the hierarchical relationships and expectations involved in the pragmatics of work with LP at UiO and within the case faculty. The ABL was not prominent in document analysis aside from the reiterated belief that Norwegian should be the language of administration within Norwegian HE. The actual pragmatics involved in the realization of LP in practice was left up to the individual institutions and their units. Within UiO, although there was a central LP, decisions on how the policy was practiced was made by the individual faculties and departments. The ABL was most prominent when discussing the organization of centralized LP and guidelines at UiO and the frustration related to navigating the University's hierarchies and bureaucratic processes. A key challenge for the organization of central LP was the perceived weakness of the administrative line of management compared to the academic line, and relatedly, the difficulty in balancing the numerous, and at times conflicting disciplinary traditions within the different faculties (ACCL).

The ABL was also central when discussing the pragmatics of practicing LP within the case faculty and its departments. The challenges discussed at the faculty and department level focused more on the challenges individuals faced trying to balance the many requirements and expectations placed on HEIs and their employees, including the requirement to learn Norwegian. Administrative staff, however, also expressed their caution not to overstep and infringe upon the jurisdiction of central administration and management when creating their own faculty guidelines and practices, indicating uncertainty of their roles and room to maneuver.

The hybrid blend of logics identified in both document and interview data was not surprising given the changes in the organization and governance of HE following NPM-inspired reforms and the accompanying changes to the academic and administrative professions (Meek et al., 2009; Gordon & Whitechurch, 2007; Noordegraaf, 2015). Much of the research applying institutional logics to studies in HE has focused on the dynamics between the traditional, social institution logic of universities and the newer, industry logic related to NPM-inspired reforms (see e.g. Upton and Warshaw, 2017; Canhilal et al., 2016) which can be contrasted with the dynamics between the ACCL and ABL in the current study.

7.1.6 Summary of Institutional Logics and their Interrelations

Multiple institutional logics were identified in each interview and policy document, though the relative prominence and positionality of these logics varied between sources of data. Please see appendices K-M for additional figures illustrating the institutional logics identified and their interrelations and a table outlining my main findings related to institutional logics.

Figure 7.1: Institutional Logics - Positionality and Interrelationships
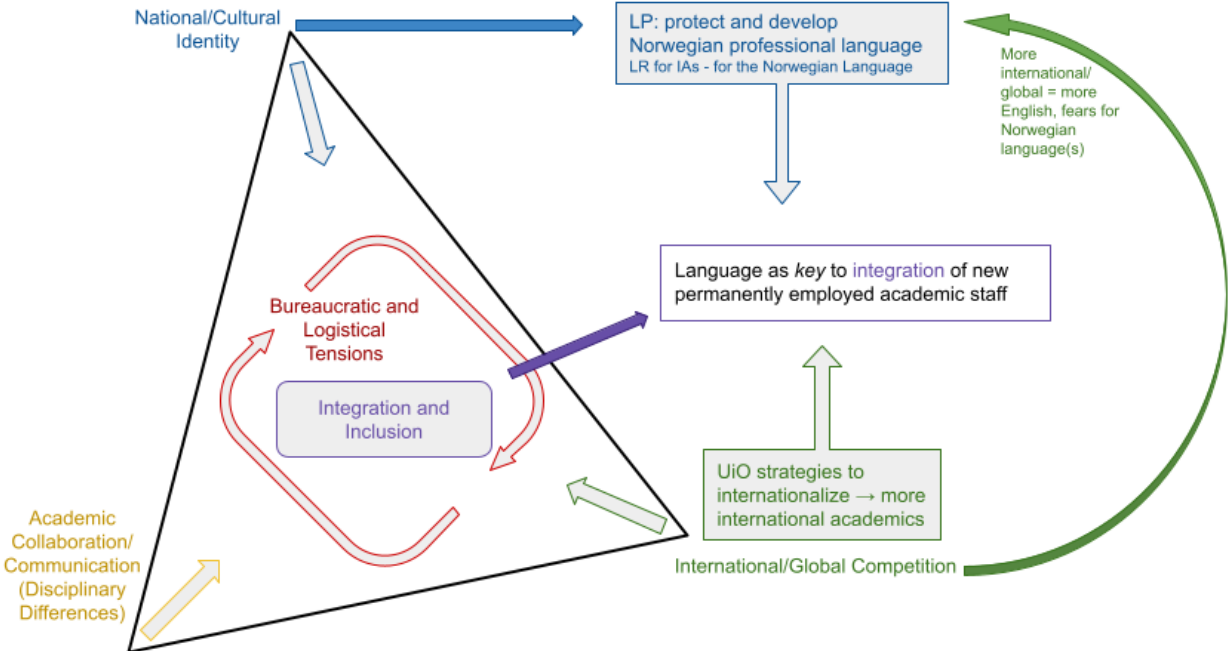
Figure 7.1 presents the key logics at play in the current study through visualization of their relative relations to one another. This visualization was inspired by Burton Clark's (1983) triangle of coordination.[37] Here, the logics of the NCIL, IGCL, and ACCL are presented as opposing corners of a triangle to represent core pressures impacting LP practice at UiO and within the case faculty. As anticipated, the NCIL was the most prominent institutional logic in

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[37] Which presented The State Authority, the Market, and the Academic Oligarchy as the three core forces influencing and holding universities together (p. 143).

national- and sector-level LP documents. This logic was framed as somewhat oppositional to the IGCL and the internationalization of the sector (and relative loss of domain to English). The concept of parallellingualism appears to be an attempt to make peace between the different policy objectives (NCIL vs IGCL) to make room for both English and Norwegian in HE. In LP documents, the NCIL was positioned as secondary to the legitimacy and taken-for-granted practices of the academic profession (ACCL). This dynamic, with the ACCL having relatively stronger legitimacy among academics than the NCIL regarding language choice, was also identified in interview data, wherein it was generally taken-for-granted that the most appropriate language for research was likely an international one. This also reflected alignment between the IGCL and the ACCL regarding language choice.

Within the triangle is the ABL, which was the most prominent logic among interviewees, particularly those in administrative positions. This makes sense given the key role administrators serve in working out the pragmatics of balancing the numerous, and at times conflicting pressures involved in LP practice, such as the many disciplinary differences at the university (ACCL). The dynamic between the ABL and NCIL was one of compliance to the legitimate authority of the Ministry, as opposed to agreement or identification with the NCIL itself. Emergent from interview data was an emphasis on integration and improvement (IIL), which appears to be the primary source of legitimacy for LP practice and work within the case faculty, as opposed to considering this work as a part of top-down emphasis on language based in LP documents from the NCIL.

Figure 7.1 also illustrates the emergence of the interest in language from the top-down, macro-level policy interest in the broader protection and preservation of academic professional language (NCIL) to the bottom-up, micro-level work and focus on integration and inclusion of IAs at UiO (IIL). The connections between these logics and the IGCL (internationalization) is also visualized. From the bottom-up work within the faculty, language was considered a\the key inclusion mechanism for IAs. As such, there has been considerable focus and work dedicated to NLT of IAs and how the university LP was practiced within the faculty. This naturally overlaps with the top-down work focusing specifically on the language itself. The focus on language as a mechanism for inclusion and improvement (IIL) appears to be beneficial. It shifts the focus of arguments for the legitimacy of the LR and LP practice away from macro-level arguments— regarding the protection of the local language (NCIL), the various traditions of the academic profession (ACCL), the desire to be globally competitive (IGCL)—to a more practically oriented local focus on how to support IAs' NLT for their own integration, as well as for the long-term benefit of the university.

Table 7.1 Institutionalization Findings

	Low	Medium	High
Standards (shared vocabulary) Legitimization	Symbols and vocabularies drawn externally to invoke support Reliance on symbols + vocabularies from higher-level policy documents. (NCIL, top-down) Actors NOT adopt same arguments as documents (IIL)	Developing institutional vocabulary Faculty vocabulary from IIL (bottom-up) Conceptually extension of internationalization work (IGCL)	Local language is rich, widely accepted and imitated/used
Appropriateness (Norms) Legitimization	Uncertainty with regard to adoption, high articulation High articulation and argumentation for naturalness of Norwegian in HE in policy documents (NCIL) articulation of benefits of Norwegian among interviewees (IIL- integration focus)	Values more clear but can provoke opposition Tension between ACCL and NCIL and IGCL - language appropriate for research and publication (top-down) Less tension between ACCL and IIL (bottom-up)	Norms and values respected/honored and objectified
Resources (programs, processes, support) Establishment	Few resources and information	"More" resources information more consistently and clearly shared Many resources, programs, and support developed Varying experiences with information sharing	Sufficient resources to meet demand (LP/ LR) Clear, consistent, current info WRT resources Academics generally felt the resources (programs/courses) existed and were sufficient
Resources (programs, processes, support) Use	Insufficient, inconsistent information about resources - resources inconsistently used Varying experiences with and knowledge of various resources available	Better information Still inconsistently used, but more than before Interviewees made temporal comparisons that it is better now than it was/had been previously	Clear, consistent, up to date information regarding resources, Consistent use of resources
Practices TFG	Idiosyncratic and developed on case-by-case basis	Consolidation occurs More standard way of doing things (from IIL) Still need for articulation/guidance	Scripted and well-rehearsed Little need for articulation
Roles TFG	Ambiguous, Unclear Actors unsure what is expected of them, uncertain of their room to maneuver (IIL becoming integrated, but still becoming established)	Varying conventions offered, some spark debate	Defined and "Steeped" with expectations

Note: highlighted cells indicate my evaluation of the institutionalization of LP practices within the case faculty. My condensed observations and analyses are presented in blue text

7.2   Institutionalization

One of the central aims of this thesis was to evaluate the institutionalization of LP practices within a case faculty at UiO. The overall assessment from my analyses of document and interview data is that the degree of institutionalization is low to moderate (see Table 7.1, p. 73**)**. The faculty appears to have struck a delicate balance among institutional logics with the IIL serving as the primary source of legitimacy and stable basis for the development of material resources and LP practices to become more standardized. Further exploration of the dynamics between the institutional logics present within LP documents and institutional context are presented including, how they were invoked by actors in the practice of LP, and how this is subsequently related to the institutionalization of LP practices and patterns of belief within the case faculty.

7.2.1   *Legitimization*

Overall, the legitimization of LP practice within the case faculty is low-medium according to the analytical framework I developed based on Colyvas and Powell (2006), see Table 7.1. The exploration of institutional logics in combination with the analysis of institutionalization has been beneficial because it appears policy documents and faculty-level actors draw legitimacy for LP practice from two different institutional logics, NCIL and IIL respectively. As opposed to a more linear path of institutionalization of the dominant logic within national- and sectoral-level LP documents (NCIL) within UiO and the case faculty. Recent work with LP practice within the case faculty has drawn legitimacy primarily from the IIL. The other logics were still present. However, the adoption of the IIL as the core source of legitimacy appears to have sidestepped some of the central arguments and tensions between the other logics, presenting a more stable foundation for the institutionalization of LP practice within the faculty.

For example, previous research highlighted disagreements over the choice of language in academia–Norwegian (NCIL) vs English (ACCL and IGCL). These disagreements have been framed by linguists as conflicting ideologies and discourses (Hultgren et al., 2014; Thingnes, 2022), differing narratives (Gujord et al., 2022b) and metaphors regarding language choice (Ljosland, 2015) with English as the natural language of internationalization, counter to LP's focus on the protection of the national language. Discussions and arguments around the use of English and/or Norwegian in HE was also central in most policy documents, and was the basis for the suggestion of parallel language use within the sector, which has itself been criticized for being more of an abstract political ideal than concrete guidance for LP (see Kuteeva & Airey, 2014). Emphasis on the IIL also evades, to some extent, disputes over the relative strength of the academic collegium (ACCL) compared to administrative management (ABL) which was common in literature applying institutional logics to the HE context (e.g. Cai & Mountford, 2022) and from interview data.

On the contrary, there is no comparable counter argument to the desire of creating a more pleasant work environment with wholly integrated staff who are able to participate fully and contribute to the continuing work on and development of the university. As such, operating from the IIL appears to be more normatively compatible and accepted by actors who also identify with other

logics– ACCL and ABL, for example. Gornitzka (1999) and Kezar and Sam (2013) highlighted the importance of normative alignment between new policies and the culture, values, and norms within the case context for them to be adopted and successfully integrated into practice. Without this normative match, these initiatives and policies fail to become fully institutionalized into taken-for-granted practices (Kezar & Sam, 2013). In sum, the IIL presents a compromise and focus most can agree on, as it is compatible to other institutional logics actors identify with.

