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Report from the work environment project at KIT

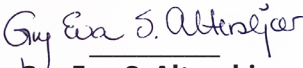
December 2020



Norwegian University of Science and Technology

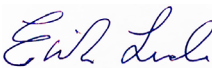
Report delivered 6 January 2021 according to mandate last processed in LOSAM on 12 June 2020.

This is an unofficial translation of the Norwegian version of the report from the project group and is provided for information purposes only. In the event of any inconsistency, the Norwegian version shall prevail.


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Attachments to the report:

Attachment 1. Summary of individual work environment conversations at the Art Academy in Trondheim, NTNU September 2020 (Carried out by NTNUs Occupational Health Services)

Attachment 2. Summary of the work environment survey of 2017 and 2019, at the Art Academy of Trondheim (Carried out by the project group)

Attachment 3. Report from conversations with key staff members connected to the Art Academy in Trondheim and the Faculty for Architecture and Design. (Carried out by the project group)

INTRODUCTION

The group for the work environment project for KIT hereby delivers their report. The assignment for the project group has been to uncover the challenges at the department, and to give recommendations and suggestions for measures.

It has been important for the project group to give a balanced and nuanced description of the work environment. There are many positive sides and strengths at the department, and the feedback from the employees have been far from purely negative. On the contrary, employees have referred to many positive aspects of their work environment, and that KIT is a unique workplace of which they are proud.

The project groups assignment has, however, been to look closely into the challenges at the department, and this is also what is mainly addressed in the report. There are clear challenges at KIT that, in the project groups opinion, can be solved if these are handled and followed up with good and appropriate measures.

The project group has seen that both the faculty and the department have taken action with regard to the work environment through a series of projects and measures that sometimes have succeeded, but often were not fully implemented.

In the future development of the work environment at KIT, it will be important to set aside enough resources in the form of time, capacity, and the right competence. In the situation that KIT currently finds themselves, it requires an extra effort and extra attention in order to get in place a common culture, well-functioning organization and a good work environment.

It is the opinion of the project group that this work can succeed; provided that the conditions and the recommended measures are put into effect and followed up. Importantly, there is a strong desire expressed by both the leadership and employees for this to succeed.

The project group has emphasized that the report is not to assign blame but be a tool for planning the continued developmental work in a way that benefits the total work environment.

There are different responsibilities residing with leaders and employees in the work ahead, but all are a part of the same work environment, and it is important that everyone is invited and contributes in these future processes.

ABOUT THE REPORT

In the Spring of 2020, dean Fredrik Shetelig requested a work environment project to look into the challenges at Kunstakademiet i Trondheim (KIT). The draft for the project and its mandate were presented and discussed on two different occasions in the local committee for cooperation at the Faculty of Architecture and Design (LOSAM AD); last time 12.06.20.

The approved mandate for the project is as follows:

«Map the challenges and develop measures to ensure a sound work environment at KIT. The employer has a responsibility to investigate when there are suspicions of challenges in the work environment, and a responsibility to incorporate necessary measures in order to ensure a sound work environment.»

Mapping and collection of information was carried out in August-October, while the assessment of the work environment and design of proposed measures took place in the period of October-December 2020.

Project organization

The project was organized with a steering committee, project group and a reference group. The following were appointed as participants in the project:

Steering committee:

Dean and project owner Fredrik Shetelig
Director of HR and HSE Division Arne Kr. Hestnes
Head Union Representative Morten Kvamme
Head Safety Representative May Grete Sætran

The role of the steering committee has been to clarify issues brought up by the project group and receive reports from the project group during the project. The steering committee has also offered key insights to the project. The steering committee is also the recipient of the report from the project group and have the responsibility of making recommendations to the faculty leadership as a result of the report. The steering committee has had meetings every other week during the work on this report

Project group:

Senior adviser Gry Eva Sinkaberg Alterskjær (project leader) HR and HSE division
Senior adviser Erik Lunde AD Faculty Administration
Senior adviser Christian Fossen HR and HSE division
Senior adviser Kristin Lysklett HR and HSE division

It has been the responsibility of the project group to examine the challenges in the work environment at KIT and give recommendations regarding areas and types of measures. The project group has had weekly meetings during the work with the report.