   Standards (shared vocabulary). The development of internal standards (shared vocabulary) has become low to moderately institutionalized in the case faculty. The case faculty has been actively working to develop centralized institutional vocabulary related to LP (and the LR for IAs) over the past few years. Specifically, through the establishment of centralized guidelines for practicing the LR, and the explicit reframing of the LR to specify the level (B2), expected time frame (2 years) and more concrete tasks against which IAs can measure their progress (e.g. teaching within three years- and/or other relevant work duties). It is important to highlight that this work was presented as an extension of internationalization work within the faculty (IGCL) and is oriented around the focus on the integration and inclusion of international staff (IIL).

   However, there was also a relatively heavy use of symbols and vocabularies from higher-level policy documents, as evidenced in the language used in the new faculty-level guidelines. For example, language from paragraph 1.7 in the HE law, which outlined HEI's responsibility to *protect* and further *develop* the Norwegian language (i.e. NCIL), recurred across document and interview data. Colyvas and Powell (2006) wrote that allusion to and reliance on higher-level documents and policies when discussing local practices could be an indicator of low institutionalization of the NCIL. Moreover, reference to these documents appear to be used more for their connection with the legal authority of the Ministry, than for the actual content of the arguments being made within the documents, further demonstrating the low legitimacy of this logic among interviewees.

   The utilization of symbols and vocabularies present in national- and sector-level documents (e.g. parallellingualism) in lower-level policy documents and among actors, was one way these documents and actors could demonstrate compliance with the top-down LP (from NCIL), despite the case faculty actively promoting this practice from the IIL. This type of compartmentalization of institutional logics was identified as a possible response by actors who were familiar with two (or more) conflicting logics within a certain context (Pache & Santos, 2013). These findings can also be compared to those of Thingnes (2022) who found the acknowledgement of differing discourses regarding the use of language in HE as essential to the establishment of the legitimacy and acceptance of new guidelines. A better understanding of the dynamics between the legitimacy of the IIL and NCIL in LP practice within the case faculty requires an exploration of how appropriate actors and documents regarded these institutional logics and their associated material practices.

   Appropriateness (Norms). Arguments regarding the relevance and appropriateness of IAs learning Norwegian were central in both policy documents and interview data. National- and sectoral-level policy documents argued strongly for the "naturalness" of Norwegian in HE and as a

language of publication and research, thus representing the NCIL. This high articulation of justifications for how and why Norwegian was important is indicative of low legitimacy (Colyvas & Powell, 2006). Conversely, the central argument for the LR for IAs within the case faculty was grounded in the IIL; that learning the language was important for the overall integration of IAs, for the collective benefit of the individual, the faculty and university. Gujord et al. (2022b) reported similar assertions regarding the importance of Norwegian for work tasks other than research, which in turn contributed to greater integration and participation within the institutional environment and culture.

Although the legitimacy of the NCIL and the arguments made in national and sectoral LP documents appear to be low among the actors interviewed, the bodies which produced these documents (e.g. the Ministry and Språkrådet) are fully institutionalized as legitimate sources of authority and influence within the sector. As such, the top-down pressures from the Ministry and arguments about the naturalness and importance of Norwegian in HE, were acknowledged by university staff as a formal responsibility to the Norwegian state, which must be complied with, but were not necessarily arguments upon which actors based their own practices or beliefs. The differences between the arguments and discussions in policy documents are to interview data as the difference between *whether* to teach/learn/work in Norwegian and *how*. Among interviewees, it did not appear to be a question of *whether* IAs wanted to learn Norwegian, as the overwhelming majority wanted this (for varying reasons). Rather, the difficulties arose from the pragmatics and practicalities of making that desire a reality. It is not a question of whether. The questions are how, when, and with what resources/support.

7.2.2   Resources (programs, processes, support)

The establishment of resources to support the NLT of IAs was comparatively the most institutionalized and developed aspect of the work on LP practices within the case faculty. As illustrated in Figure 6.1, a variety of resources have been developed at the central, faculty, and departmental levels. Actors' awareness of and interpretation of the resources that existed varied greatly, indicating low to moderate levels of institutionalization. Overall, although there was growing variety of support for IAs' NLT, many IAs felt there was just not enough time for them to take advantage of the resources available. Although time can be considered a resource, and making time for NLT in the form of reduction of hours was considered a resource in the current thesis, the concept of time was also presented as somewhat separate from other resources by interviewees. When asked about what would help LP practice and work in the future, many interviewees referred to both resources *and* time. In a way, time is the ultimate resource, as it was the key determinant of actors' engagement with other NLT resources, and was calculated in the division of tasks and duties at work as well as in one's personal life.

Some resources appeared to be more institutionalized into LP practices than others (e.g. courses offered by ISS: *NORINT, NORA*), as evidenced by more consistent shared vocabulary in how they were described. All interviewees mentioned these courses and described them with

comparatively more consistency than other resources (i.e. those developed at the faculty and departmental level). ISS courses were also the most commonly utilized resource among those interviewed and appeared to be the most commonly discussed among IAs. The resources developed at the faculty and departmental levels were comparatively newer, and interviewees were less familiar with them. From a practical perspective, high variability in how resources were perceived and described poses a challenge to the normalization of their utilization, i.e. it is hard to encourage people to use things if they are unclear of what they are.

Interviewees generally felt the resources necessary to meet the LR had been created. However, there was still a desire for more formalized support with tasks, such as exams which may require Nynorsk proficiency. Several IAs also pointed out that, if IAs are to communicate and publish in Norwegian at a professional level, there is a need for continued support related to academic terminology in Norwegian. IAs generally expressed a desire for more, and ongoing, NLT support even after one was said to have met the requirement and felt their language competencies were sufficient to conduct work tasks in Norwegian. The desire for continued language support even after meeting the level of language fluency required was also expressed by McAllum (2017).

7.2.3   Taken-for-Grantedness

The taken-for-grantedness of LP practice within the case faculty is low to moderate, indicating low to moderate institutionalization. The multiple institutional logics present endorsed different LP practices as appropriate. The case faculty appears to have based their work on LP practice primarily from the IIL. Other institutional logics were still present, but the core legitimacy arguments and ideas regarding appropriate practice stemmed from the desire for a more inclusive working environment with fully integrated staff. This relatively stable hybrid constellation of institutional logics has provided stability for the development of more standardized LP practices within the case faculty.

Practices The case faculty has developed a more structured and standardized process for practicing LP as outlined in Figure 6.1. The development of centralized guidelines for practicing the LR also contributed to this structure by more explicitly outlining what was expected of IAs (see Section 6.2), as well as what IAs could expect from their faculty and departments in terms of support (e.g. financing, mentoring, tailor-made language courses, deduction of hours for NLT, etc.). This degree of specificity, in terms of the level of fluency and support, was not previously integrated into LP documents, indicating stronger standardization and formalization of practices. Furthermore, several interviewees made temporal comparisons between current practices and those before the centralized LP guidelines were developed and implemented, at which time there was no central framework or common practices developed for the reception of IAs or their NLT. Several interviewees explicitly associated the previous lack of standardization as one of the motivating forces driving LP policy work within the case faculty.

However, there was still a high level of uncertainty with regard to *how* the new faculty guidelines should be interpreted and practiced (e.g. whether they represent a minimum requirement

or maximum-limit of support). Interviewees also desired more explicit articulation of and justification for the LR. Interviewees from all groups expressed a strong desire for more guidance and support in how the LP should be practiced. These findings support those of Siiner (2016) and Jürna (2014) who both found that the lack of guidance on how LP should be practiced and enforced led to confusion and inconsistencies in its implementation and practice in the Danish context. It is also evidence of the importance of a well-established infrastructure (including formal evaluation processes) for the successful institutionalization of new practices (Graham, Woodfield, & Harrison, 2013). Graham et al. (2013) also emphasized the importance of articulating a clear *purpose* of the new practices and to clearly define what all they will involve to facilitate advocacy and movement. Criticism of LPs for being more ideological in nature and ambiguous in meaning, as found in previous research (see e.g. Björkman, 2014) and the current study, is not new. Unlike Jürna (2014) the current study found that academic leaders within the case faculty reported they encouraged IAs to learn Norwegian (specifically from the IIL), indicating a comparably more supportive environment in which support for the practice of NLT was more established.

There was high variability in actors' reported experiences of how LP was practiced within the faculty, in terms of the types of resources and information that was made available and their use of them, as well as feeling follow-up and enforcement was lacking. Specifically, many felt nothing would happen were one to fail to meet this LR, which was irritating to some and concerning to most. This uncertainty and lack of clarity regarding potential consequences is further evidence of low institutionalization of LP practices within the case faculty. Gujord et al. (2022a) also reported differing experiences among staff regarding the awareness of and experiences with LP in Norwegian HEIs. However, unlike Gujord et al. (2022) where half or fewer of the permanently employed IAs felt the importance of learning Norwegian had been communicated to them during the hiring process, all IAs I interviewed felt the LR was clearly communicated during the hiring process. There was also broad consensus between interviewees regarding when and how the LR was thematized. This being said, the sample size within the current study was much smaller than in Gujord et al. (2022) and, like Gujord et al. (2022), the current study also found more variability in the experiences during the onboarding process and beyond.

In sum, LP practices in the case faculty were no longer developed on a case-by-case basis as the faculty had developed more formalized guidelines and structure for LP practice. There were also more resources in development to support IAs' fulfillment of the LR. However, the diversity in actors' knowledge of, utilization of, and experiences with existing practices indicate high variability and thus relatively low taken-for-grantedness. Interviewees from all groups also wanted further guidance and structure regarding LP practice. Many interviewees also expressed a desire for more understanding from others regarding the challenges they (as international academics, administrators, leaders, and Norwegian staff) faced related to LP practice, centrally and within the case faculty. Essentially, there was a strong desire expressed by all groups of interviewees, for the language learning process to become normalized and more integrated in the university's practices.

Roles. With the development of centralized faculty-level guidelines and processes, there appears to be a more concrete division of roles and responsibilities between actors and levels. The communication of these divisions, however, seems to be lagging behind, which may be why there was little consensus among interviewees. Confusion and uncertainty were two of the most prominent themes regarding the division of responsibility, expectations, and roles among academic and administrative staff. Interviewees from the case faculty shared conflicting reports of how responsibility for LP follow-up was delegated within the faculty and its departments. There also appeared to be a lack of clarity regarding the division of responsibilities between the different levels of the university—both between the case faculty and its departments and between the central administration and the faculties at UiO. Although there is an established hierarchy of authority within the university (see Figure 5.2 in Appendix H), it seems the integration of responsibilities related to LP practice are still being worked into this overall framework. Administrative staff in particular reported wariness and caution not to overstep the bounds of their authority and encroach upon that of other levels. In this uncertainty, it also seems each level is looking to another for guidance.

At the local and individual level, staff expressed the desire for more concrete direction from the faculty-level, and/or from central leadership. In the development of faculty guidelines, staff sought counsel from central administration and continued to wish for further direction from above. The development of central (university) LP required looking to the faculties and departments to design policy that was passable to the many disciplines and traditions represented at the university, as well as manage expectations from the national and sectoral level. While those below (from the departments and faculties) were looking to the levels above for guidance, administrative staff expressed how the acceptance and "success" of central LP at UiO was dependent on approval from the different faculties and departments, all of which have dissimilar and even conflicting approaches to language within their disciplines (i.e. ACCL). LP guidelines for the overall university must be general and flexible enough to be accepted by the many and diverse faculties and disciplinary traditions present, at the same time, it must be specific enough to be clear and effective. Faculty guidelines must balance these same dynamics, with consideration to the disciplinary differences between the departments it houses.

An added challenge to the establishment and standardization of new roles and practices within the university context is the constant process of democratic turnover in leadership at all levels. Leadership within the case faculty has prioritized work with LP and the LR for IAs, but what will happen when new leadership is elected? Although movement of personnel is a natural phenomenon in many organizations, the perpetual changes among staff also means fluctuation in the balance between institutional logics as people move around. How will the shifting in the delicate balance of institutional logics impact LP practice in the future? How embedded must practices become to survive changes in personnel? These questions present opportunities for further exploration.

7.3   Further Discussion and Closing Comments

A key assumption underlying the current thesis was that the top-down push for the formalization of LP practice in Norwegian HE denoted a change from the traditional control of language practices by academic communities to stronger state involvement in these practices, which appears to be supported based on the findings and analyses reported above. I anticipated policies from the national level would be implemented and practiced in a linear, top-down manner given the legitimate authority of the Ministry and other bodies such as UHR. I had also initially believed there would be more central organization and control of resources, which would also be indicative of a more top-down manner of LP work and resource distribution.

In the case of LP within UiO, however, it was the faculty level that spearheaded recent work with LP rather than central administration. Moreover, the arguments of the case faculty did not appear to stem from the NCIL, but rather the IIL, which also demonstrates a more bottom-up approach to this work. From a conceptual and institutional logics perspective, the emphasis on integration and improvement also appears to be generally compatible with the other institutional logics. To use Linn's (2010a) metaphor of voices from above and below, although both parties are talking about the same thing (LP and the LR for IAs), they find alignment in the instrumental goal of learning the language from the perspective of differing institutional logics. In this case, it does not seem that they are talking past one another, or trying to shout over the other, but that the faculty has talked their way *around* theoretical misalignments between the NCIL and the ACCL.

7.3.1   *Axes of Balance: New and Old Dynamics, Motivation vs Punishment, Resources vs Time*

It is important to re-emphasize that the LR itself was not new to the case faculty. Prior to the faculty's central work with LP, the practices related to this LR varied greatly between and within departments. It seems there was regularity in the irregularity with which the policy was practiced and followed up, with fewer resources and no centralized guidelines. This lack of standardization had, in a way, become the institutionalized standard, which means the path toward the institutionalization of new practices must actively work to overcome the previous norm of non-standardization. What interviewees did identify as new was the emphasis on internationalization as a strategy (IGCL) over the past decade and a half, including hiring more staff with international experience. It was also widely assumed that employees with international experience were beneficial to HEIs by virtue of their perspectives and experiences from abroad, for the enhancement of the quality of the education experience and organizational processes (see also Gornitzka & Langfeldt, 2008). However, as expressed by interviewees in the current study and in Jonsmoen and Greek (2021), universities do not appear to be accessing the full benefits of having these internationally experienced academic staff. Relatedly, the sharp increase of IAs overwhelmed the dispersed practices within the case faculty, which ultimately led to what interviewees viewed as a schism between the Norwegian and non-Norwegian academic staff, including the uneven distribution of duties (see also Greek & Jonsmoen, 2021). This finding illustrates the observation made by Hoffman (2009) on how the sharp increase in the number of migrant academics has outpaced HEIs'

ability to handle the many challenges that arise with such change in personnel. It is also why the case faculty's focus on the integration and inclusion of these staff is so beneficial, because it addresses the more immediate problems that have arisen in the working environment, and will hopefully, in the long run, contribute to better utilization of staff's international experiences and insights.

Governance and Authority. Although the top-down message from the Ministry and other sectoral bodies was clear (that it is important to protect and further develop the Norwegian language within the HE and research sector), there was little explicit reference to the language competencies and NLT of IAs in Norway, with the exception of the 2022 Allocation letter from the Ministry which was very explicit. Administrative staff reflected on this change in tone from above as feeling rather sudden, which caused a bit of a panic at UiO since they did not have a centralized means of following up on the LR for IAs. The more direct involvement of the Ministry and other sector-level bodies in LP in Norwegian HE was also considered relatively new among interviewees. This can be interpreted, as anticipated, as a shift from the more traditional, academic authority and self-governance of practice as according to their professional norms and institutional conventions, to more top-down government interference, including writing the responsibility for Norwegian professional language into the HE law. As was also noted by several administrative staff who viewed the current Ministry as more detail-oriented than their predecessors in their management/governance style.

Administrative staff found themselves caught between top-down pressures from the state via formal requirements, laws, and expectations and academic disciplinary variety and tradition from the bottom-up; two institutionalized and legitimate sources of authority. The challenges of balancing these potentially conflicting institutional logics (i.e. NCIL from above, ACCL from below) presented something of a bureaucratic organizational puzzle, which had ultimately resulted in a lack of progress at the central policy level. Coordination and balance across many levels involved in LP work adds another layer of complexity to the challenges of LP work (Ljosland, 2015), as was also observed in the findings of the current study regarding uncertainty around the division of roles and authority from one level to the next and thus their corresponding room to maneuver.

Balancing the dynamics between the varying disciplinary units within the university was another commonly mentioned challenge for the creation and practice of LP at UiO. Although research such as Kuteeva and Airey (2014) thought institutional LPs failed to account for disciplinary differences in the use of and relationships to language, the current thesis revealed that administrative staff were very aware of the many and nuanced opinions regarding language and LP at the university, and were trying to create a central policy that was acceptable for the many faculties and disciplines involved. Both central and faculty administrators were working to accommodate the diversity of different disciplinary traditions and needs, while at the same time, trying to navigate and clarify their own room to maneuver.

In practice, this becomes a balance between the level of detail provided in language policies and the space left for flexibility in how the policy can be adapted into practice. To connect these

empirical findings back to institutional logics, it appears central administration were most actively working from the ABL in their work trying to balance the many other logics and opinions. Whereas those at the faculty level were concerned they were overextending their reach with regard to the hierarchical organization within the university (ABL). The authority and legitimacy of the ABL within the university context appears to be lesser than that of the ACCL, as evidenced by the impression by administrative staff that the administrative line of management was comparatively weaker than the authority and influence of the traditional, academic line within the institution. This being said, rather than emphasizing division between the administrative and academic components of the university, there appeared to be alignment and collaboration within the case faculty through the mutually accepted emphasis on integration and improvement (IIL). Overall, when discussing LP, there appeared to be a great deal of focus on the responsibility to the Ministry above, but several interviewees also felt the university had a responsibility to the IAs below as well. Several interviewees felt strongly that the purpose of these policies and the LR was not to be strict, but to fulfill UiO's institutional responsibility to clearly communicate and follow up on the expectations and requirements of IAs in Norway.

The Carrot, the Whip, and Democratic Considerations. Another axis of balance was identified between motivating and supporting IAs to learn the language (the carrot) and potential sanctions for those who do not (the whip); balancing the desire to be supportive, flexible, and understanding with being firm. Several interviewees mentioned it being difficult to consider punishing IAs who had not met the LR, when many felt they lacked the guidance and support to do so, i.e. that the institutional responsibility had not been met. On a similar note, although Norway introduced its new language law in 2022,[38] there are no listed sanctions or consequences for breaking this law. With no clear legal ramifications, the stakes may feel low. This being said, Språkrådet recently shared they are considering introducing a fine or other kind of legal consequence for failing to adhere to the statutory requirement pertaining to the balance between *Nynorsk* and *Bokmål*[39] (Svendsen, 2023) which could indicate a shift toward more active enforcement of LP in Norway.

Some interviewees expressed feelings of unfairness with regard to the LR for IAs, as this NLT came *on top of* everything else they were required to do as an extra, and time-consuming, task their Scandinavian counterparts did not have. With limited time, several IAs emphasized the relative prominence they felt their research and other duties took, particularly when uncertain of how long they planned to stay in Norway. Soler Carbonell and Jürna (2017) found similar sentiments among IAs who said they would rather focus on honing their English-language skills rather than invest large amounts of time and energy into learning the local language (Danish, Estonian). The matter of LP can also become a democratic issue in the sense that it is questionable whether people can really be forced to learn or use a language if they do not want to or do not feel it is appropriate (e.g. Linn, 2010b, Spolsky, 2012). This argument was most evident in instances of conflict between the top-

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[38] https://lovdata.no/dokument/NL/lov/2021-05-21-42
[39] https://khrono.no/vil-ha-bot-for-brot-pa-spraklova-under-fem-prosent-nynorsk-ved-fleire-universitet/776748

down LP from the NCIL and the bottom-up disciplinary traditions and use of language among academics (ACCL) in which case the legitimacy of the ACCL overtakes that of the NCIL. The LP practice focus from the faculty-level, around the desire to integrate and fully include IAs in the faculty and university practices, emphasizes the other side of the democracy argument (IIL). Namely, to be included in the democratic boards, committees, and bodies which make important decisions for the university at all levels, it is vital that one speaks the language. This focus also avoids conflicts regarding the appropriateness of language in research by focusing on other aspects of IAs' professional tasks.

Interviewees who brought up the importance of contributing to the democratic processes at the university seemed to hope this would naturally motivate IAs to learn the language. However, excusal from such administrative tasks could also be perceived as a motivating factor since IAs could put this time toward other, more desirable tasks, such as research, as suggested in previous research (Molde & Wunderlich, 2021; Jonsmoen & Greek, 2021). From this perspective, it could be argued it is advantageous to *not* spend time learning Norwegian and to save additional time by not having to participate in Norwegian-speaking administrative meetings and tasks. However, the endorsement of this kind of thinking, which appears to be born out of the desire to be academically competitive and prolific, is also likely what led to the observed division between IAs and Norwegian academics (see also Kirilova and Lønsmann, 2020). The schism that ultimately resulted in feelings of discontent all around. In the end, it seems balance between the multiple institutional logics is necessary, and the emphasis on the IIL has been beneficial for the case faculty. Further insights into the way LP is interpreted and practiced at UiO is also increasingly relevant as the University Board recently announced UiO would have an updated LP by the end of 2023 (Toft, 2023) which will be the first update to the central policy since it was approved in 2010.

8   Conclusion

The final chapter of this Master's thesis returns to the research questions posed in the first chapter to provide answers based on the findings and related discussions presented over the past three chapters. This thesis was inspired by the enhanced focus on language and LP in the context of Norwegian HE, and the specific emphasis on the NLT of IAs working in Norway. This thesis adds knowledge to the field of LP and HE studies by systematically researching the LP practices of a single faculty within the social sciences and humanities at the University of Oslo. This study analyzed the extent to which LP practices have become institutionalized, and identified conceptual and practical challenges to this process, as well as how actors themselves believed LP work could be improved. Implications, policy suggestions, and conceptual insights are shared, as well as recommendations for further research on similar themes.

8.1   Answering the Research Questions

The overarching question framing the current thesis was, *How is language policy being practiced at the case faculty within the University of Oslo?* To answer this question, I have posed a series of sub-questions, which will be addressed and answered first.

- *How is language policy presented in policy documents and understood among key actors (academics, administrative staff, and leadership)?*

Document analysis of national-, sectoral-, and institutional-level LP documents found IAs, and the LR for IAs, were rarely explicitly mentioned. Instead, this expectation was implicitly communicated through other arguments and assumptions made regarding language choice in HE. There was general agreement among those interviewed regarding LP at UiO and within the case faculty, that IAs who were not fluent in a Scandinavian language were required to learn Norwegian within the first 2-3 years of their employment. However, there was still variation in how actors interpreted the new faculty-level guidelines, e.g. whether the guidelines should be interpreted as a baseline or maximum allowance, and in how feasible they believed fulfilling the LR was for IAs with the resources and structure in place.

The current study identified core differences between how LP was presented in policy documents and among university staff through the application of institutional logics. A variety of institutional logics were identified in the data; Internationalization/Global Competition (IGCL), National/Cultural Identity (NCIL), Academic Collaboration and Communication (ACCL), Administrative Bureaucracy (ABL), and Integration and Improvement (IIL). A hybrid blend of logics was identified in each interview and policy document, with each demonstrating a nuanced understanding of the logics involved, including those not central to the actor or document in question. Although multiple logics were identified in individual documents and among interviewees with differing levels of adherence, the findings suggest two core, overarching approaches to LP work and practice, based on two different sources of legitimacy. The emphasis from the top-down (most prominent in national- and sector-level policy documents) was oriented around the NCIL and

backed by the institutionalized authority of the Ministry and other sectoral bodies. From the bottom-up, the key arguments were organized around the IIL, as the primary source of legitimacy and template for appropriate action. Although the content and normative basis for arguments for LP differed between these two logics, both focused on the material goal of having IAs learn Norwegian. Arguments from the IIL highlighted language as a/the key to integration and as important to the overall benefit of the faculty and broader university. Whereas the NCIL had a more macro-level focus on the importance of Norwegian for the future of the Norwegian language and society itself.

LP practice was conceptually linked to internationalization (IGCL) in both policy documents (from the NCIL) and among interviewees (who identified most strongly with the IIL). The NCIL positions itself, and LP, as somewhat counter to internationalization, through statements such as the need for a more offensive LP and parallellingualism for the reversal of domain loss. The IIL, on the other hand, positioned itself as a direct offshoot of the institutionalization policies (IGCL) within UiO and case faculty, with a more human-centered focus on the organizational responsibility to the university's employees. Actors within the university also spoke to the presence of and consideration for the ACCL through references to the varying disciplinary traditions and strong academic authority within the university. The ABL was likewise central to interviews, getting into the pragmatics and bureaucracy involved in balancing the many institutional logics present within the university in combination with the structural and hierarchical frameworks at UiO.

- *What resources support the Norwegian language training of international academic staff?*
    - *What processes currently exist and how are they being followed up?*
    - *How do actors refer to and make use of the programs, resources, and processes related to language policy and language training for international academics?*

A variety of resources have been organized at the central (institutional), faculty, and departmental levels to support the NLT of IAs (see Figure 6.1) including, for example, new centralized guidelines for the practice of the LR, language courses, mentoring, and financial support. Although many believed the resources that had been, or were being, created to support IAs' NLT were sufficient to help IAs meet this LR, IAs also felt it was difficult to make use of the resources that existed due to their busy schedules. There was also a general desire for more structure and guidance related to NLT and better access to information related to LP and resources to support them. Many IAs also desired continued support (resources, guidance, etc.) even after having achieved the required level of fluency and felt comfortable performing work tasks in Norwegian.

The case faculty has developed a more formalized process for introducing IAs to the LR in the hiring process, and providing follow up and support throughout their onboarding. The current study found general consistency and agreement on LP was practiced in the hiring process. However, there was broad diversity in actors' experiences with and perceptions of their onboarding and other follow-up experiences. This being said, some of this variation could be from differences in when interviewees were hired and their current reported proficiency in Norwegian. None of the IAs interviewed felt they had received pointed follow up related to their NLT.

- *How institutionalized have language policy practices become within the case faculty?*

Overall, the LP practices of the case faculty were assessed to be low to moderately institutionalized. Actors' differing levels of adherence to the institutional logics present in LP debates posed a cognitive challenge to the process of institutionalization, as actors are exposed to and must balance multiple sources of legitimacy and guidelines for appropriate behavior. Moreover, the institutionalization of practices related to the faculty's new LP guidelines must overcome the previously established practice of decentralization and irregular follow-up organized on more of a case-by-case basis. One of the most promising findings from the current study for the continued institutionalization of LP practice, is that most interviewees expressed a strong desire for LP, and the practice of the LR for IAs, to become a more integrated and normalized part of university practices. However, further institutionalization of these practices within the case faculty is also dependent upon the relative stability of the institutional logics identified. The case faculty appears to have primarily drawn legitimacy for LP practices from the IIL, which seems to have helped progress the development of more standardized material practices and resources. However, the balance the case faculty has found between the competing institutional logics present (NCIL vs ACCL; NCIL vs IGCL; ACCL vs ABL, etc.), through the emphasis on the IIL is a delicate one.

Overarching Question: How is LP being practiced at the case faculty within the University of Oslo?

Digging into the practice of the LR for IAs and work with LP at UiO and in the case faculty has revealed a tangle of competing tensions and diverse experiences. Evidence from the case faculty demonstrates a shift toward stronger centralization, standardization, and guidance in these practices, which appear to be well received among staff, despite many feeling there was still room for further improvement. It also seems staff within the case faculty were generally more aware of the LR now because of how actively the case faculty has been working with this topic.

8.2 Empirical and Conceptual Implications and Policy Suggestions

This thesis has produced valuable information on LP practice at UiO as it pertains to the LR and NLT of IAs. This thesis contributes to the research on LP, which has primarily been conducted by linguists, through the application of institutional theory to the study of LP practices. This is, to the best of my knowledge, the first study to apply institutional theory to the study of LP practices in the context of Norwegian HE. Institutional theory, specifically institutional logics (Lounsbury et al., 2012) and institutionalization (Colyvas & Powell, 2006), provided a useful framework for conceptualizing the many institutionalized pressures and expectations that may influence actors' LP practices, as well as for exploring how these opposing patterns of doing and thinking were connected to the normalization of LP practice into legitimate and taken-for-granted practices within the case faculty. Although generalization of the study's empirical findings is limited, the framework created for the evaluation of the institutionalization of LP practices, and the institutional logics present within the university context, may be utilized by future research interested in the processes of change and stability in LP practices in Norwegian HE.

Conceptually, I think the work the faculty is doing to integrate LP practice and NLT into the broader onboarding and inclusion practices from the IIL is beneficial because it takes the focus and stress away from the perceived dichotomy between the national cultural identity and local language (NCIL) vs internationalization of/in HE (IGCL), and focuses instead on the human level and arguably universal interest in building a stronger university. This study has also added to LP literature by mapping the practice of LP (i.e. IAs' introduction to the LR and subsequent follow-up), as well as creating an overview of the resources that have been organized to support this practice. Although not all resources and processes developed by the case faculty and used by IAs are necessarily applicable to other empirical contexts, insights into how other faculties are handling this requirement may support the work of other faculties at UiO and beyond.

Policy suggestions for the case faculty and UiO are based on the findings of the current thesis (i.e. the explicit desires and recommendations from interviewees, see section 6.1.3), and generally revolve around the themes of increased guidance and organization of LP work and practice (see Table 6.1 in Appendix I). Specifically, I think the practice of LP would benefit from the development of a more explicit roadmap or step-by-step guide for NLT, with information about the various resources available, against which IAs could measure their own progress. Relatedly, many interviewees desired further structure and clarity regarding for *how* IAs were to master the Norwegian language. The creation of more formalized and structured follow-up regarding NLT, including support after one is said to have met the formal requirement, would be beneficial. More broadly, it seems the two most pressing elements were time and information. If the faculty is serious about its work with LP and the NLT of IAs, it needs to prioritize making time for this work. This time can come from hiring more employees, so IAs can dedicate more time to NLT, or to otherwise redistribute work to prioritize work with LP. If the LR for IAs to master the Norwegian language is to be enforced, the institution must also uphold its responsibility to their employees by establishing sufficient frameworks to support IAs learning Norwegian. Relatedly, I think more explicit communication of the reasoning behind the LR would be beneficial as well, to promote understanding not only among IAs, but in the faculty more broadly to continue the work focused on making a more supportive and inclusive working environment (IIL). Ideally, this information would also address the needed clarity regarding the division of authority between the different levels of the university and beyond, so each level is able to act within their fullest ability.

One of the main recommended measures/resources proposed during the development of LP in Norwegian HE was the establishment of a language center to act as a concentrated place for managing language.[40] The matter of language centers was not brought up by interviewees in the current thesis, however I still think it would be a valuable resource. A language center could provide centrally organized language support to the entire institution via services such as language correction (språkvask), support with Nynorsk, and act as a centralized resource for information about language and LP at the university, as proposed in previous policy documents (e.g. Hveem et

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[40]Språkrådet (2018); Hveem et al., (2006, p. 23). This suggestion was also made years later by professor Hanne Gram Simonsen in an article published in UiO's online newspaper in 2011 (Lindqvist, 2011, January).

al., 2006). This would also address the desire for more concrete guidance and support regarding NLT and other language-related issues among interviewees, as well as the desire for more accessible information and awareness about LP in general.

8.3   Limitations and Suggestions for Future Research

A considerable limitation of the current study is that because the academics I interviewed were hired at different times, the information regarding faculty and department practices during their onboarding do not necessarily reflect current practices or experiences of the very newly employed IAs. It could be that IAs hired since the new LP guidelines were approved, and new mentoring program implemented, experience LP practices differently than those who came before. This being said, it is still important to make sure those hired before the new LP guidelines were passed still receive the support needed to meet this requirement and are not forgotten. Future research could explore the experiences of IAs who participated in the new onboarding/mentor program to those who did not, over the course of their first two years of employment. Future research could also investigate and compare the onboarding experiences of IAs hired on permanent vs temporary contracts, and specifically how LP is thematized and follow-up for academics transitioning from temporary to permanent contacts at the same university.

This research into the NLT of IAs has focused on actors' interactions and experiences with the Norwegian language, however at UiO, all three Scandinavian languages (Norwegian, Danish, Swedish) have equal status when it comes to teaching (UiO, 2010). Furthermore, IAs fluent in a Scandinavian language are not required to learn Norwegian, according to the case faculty's LP guidelines. This means IAs also likely interact with Danish- and Swedish-speaking colleagues. What are these experiences like? Relatedly, in a country with perhaps countless spoken dialects, how do IAs, HEIs, and others handle this linguistic diversity? What about Nynorsk? Future research should further explore the experiences of IAs navigating linguistic diversity between different forms of Norwegian and other Scandinavian languages.

Further exploration of the connection between the practice of language policy and internationalization policy could also be beneficial for understanding the relationship between the dynamics of these two policies which appear to have many areas of overlap, but tend to be framed as opposing, particularly when it comes to language. Moreover, both language policies and internationalization policies draw on the concept of quality. It could be interesting to investigate this overlap and look into whether these policies are drawing on different definitions of quality (Harvey & Green, 1993), and how these conceptualizations relate to practice. Finally, research on language policy in the Norwegian context could be further contextualized into the field of HE by looking more explicitly into the role of the university. Findings from document and interview analyses from the current study *could* point toward a model of stronger state steering and by extension, the vision of the university as an instrument of the state (Olsen, 1988; 2007). However, it is beyond the scope of the current thesis to thoroughly investigate the connection between Norwegian LP and governance within the sector, but this could be an interesting avenue for future research.

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Appendices

Appendix A: Institutional Logics (keywords, indicators, expectations)
Table 3.2: Ideal Institutional Logics: Keywords, Indicators, Expectations

	Keywords/themes - indicators of logics	Key Mechanism	Expectations
International/ Global Competition	- Market - Competition - Internationalization as a strategy - Desire to be attractive/ internationally competitive (related to recruitment) - Mobility - staff and students - Excellence - Rankings - Innovation - Support for English to enhance international and competitive orientation	English as an internationalization strategy for competition in the global market for higher education.	Most evidence via interviews with institutional staff who work with language policy and international academic staff who have this requirement. Focus on institutional- and departmental-level (meso) Most discussed by leadership/management
National/ Cultural Identity	- Protect (maintain) and promote (develop) local (Norwegian) language - Culture, tradition, heritage - Nationalism - Samfunnsbærande (society bearing), - Domenetap (Domain loss) - Parallellingualism (parallel language) - Universities as cultural institutions - As cultural institutions - Universities have a responsibility to Norwegian society and social development and dissemination of knowledge to public	Language Policy National language agenda	More prominent in policy documents - particularly those at the national and sectoral level Most present in policy documents May be linked to compliance among interviewees
Academic Collaboration and Communication	- Academic community and profession - How academics communicate- their language in research and publication - Emphasis on academic autonomy and agency in choice of language - Importance of English (and other international languages) for academic publication and research - Global orientation of knowledge + academia - Importance of disciplinary differences (traditions, requirements, language)	Academic work and traditions within the different disciplines	Strongest from bottom-up (i.e. among academics within the departments). Also present in policy documents via references to language of publication Focus on individual level (micro) Most prevalent among academics
Administrative Bureaucratic	- Hierarchical structures and machinery keeping the university running - Bureaucracy involved in processes - Checking boxes and compliance (with existing frameworks and requirements) - Administrative language of communication - Pragmatics of "Getting the job done" - how to make things work in practice - resources available - structures in place	Compliance, managing, and organizing work based on the different frameworks, expectations, and requirements	Official language of administration generally Norwegian Most discussed among administrators and leaders who are working with organizing LP practices

Source: Author

Appendix B: Break down of interviewees

- 2 who held leadership positions (at department, faculty, or university level)
- 4 who held administrative positions (at department, faculty, or university level)
- 6 who held academic positions (within the selected departments)
- 4 who identified as international persons in Norway (i.e. those who participated in Norwegian language training as part of their integration at UiO)

Please note that interviewees are counted multiple times in this list based on the nature of their work (academic vs administrative) and status as an international or national academic in Norway. This was done for the protection of the anonymity of informants.

Interviews were conducted in January and February 2023

Appendix C: Policy Documents from National, Sectoral, Institutional, and Faculty Level

Note: In the current thesis, documents from the National level have other sectors included in the overall document, whereas sector-level documents focus exclusively on the HE and research sector specifically.

Language Policy Documents at the National and Sectoral Level

- *Norsk i Hundre!* (Språkrådet, 2005)
  - Chapter 6: Higher Education and Research (p. 70-84)

- *St.meld. nr. 35 (2007-2008) Mål og meining— Ein heilskapleg norsk språkpolitikk* (Kultur- og kyrkjedepartementet, 2008)
  - Chapter 1: Purpose and Background (p. 13-20)
  - Chapter 2: Summary (p. 21-22)
  - Section 3.4: 3.4: Legislation on language policy (p. 30-33)
  - Section 7.3: Language use in higher education and research (p. 109-124)

- *Veiviser for språkvalg i universitets- og høgskolesektoren* (Språkrådet, 2018)
  - Whole Document (i.e. webpage)

- *Framlegg til ein språkpolitikk for universitet og høgskolar i Noreg* (Jahr et al., 2006)
  - Whole document

- Universitets- og høgskolerådet language policy platform (UHR, 2007)
  - Whole document

Language Policy Documents at the Institutional Level

- *Snart to Hundre!* (Hveem et al., 2006)
  - Whole document

- *Language Policy Guidelines for the University of Oslo* (online, approved Sept, 2010)
  - Whole Document

- Other institutional-level documents
  - such as strategy documents, protocols from the university board, and other internal documents that discussed the LR for IAs or resources designed to support them.
    - The University of Oslo: Strategy 2030
    - The University of Oslo: Strategy 2020
    - Oppfølging av tiltaksplan for mangfold, likestilling og inkludering 2021-2024
    - Orientering om prosjektet UiO: Mottak av internasjonale ansatte (Universitetsstyret, arkivsaksnr.: 2017/6469)
    - Årsrapport 2019 inklu. Avlagt årsregnskap (2018; 2019; 2020; 2021; 2022)
    - *Mangfold og inkludering ved Universitet i Oslo – en forskningsrapport* (Bråten og Mikalsen, 2022)

Internal Faculty Documents on the Language Policy and Onboarding of International Staff

Including faculty strategy and planning documents, protocols from the faculty board's meetings, and documents related to onboarding and orientation of new academic staff at UiO.

- Documents related to reception, onboarding, and follow up of new employees in case faculty

- Approved practical guidelines for practicing the language requirement within case faculty

- Protocol from faculty board meeting at which the proposal for the guidelines for the practice of the language requirement within the faculty were discussed and approved.
    - Reports from faculty's working group
    - Attachments from the working groups' report presented as part of the proposal for guidelines for the practice of the language requirement within the faculty

- Internal Documents related to the Mentor Program which is being piloted within the faculty

- Documents relating to the tailor-made language courses

Are you interested in taking part in the research project

"Language Policy at the University of Oslo"?

The main purpose of this research project is to explore how language policy (related to the Norwegian language-learning of international/transnational academics in Norway) is being implemented and practiced at the University of Oslo.

Purpose of the project
This project is a master's thesis at the University of Oslo Department of Education
This master's thesis aims to examine language policy and practice at the University of Oslo through a case study analysis.

The Central Research Questions for this study are:
- How is language policy being implemented and practiced at the University of Oslo?
- How do different key actors (academics, administrative staff, and leadership) interpret, understand, and practice language policy?
- What programs, and other resources exist to support the Norwegian language learning of international academic staff?
- How are these resources being utilized by staff?
- How normalized/integrated have language policy practices become?

Who is Responsible for this research project?
The University of Oslo is the institution responsible for this research project. Ayla Rubenstein, a master's student at the Department of Education, is the responsible researcher. Mari Elken, an associate professor at the Department of Education, is the project leader

Why are you being asked to participate?
For leadership: You are being asked to participate as someone who works in the management and leadership at the university and has experience with language policy work, and based on recommendations from other members of university staff. Your contact information was gathered from the University of Oslo's staff directory.

For international academic staff: You are being asked to participate as an international academic staff within one of the selected departments on a permanent contract and based on recommendations from other members of university staff. Your contact information was gathered from the University of Oslo's staff directory.

For Norwegian academic staff: You are being asked to participate as an academic staff member within one of the selected departments who works closely with international academic staff within the department. You are being contacted based on recommendations from other members of university staff. Your contact information was gathered from the University of Oslo's staff directory.

For Administrative Staff: You are being asked to participate as an administrative staff member who works with language policy and/or international academic staff at the university, and based on recommendations from other members of university staff. Your contact information was gathered from the University of Oslo's staff directory.

All: This study intends to conduct interviews with international/transnational academic staff within different departments at the University of Oslo as well as interviews with administrative staff and leadership who work directly with language policy at the university for approximately 8-10 interviews. These departments were selected due to their national/international orientation.

What does participation involve for you?
I am asking you to partake in a personal interview lasting approximately 45-60 minutes to discuss your experiences with language policy and practice at the University of Oslo and your department.

The questions in the interview are open-ended and cover topics such as language policy at the university of Oslo and your work and perceptions of language policy. These themes will be similar for all groups of participants interviewed.

The interviews will be conducted in-person or remotely via Zoom. The audio from the interview will be recorded using Nettskjema-diktafon — an application for smartphones that is the official recording service developed and approved by the University of Oslo.

Participation is Voluntary
Participation in this project is completely voluntary. If you chose to participate, you may withdraw your consent at any time without providing a reason. All personal information and information from you will be made anonymous. There will be no negative consequences for you if you decide not to participate or later decide to withdraw.

Your Personal Information and Privacy — How your personal data will be stored and used
Your personal data will only be used for the purpose(s) specified in this information letter. Your personal data will be processed confidentially and in accordance with data protection legislation (i.e. the General Data Protection Regulation and Personal Data Act). This means that:
- Aside from the researcher, Ayla Rubenstein, the supervisor of this master's thesis, Mari Elken (Department of Education, University of Oslo) will also have access to the data gathered in this project.
- No persons beside the Master's student and their supervisor will have access to personal data.
- All data will be stored on a protected, University of Oslo approved server.
- Participant identities and all identifying data will be hidden in the processed data and the released research

What will happen to your personal data at the end of this research project?
This project is scheduled to end in December, 2023. The results will be reported in this student's master's thesis and may be presented in academic journals. Audio recordings will be deleted at the end of the project. Anonymised transcripts will be kept up to one year after the completion of the current project to complete a potential journal article to be submitted to peer reviewed journals. These transcripts will be stored on Nettskjema where only the Master's student and supervisor will have access to it. After December, 2024, all transcripts will be deleted.

Your Rights
As long as you can be identified in the data collected, you have the right to:
- Access the personal data that is being processed about you
- Request that your personal data be deleted
- Request that incorrect personal data about you is corrected/rectified
- Receive a copy of your personal data (data portability)
- Send a complaint to the Data Protection Officer or to the Norwegian Data Protection Authority regarding the processing of your personal data

What gives us the right to process your personal data?
Your data will be processed based on your consent.

This research project was approved by the University of Oslo and the Norwegian Centre for Research Data AS (NSD) which means that the processing of personal data in this project was deemed to be in accordance with data protection legislation in Norway.

Where can I learn more?
If you have questions about the project, or would like to exercise your rights, please contact:
- The Department of Education at the University of Oslo
  - via the responsible researcher, Ayla Rubenstein (email: axrubens@uio.no)
  - and/or the project leader, Mari Elken (email: mari.elken@iped.uio.no)
- The Data Protection Officer at the University of Oslo: Roger Markgraf-Bye
  - (email: personvernombud@uio.no)
- The Norwegian Centre for Research Data AS
  - (email: personverntjenester@nsd.no) or by telephone (+47 55 58 21 17).

Yours sincerely,
Ayla Rubenstein (responsible researcher) and Mari Elken (project leader)

Consent Form

I have received and understood information about the project "**Language Policy at the University of Oslo**" and have been given the opportunity to ask questions. I give consent

- to participate in an interview and to be sound recorded

I give consent for my personal data to be processed until the end date of the project, approximately December, 2023.

_____

(Full name)

_____ _____

(Participant's Signature and date)

Appendix E: Interview Guides
Interview Guide for Leadership
NOTE: "language policy" in this project is focused specifically on the language training and language competencies of international academic staff and the expectation that they should learn Norwegian within a certain time frame.

Background: current **position** at UiO, what does this position entail (teaching, research, admin)

Work with Language Policy
What has your involvement with language policy in the Faculty been like?
> *E.g. writing policy, working directly with international academics, organizing resources*

How **long** have you been working with language policy?
- **Why**/**when** did you start?
- Has the work/tone **changed** over the years?

Language Policy in Practice
What has the **process** of working with language policy at UiO been like?
- **Who** is in charge of determining that work should be done regarding language policy?
- How do you think the work has been going?
- What has the **response** to your work with language policy been (work the Faculty has done)?
  - *Among academic staff, among admin, from central admin?*
- Do you know of any work being done centrally at UiO to update the university policy?
  - Or are you involved in this work?
- What **resources** do you have (or have been allocated to you) to support international academics? (examples; *Financial, information, guidance, programs, time?*)
- What kind of working **procedures** or other **documentation** do you have for this process? *Internal documents - onboarding materials etc*
- How **standardized** has language training procedures become in your Faculty?
  - What did the processes look like **before?**
  - How/have practices **changed** since this?
- **What happens** if an employee does not fulfill this requirement/expectation?

Language Policy Perceptions
- How would you describe the general **atmosphere** surrounding language and language policy at UiO? *In your Faculty?*
- What do you **think** about the language requirement for international (non-Norwegian speaking) academics to "master" Norwegian within two years?
  - What are your thoughts on UiO's handling of this requirement? Of the Faculty?
- How do you think language policy work could be **improved** at UiO? (in your Faculty)
  - What does **improvement** look like to you?
- What is the greatest **challenge** to language policy at the university (and your Faculty)?

Is there anything you would like to add regarding your experiences and perceptions of language policy at UiO?

Interview Guide for administrative staff
NOTE: language policy in this project is focused specifically on the language training and language competencies of international academic staff and the expectation that they should learn Norwegian within a certain time frame.

Background: Can you tell me a little bit about your department/office and how your work is related to language policy at UiO?

Work with Language Policy
- What type of work do you (specifically) have that relates to language policy at UiO?
  - How **long** have you (your office) been working with language policy?
    - Has the work/tone **changed** over the years? If so - how?

- Work related to the Norwegian language learning of international/transnational academics working at UiO(?) *Do you work with this group directly? If so, how?*
- How/when are international applicants notified of the language requirement?

Language Policy in Practice
What has the **process** of working with language policy at UiO been like?

What **communications** have you **received** relating to language learning and language policy?
- From what level or department/offices of the university have these come from?
- **Who** is in charge of determining that work should be done regarding language policy?
  - Is there a specific person responsible for **follow-up**?
- What **resources** do you have (have been allocated to you) to support international academics? Related to language training specifically?
- What kind of working **procedures** or other **documentation** do you have for this process?

What happens if an employee does not fulfill this requirement/expectation?

Language Policy Perceptions
- How **standardized** have language training procedures become at UiO?
- How would you describe the general **atmosphere** surrounding language and language policy at UiO?
- What do you **think** about the language requirement for international (non-Norwegian speaking) academics to "master" Norwegian within two years?
  - What are your thoughts on UiO's **handling** of this requirement?
- How do you think language policy work could be **improved** at UiO?
  - What does **improvement** look like to you?
- What is the greatest **challenge** to language policy work at the university?

Is there anything you would like to add regarding your experiences and perceptions of language policy at UiO?

Interview Guide for International Academic staff
NOTE: language policy in this project is focused specifically on the language training and language learning of international academic staff and the expectation that they should learn Norwegian within a certain time frame.

Background:
- Current **position** at UiO - what does this position entail? (*e.g. teaching*, *research*, *admin* etc)
- How **long** have you been in Norway and at UiO?

Onboarding at UiO - In your Department:
When you were **first employed** at the university - What was that process like?
- What kind of onboarding **activities** or **programs** did you take part in?
- How do you feel the **transition** is going/went?

Language Policy:
- **What** do you **know** about language policy at UiO? — in your faculty, department?
- **When** did you **learn** about the language requirement?
    - *When was it brought up in the hiring and onboarding process*
    - *(Follow-ups: e.g. announcement, interview, contract, other meetings?)*

Perceptions:
- What do you **think** about the language requirement for international academic staff to learn Norwegian? (in general)
- What do you think about the **time-frame** proposed for learning Norwegian
    - (and **level requested**)
- Did these requirements **impact** your decision to move? or thoughts of staying?
- What do you think will happen if you do **not** meet this requirement?
    - ***(hypothetically** you or other international academics within your department)*

Resources and Language Training:
General experiences with learning Norwegian
- Did you have knowledge of Norwegian **before** moving?
- How **long** have you been learning Norwegian?
- Have you taken Norwegian language **classes** while in Norway? *If so- Where?*
    - Were any classes **recommended**? *Where/from whom?*
        - What is the most important factor for choosing a language course?
        - Is there a place where MOST receive language training?

    - Do you get **time** in your work schedule to learn Norwegian?
    - **Funding** for courses?
        - *Limits?*
        - What is the process for getting this fee covered?

- Do you feel you have what you **need** to be successful?
  - (to meet the requirement?
  - - or what do you see as **success**?)

  - What **resources are available** (e.g. *classes, groups, information, follow-up*) to support language training of international academic staff?
  - What **resources** have you **personally** made use of?

  - Do you feel **supported**/encouraged?
    - Personally and regarding **formal** infrastructure
    - What has the **FOLLOW-UP** with regard to this process looked like?
      - **Who** is following up with you?

- How would you describe your own level of Norwegian now?
  - Do you feel this is "**enough**"?

Departmental Culture and Expectations
- How would you describe the general **atmosphere** surrounding language and language policy at UiO? *in your department? in your faculty?*
  - Have there been any **changes** during your time at UiO? (How so?)

Practice Questions:
What does a **typical** day look like for you?
- Which language do you think you use **most** on a typical day?
- In what contexts do you use **English? Norwegian? Other languages?**
  - Does this vary? In what **circumstances?**

Looking to the Future:
- How do you think language policy work could be **improved** at UiO?
  - What does "**improvement**" mean to you in this context?

- How do you think UiO can best **support** language learning of staff?

- What do you feel the **greatest challenge** is with regard to language policy?

Is there anything you would like to add regarding your experiences and perceptions of language policy at UiO?

Interview Guide for Norwegian Academics
NOTE: language policy in this project is focused specifically on the language training and language learning of international academic staff and the expectation that they should learn Norwegian within a certain time frame.

Background:
- current **position** at UiO - what does this position entail (teaching, research, admin etc)

Language Policy:
What do you **know** about language policy at UiO? — in your faculty- department?
- What do you **think** about the language requirement for international academic staff to learn Norwegian? (generally)
- What do you think about the **time-frame** provided?

Departmental Culture and Expectations
- How would you describe the general **atmosphere** surrounding language and language policy at UiO? *in your department? in your faculty?*
  - Have there been any **changes** during your time at UiO?

- What are the general impressions you get within your department with regard to language learning?

Practice Questions:
What is the workplace environment like?

- What does a **typical day** look like for you?
  - Which language do you think you use most on a **typical** day?
    - What language do you speak with **international colleagues**?

  - In what contexts do you use **English** (with **whom - generally**)? About **what**?)
  - What is the language of your **research group**, internally?
    - Does this vary?
    - Under what circumstances?

Looking to the Future:
- How do you think language policy work could be **improved** at UiO?
  - What does "**improvement**" mean to you in this context?

- How do you think UiO can best **support** language learning of staff?
- What do you feel the **greatest challenge** is with regard to learning Norwegian?

Is there anything you would like to add regarding your experiences and perceptions of language policy at UiO?

Appendix F: Coding

Through the coding process, each institutional logic became an overarching thematic category within which sub-themes were nested. Examples of codes and themes below:

National/Cultural Identity Logic (overarching thematic category)
- Society bearing (sub-code)
- (Legal) Responsibility for the future of the Norwegian Language
- HEIs as cultural institution

Academic Collaboration and Communication Logic (Overarching thematic category)
- Disciplinary community
- Academic Autonomy
- Knowledge sharing
- Disciplinary practices, traditions
- Disciplinary differences
- Publication language
- Research

Administrative and Bureaucratic Logic
- Institutional hierarchies
- Routes of communication (who talks with whom)
- Administrative Language
- Pragmatics and practicalities

International/Global Competition Logic
- Internationalization as a goal
- Excellence
- Competition

I also developed codes for LP practice:
- Resources
  - Courses
  - Mentoring
  - Sufficient
- Structure
  - Department expectations
  - Faculty – Department
  - Flexibility
  - Guidelines
  - Strict
- Follow-up
- Structure
- Feelings emotions
- Perceptions
- Challenges
- Improvement

Elements of a Good Thematic Code (Source Boyatzis, 1998, p. 31)

Label	• i.e. its name
Definition	• of what the theme concerns (what does it entail- characteristics or issues) • Can be derived from theory and my theoretical concepts (conceptual framework of institutional logics)
Description	• of how to know when the theme occurs – how to recognize it in the data • More empirical version of the description
Inclusion / Exclusion	• **Inclusion** and **exclusion** criteria • be explicit about WHY including or not including instances
Examples	• **Examples** of coding units • Actual examples from the raw data of instances of this code

Below are examples of some of my codes:

Table 4.3: Internationalization thematic code elements

Label	Internationalization
Definition	• This theme concerns the concept of internationalization of and within higher education.
Description (examples)	• Often associated with references to competition and the desire to be an *attractive* place to work/research and study. • References to purposeful internationalization as a strategy within the university (via policy objectives officially or informally). • References to the desire to strengthen international research excellence
Inclusion / Exclusion	• Inclusion of examples such as those outlined in the description • Exclusion of references to the global nature of knowledge or the university as this fits more appropriately under the logic of the academic communication and collaboration
Examples	• "*We have a government that is increasingly focused on this topic [language policy] and the idea that at a Norwegian University, Norwegian language should be number one.* **At the same time, I think we should not make these things so that it will be harder for us to recruit internationally.** *I think that's why it's so important to really give the academic staff the right tools in order to reach goals. Maybe they should have more time, maybe two, three years is too strict. Maybe there should be some individual timeline, but that's difficult as well.*" • This example was also coded into: references to the national agenda, importance of resources, time, strictness

Source: Based on Boyatzis (1998)

Table 4.4: National Cultural Identity Logic – Societal and Cultural Responsibility

Label	National Cultural Identity Logic – Societal and Cultural Responsibility
Definition	• Responsibility for the Norwegian language for the future of the Norwegian Society and culture. Importance of language for its own right
Description	• References to the importance and relevance of the Norwegian language(s) in HE and research. Thus, the importance of preserving and promoting the Norwegian language(s) in HE and research connected to the role of HEIs as cultural institutions within Norwegian society
Inclusion / Exclusion	• Inclusion: references to a cultural and social responsibility and duty to the Norwegian society and public. • Exclusion: References to the authority of the Norwegian government- their priorities, interests, and requirements.
Examples	• *"The overarching goal of language policy requires continuous work across a broad field with focus on strengthening and developing the Norwegian language as a rich and functional language of use and culture, and as the undisputed national language and main language in Norway."* (*MoM, 2008*, p. 14).

Source: Based on Boyatzis (1998)

Table 4.5: Administrative Bureaucratic Logic: Hierarchical Structures

Label	Administrative Bureaucratic: Hierarchical Structures
Definition	• This code concerns the organization at the University and power hierarchies involved in the pragmatics of working with and practicing language policy at the institution
Description	• References to chains of command within the university (i.e. who does what and who has responsibility for which elements of language policy work)
Inclusion / Exclusion	• Inclusion: References that emphasize the hierarchical and bureaucratic processes of balancing different influences and considerations (such as disciplinary differences) with a focus on the role of administrative staff in these interactions and work with policy. • Exclusion: References to disciplinary differences with a focus on the importance of academic traditions and professional practices
Examples	• *«because, of course, the university decides the policy. We can only decide how we practice our policy»*

Source: Based on Boyatzis (1998)

Table 4.6: Integration and Improvement Logic: University Betterment

Label	Integration and Improvement: University Betterment
Definition	• focus on fostering an inclusive environment and sense of unity and cohesion among group members for the overall strengthening and betterment of the university and its subunits.
Description	• References to the inclusion of staff for the improvement of university overall.
Inclusion / Exclusion	• Inclusion: References to the inclusion of staff for the improvement of university overall. Could also focus on the faculty or department level, but the focus is on the organization, not the person, directly • Exclusion: Also closely related, references to the personal wellbeing of international academic staff, specifically at the individual level. This is coded separately with a focus on individuals.
Examples	• *«This is **not** done in order to fire people. It's done in order to **integrate** people and make them **happier** at the University of Oslo and also advance it»* (both University and individual betterment) • *"For the survival of the academy and our faculty, we just had to do something. I also think that we miss out because a lot of people have really great ideas that we never get to try out. At the job interviews, the candidates talk about their experiences from other universities, but when they came here they just got an omnibus, and 'this is what it looks like, this is what you do.' And because there were language barriers as well as cultural barriers, they didn't really understand where the room for maneuver was."*

Source: Based on Boyatzis (1998)

Appendix G: Quotes from Document Analysis

Table 5.1: Quotes from Norwegian documents vs Original Norwegian

Document	English Translation (source)	Original Norwegian
Norsk i Hundre (Språkrådet, 2005)	*In the end, it must be the professional communities themselves who decide whether there is still a purpose to primarily publish in Norwegian* (p. 74, my own translation)	må det til sjuende og sist være fagmiljøene selv som avgjør om det fortsatt har en hensikt å primærpublisere på norsk.
Norsk i Hundre (Språkrådet, 2005)	*Firstly, it can be that the lecturer does not have a Scandinavian language as their mother tongue* (p. 75, my own translation)	"For det første kan det være at foreleseren ikke har et skandinavisk språk som morsmål."
Norsk i Hundre (Språkrådet, 2005)	*The institutions should offer a language cleaning service for manuscripts in English. In the context of dissemination there should be a similar service for Norwegian texts"* (p. 83, my own translation)	"Institusjonene bør tilby en språkvasktjeneste for manuskripter på engelsk. I formidlingssammenheng bør en ha en tilsvarende tjeneste for norske tekster"
Mål og meining (Kultur- og kyrkjedepartementet, 2008)	*foreign employees in teaching positions should learn Norwegian within a certain amount of time.* (121, my own translation)	"utanlandske tilsette i undervisningstillingar skal læra norsk innan ei viss tid"
Mål og meining (Kultur- og kyrkjedepartementet, 2008)	Policy documents at all levels allude to the practice of parallel language use as a way to balance, "*both internationalization and Norwegian professional language*" (p. 122, my own translation) From the whole sentence: *In order to be able to develop a parallel language practice that ensures both internationalization and Norwegian professional language, the government assumes that all institutions design their own individually adapted language strategies based on the language policy platform with recommended guidelines*	For å kunna utvikla ein tenleg parallellspråkleg praksis som sikrar både internasjonalisering og norsk fagspråk, legg regjeringa til grunn at alle institusjonane utformar eigne individuelt tilpassa språkstrategiar med utgangspunkt i den språkpoli tiske plattforma med

	that the board of the University and College Council has now decided on (p. 122 my own translation)	tilrådde retningslinjer som styret i Universitets- og høgskolerådet no har gjort vedtak om,
Mål og meining (Kultur- og kyrkjedepartementet, 2008)	*The overarching goal of language policy requires continuous work across a broad field with focus on strengthening and developing the Norwegian language as a rich and functional language of use and culture, and as the undisputed national language and main language in Norway.* (p. 14, my own translation).	Original Norwegian, "Det overordna målet for språkpolitikken fordrar eit kontinuerleg arbeid over eit breitt felt med sikte på å styrkja og utvikla norsk språk som eit rikt og funksjonelt bruks- og kulturspråk og som uomstridt nasjonalspråk og hovudspråk i Noreg"
Mål og meining (Kultur- og kyrkjedepartementet, 2008)	*It is assumed that universities and university colleges design individually adapted language strategies.* (p. 124, my own translation).	Norwegian original, "Det blir lagt til grunn at universitet og høgskular utformar individuelt tilpassa språkstrategiar."
Allocation to UiO letter for 2022 (Kunnskapsdepartementet, 2021)	*When institutions employ foreign researchers and lecturers, there shall be a requirement for training in Norwegian language. The Ministry expects that the institutions provide language training for employees who need it, and ensure that the employees' Norwegian competencies are sufficient to take care of the Norwegian professional language. As a general rule, there should be a requirement that employees master Norwegian language within two years. For positions where competencies in Norwegian are important, there should be a greater emphasis on Norwegian competence when announcing [job positions].* (p. 4 my emphasis and my translation)	"Når institusjonene ansetter utenlandske forskere og undervisere, skal det stilles krav til opplæring i norsk språk. Regjeringen forventer at institusjonene sørger for norskopplæring av tilsatte som trenger det, og sikrer at norskkompetansen hos de tilsatte er tilstrekkelig til å ivareta norsk fagspråk. Det bør som en hovedregel stilles krav om at ansatte behersker norsk språk innen to år. For stillinger hvor kompetanse i norsk er viktig bør det i større grad stilles krav om norskkompetanse ved utlysning"
Framlegg til ein språkpolitikk for universitet og høgskolar i Noreg, Jahr et al. (2006)	*In the case of new appointments in positions where teaching is included, there should be a requirement for language competencies, for example that the employee must master Norwegian or another Scandinavian language orally and in writing, or acquire this competence within a period of two years, and that whomever is employed must also be prepared to teach in English* (p. 10, my own translation)	"Ved nytilsetjingar i stillingar der undervisning inngår, bør det stillast krav til språkferdigheiter, til dømes om at den som blir tilsett, må beherske norsk eller anna skandinavisk språk munnleg og skriftleg, eller tileigne seg denne kompetansen i løpet av ein periode på to år, og at den som blir tilsett dessutan må vere førebudd på å gje undervisning på engelsk."

|		
Framlegg til ein språkpolitikk for universitet og høgskolar i Noreg, Jahr et al. (2006)	*Institutional frameworks should be established in the form of courses and access to systematic guidance to strengthen the linguistic competence of Nordic-speaking employees who teach in English. Courses in Norwegian should also be established for academic employees who do not have sufficient ability to teach in Norwegian.* (p. 10 my own emphasis and translation)	"Det bør etablerast institusjonelle rammer i form av kurs og tilgang til systematisk rettleiing for å styrkje den språklege kompetansen til nordisktalande tilsette som underviser på engelsk. Det bør også etablerast kurs i norsk for fagleg tilsette som ikkje har tilstrekkeleg dugleik til å kunne undervise på norsk."
Language Policy platform University and University College council (2007)	*Scientific publication and dissemination shall take place in the language which is most relevant and natural for the relevant professional environment and adapted to the relevant target group* (p. 1, my translation)	Vitenskapelig publisering og formidling skal skje på det språk som er mest relevant og naturlig for det aktuelle fagmiljøet og tilpasset aktuell målgruppe
Language Policy platform University and University College council (2007)	*Language strategies should be developed at the individual institutions. The language strategy must be designed in a way that it safeguards and promotes the use of the Norwegian languages, at the same time where English or another international language can be used where appropriate.* (p. 1, my translation) *UHR will work to raise awareness in relation to the choice of both teaching and publication languages* (p. 1, personal translation)	Det bør utarbeides språkstrategi ved den enkelte institusjon. Språkstrategien må være utformet slik at den ivaretar og fremmer bruk av norsk språk, likevel slik at engelsk eller annet internasjonalt språk kan brukes der det er hensiktsmessig • UHR vil arbeide for en bevisstgjøring i forhold til valg av både undervisnings- og publiseringsspråk
Language Policy platform University and University College council (2007)	*Courses or other offers should be established to strengthen the linguistic competence in both Norwegian and English among professional employees* (p. 2, my translation)	Det bør etableres kurs eller andre tilbud for å styrke den språklige kompetansen både i norsk og i engelsk hos de faglig tilsatte.
Språkrådet's Guidelines for language choice in the university and university college sector (2018)	*It is essential for the quality of instruction and the learning outcome that both the lecturers and the students have good command of the language of instruction (see Section 4 and Section 5)* English version on Språkrådet's website	Det er helt avgjørende for kvaliteten og læringsutbyttet at både den som underviser og de som blir undervist, mestrer undervisningsspråket (se punkt 4 og punkt 5).
Språkrådet's Guidelines for language choice in the university and university college sector (2018)	"All academic personnel should be able to read scientific literature, teach, provide supervision, conduct examinations and carry out administrative tasks in Norwegian and English." English version on Språkrådet's website	De vitenskapelig ansattes behov for kompetanseheving i norsk og engelsk bør kartlegges, slik at de kan få tilbud om egnete språkkurs og pedagogisk trening som sikrer god kvalitet i undervisningen.

Språkrådet's Guidelines for language choice in the university and university college sector (2018)	*Institutions can stipulate that these personnel must have obtained a certain level of proficiency in Norwegian (such as B2 in the CEFR) within a specified period (such as three years after their appointment), so that they as a minimum can read written Norwegian and understand spoken Norwegian.* English version on Språkrådet's website	Det kan f.eks. innføres et krav om at de bør beherske norsk på et gitt nivå (f.eks. C1 i felles europeisk rammeverk for språk) innen en viss periode (f.eks. tre år etter ansettelse), slik at de som et minimum kan lese norsk tekst og forstå norsk tale.
Snart to Hundre (Hveem et al, 2006)	*foreign UiO employees must be able to use Norwegian as a basis for basic communication after three years. UiO must ensure a good offer in Norwegian language training for international students and foreign employees* (p. 21, own translation).	utenlandske UiO-ansatte må kunne bruke norsk som basis for grunnleggende kommunikasjon etter tre år. UiO må sikre et godt tilbud innen norskopplæring for internasjonale studenter og utenlandske ansatte.
Snart to Hundre (Hveem et al, 2006)	The key recommendation by Hveem et al. (2006) regarding resources for language support, however, was for exploration of the possibilities of creating a language center at UiO which would "*be able to coordinate and integrate existing, but scattered, language resources at UiO.*" (p. 23, my own translation)	Et slikt senter vil kunne koordinere og integrere eksisterende, men spredte, språkressurser ved UiO.
Language policy guidelines for the University of Oslo (2010)	*The University's language policy guidelines shall serve to help implement the University's strategic plan and its goal of being a research-intensive university of a high international calibre.* English Version from UiO's website	De språkpolitiske retningslinjene skal bidra til å virkeliggjøre UiOs strategiske plan og målsettingen om å bli et forskningsuniversitet på høyt internasjonalt nivå.
Language policy guidelines for the University of Oslo (2010)	*The University shall arrange access to editing, revising and proofreading services for use in academic and administrative contexts.* English Version from UiO's website	Universitetet skal formidle tilgang til språkvasktjeneste til bruk i faglige og administrative sammenhenger

Source: Author

Appendix H: UiO's Parallel Management System

Figure 5.2: UiO's Parallel Management System
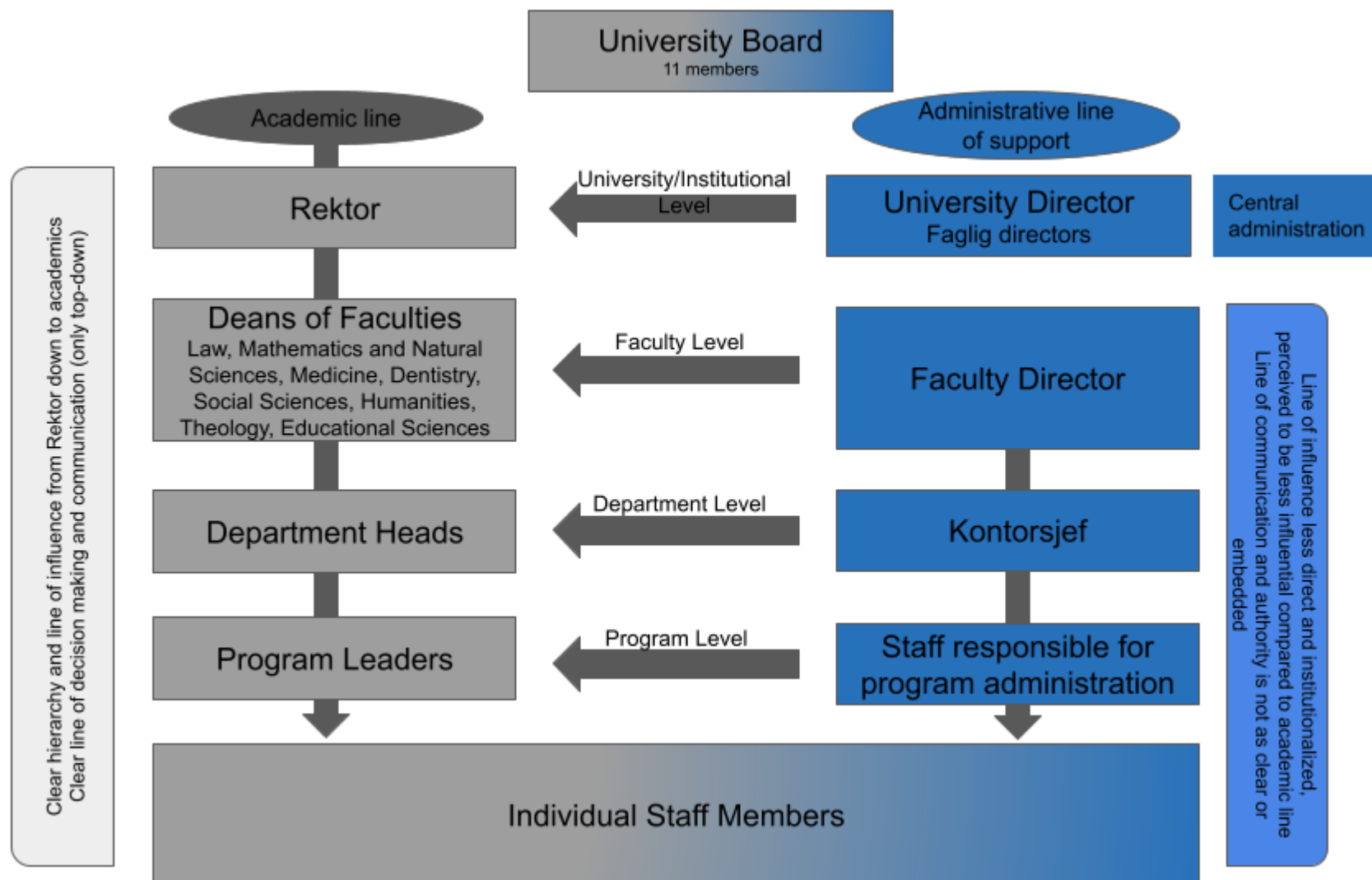
Source: Author (based on interview data)

Appendix I: Table of Resources

Table 6.1: Resources - Desired, Developed, Recommended

Resources desired by IAs	Resources organized/ recommended by the Case Faculty	Resources recommended in policy documents
Arenas of practice (e.g. language cafes)	Arenas of practice	
Norwegian courses and homework more relevant for work tasks	Tailor-made language courses	
More formal structure for follow-up and guidance, more clarity and communication	Individualized plans for follow-up and support	"access to systematic guidance" Jahr et al. p. 10 (though this part was associated directly with supporting Nordic- employees who teach in English. Only courses are recommended for other professionals who are not yet able to teach in Norwegian)
Mentorship and formal guidance with regard to LP and NLT	Mentor program	
More accessible information Roadmap/breakdown of LR into concrete, explicit steps	Toolboxes for leaders and administration	Brochure on language (Hveem et al, 2006)
Time allocated to NLT in schedule (not taken away from research or free time)	Reduction of hours from working obligation	
Support from Norwegian staff (speaking Norwegian)		
Language cleaning services (editing, correction) (Språkvask)		language cleaning service (NiH, 2005; MoM, 2008; Hveem et al., 2006; UiO, 2010) *UiO's own LP [språkvasktjeneste] for use in academic and administrative contexts.*
		language center to coordinate services; language courses, translation, and revision **Språkrådet (2018); Hveem et al. (2006)**
Help writing and grading examinations in Nynorsk, and/or formalized support for learning Nynorsk		
Hire more people, or otherwise distribute work in a way that freed-up time for IAs to learn Norwegian		
	Financial support (paying for NLT for IAs)	

Source: Author

Appendix J: Sources of Information and Communication

Figure 6.2: Sources of Information and Communication Related to Language Policy
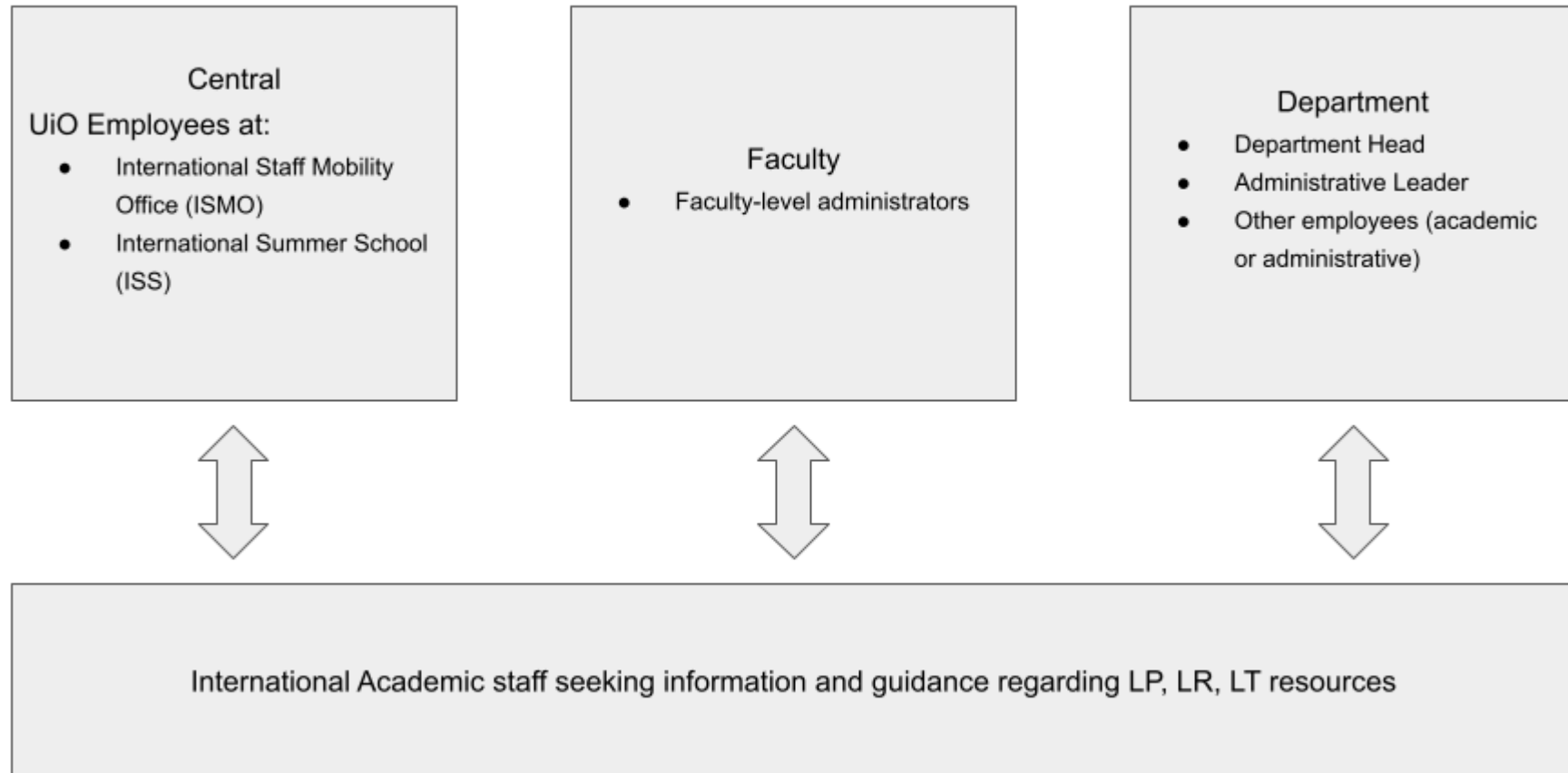
Source: Author

Appendix K: Institutional Logics, Findings overview (Table 7.2)

Table 7.2 : Core Findings from Analysis of Institutional Logics (source: Author)

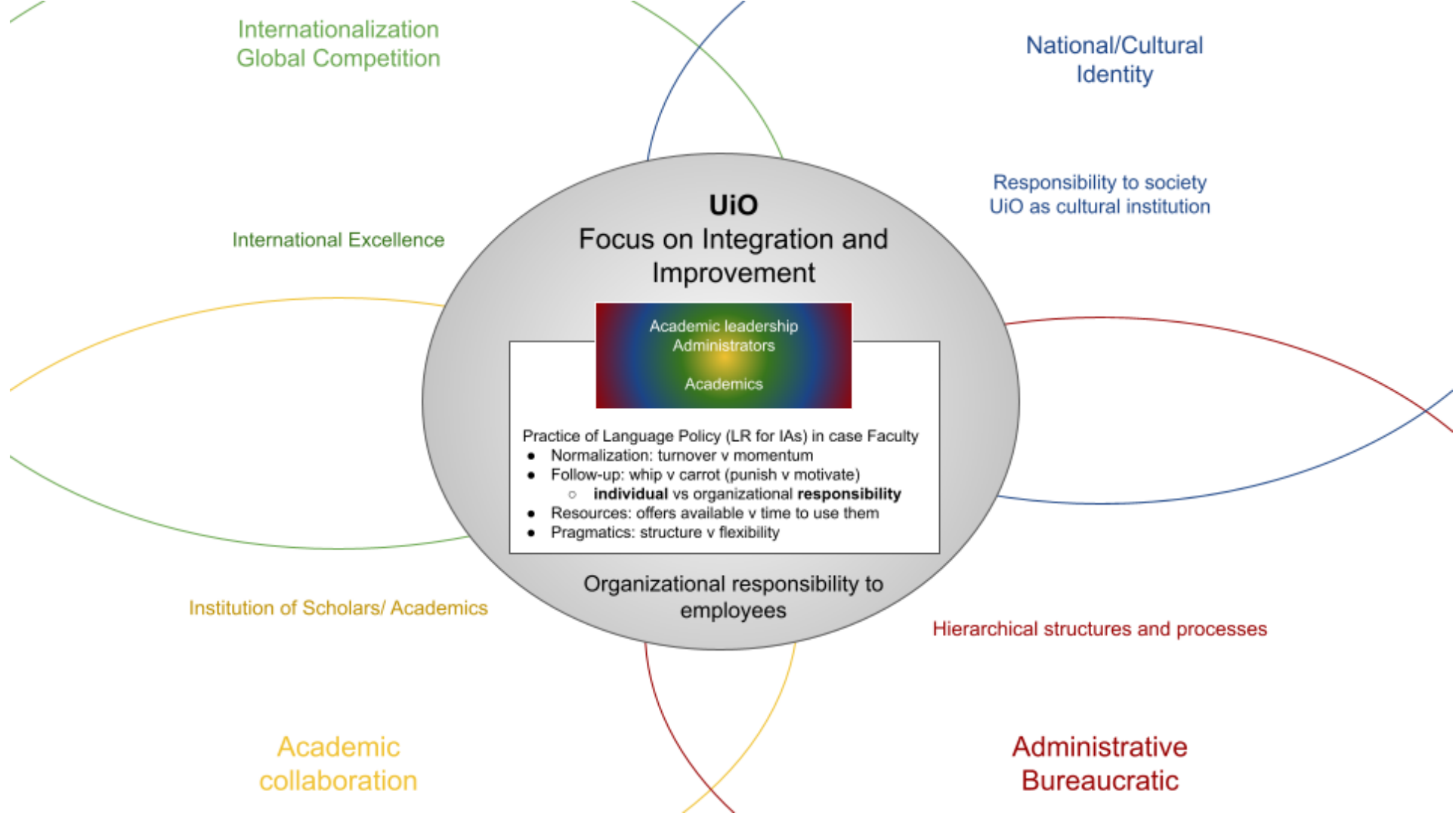| Logic	Document (national and sectoral)	Interviews (and internal documents)
National/ Cultural Identity Logic (NCIL)	Most strongly in national- and sector-level policy documents: protection and promotion of Norwegian, references to HEIs' societal and cultural role and responsibility, parallellingualism as a solution to domain loss	Arguments NOT directly adopted, but interviewees acknowledged the key arguments made in policy documents and that LP is a priority of the ministry and other national bodies. Mainly administrative staff who work with LP and IAs directly. **Internal documents:** highlight parallellingualism as central to UiO's central guidelines. Also that the overriding goal is to safeguard and develop Norwegian language and academic terminology (i.e. borrowing language from higher-level policy documents)
International /Global Competition Logic (IGCL)	Some references to internationalization as a strategy but mostly criticized for its impact on local language practices.	Much more central in interviews. Connect internationalization to local language practices and the influx in IAs (local problem-orientation), but do not criticize these developments as much. Focus is more on internationalization as a key strategy at UiO and the desire to have internationally excellent researchers and be globally competitive, though they also felt that they had been *naïve*. All groups of interviewees
Academic Communication Collaboration Logic (ACCL)	Emphasis on leaving room for academic autonomy and choice when deciding the language of research and publication. Allow academics to choose the language most appropriate given their discipline and context.	Emphasis on many disciplinary units at UiO and challenges creating central policies to accommodate them all. Academics will research and publish in the language they feel most appropriate, this is taken-for-granted and considered legitimate (norms and values respected) Administrative and academic staff
Administrative Bureaucratic Logic (ABL)	Not mentioned in national level documents. Sectoral level documents focus mainly on the importance of Norwegian as the language of administration, and some guidelines on how to implement parallellingualism in practice.	References to hierarchical structures, organizational processes, and systems in place that shape the pragmatics of how LP is practiced. Issues with knowing one's role and room to maneuver. Mainly administrative staff, but brought up in other interviews as well
Integration and Inclusion Logic (IIL)	Some mention in later sector-level documents (Språkrådet, 2018), see 9, language in meeting and social events "to ensure international students and IAs are integrated and have the opportunity to practice Norwegian"	How the case faculty frames their work with LP and the LR for IAs. Considered to be an extension of the internationalization work which contributed to the influx in IAs (IGCL) Strongest among administrative staff and academic leaders within the faculty, but also other academic interviewees.

Appendix L: Institutional Logics (Figure 7.2)

Figure 7.2: Institutional Logics Identified and their Interrelationships – More Conceptual
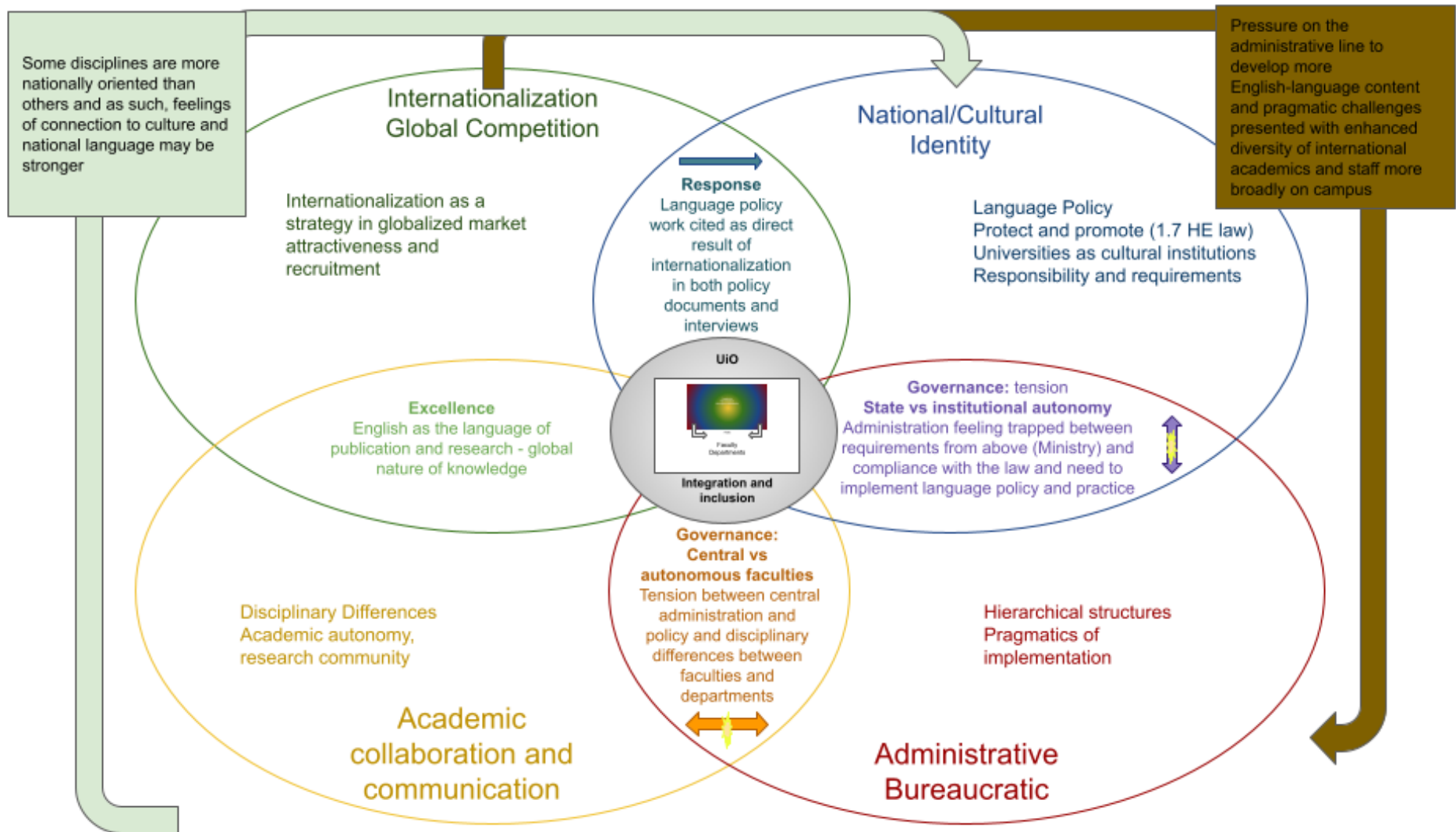
Source: Author

Appendix M: Institutional Logics (Figure 7.3)

Figure 7.3: Institutional Logics and their Interrelationships – Focus on UiO and Case faculty

Source: Author