Impartiality assessment:

According to an assessment, none of the members in the project group were found to have a conflict of interest in this matter. None of the participants in working on the report have any relation to employees at the department, and no one will gain an advantage or be disadvantaged based on the result.

Reference group:

Union representative Thomas Ferstad
Union representative Marte G. Villmo
Local Head Safety Representative AD Jon Herman Rismoen
Head of department Florian Schneider
Deputy of department Jacob Jessen

The role of the reference group has been to give insights and remarks about areas that they felt that the project group should look more closely into, but they have not been part of the actual mapping. The reference group has had regular meetings during the mapping part of the project, where the project leader has given information regarding the mapping and received input from the group. The reference group has also been given the opportunity to give their statement about the report before the final report is processed by the steering committee. The reference group were originally supposed to be given the opportunity to give their statement before the steering committee received the report, but out of consideration for the following processes, the report was sent to the reference group and the steering committee at the same time. The steering committee will however not start their work on processing the report until after the reference group has had the opportunity to give their statement. The reference group has had meetings every other week during the period of collecting and processing of information by the project group.

The work of the project group

The project group has needed clarifications regarding the understanding of the mandate. According to a meeting with the steering committee on September 3rd, the project group was given the following clarifications:

“According to the mandate, the project group has been asked to map challenges and design measures to ensure a sound work environment at KIT. The project group interprets the mandate of mapping the challenges at KIT to include all

organizational, structural conditions and resources that may impact the work environment at KIT. According to the project groups understanding, what falls under what the project group should examine also includes organizational, structural conditions and resources that are outside of KIT where it is reasonable to assume that it can affect the work environment at KIT.

As interpreted by the project group, individual cases and incidents form the basis for assessment when it gives information about the abovementioned conditions. According to the group's interpretation of the mandate, this excludes processing or following up on individual cases or individual incidents."

The group has further limited their work to include the psychosocial and organizational work environment, omitting other areas, such as, physical and chemical.

Collection of information

According to the note submitted to LOSAM ADs meeting on 12.06.20, the following was to be emphasized in the process of examining the situation at KIT: "The mapping by the project group will have its starting point in reported concerns, complaints, whistle blowing and deviations, as well as previous measures and the work environment surveys from 2017 and 2019."

The project group decided early on that it was important to examine as many sources as possible for information regarding the situation at the department. The project group started with the request of an overview of complaints, warnings and deviations, and former measures from the dean and head of department. Simultaneously, the group started processing the work environment surveys from 2017 and 2019. It quickly became clear to the project group that it was necessary to collect further information to ensure an overview of the situation at the department that was as wide and nuanced as possible

It was especially desired to ensure that the experiences of all the employees came out and that their views on what the challenges are was heard. It was simultaneously important to ensure that the employees experienced that the collection of information took place in a safe atmosphere; in such a way that it did not cause escalation or polarization of the situation at the department. The project group therefore contacted NTNUs Occupational Health Services (OHS/BHT) to find out if they could carry out a survey and give the project group valuable insights into how the employees view the situation at the department, if they experience challenges and if so, what they consist of, and also which strengths they see that the department should continue to build upon. OHS is bound by confidentiality and delivers a general summary. This could ensure a safe atmosphere for the individual employee to give their insights.

In order to form the most comprehensive overview of the situation, the project group also found it necessary to collect information regarding the organizational, structural and available resource conditions. The project group therefore decided to invite a number of key staff members in the faculty administration in AD and in KIT to individual conversations. Both the reference group and the steering committee were asked to suggest staff members who they felt could add useful information about this.

In addition to the abovementioned, the group has also looked at reported cases of deviation at the department; not to address individual cases, but in order to ascertain if there was more general information to learn about the situation at the department.

In order to be able to process the collected information as objectively as possible, it has been important to the project group to approach the mapping without hypotheses or assumptions about the cause or reason behind the challenges. This approach has also had the implication that not all the sources have become as important as they were presumed. It has, for instance, turned out that looking at deviations, complaints, whistleblowing etc. only gave insights into some of the challenges, while other sources proved to give a broader and more nuanced picture.

It gradually became clear that three of the sources that the project group was working with were of particular importance in order to assess the situation at the department. The project group found that the summary of the individual work environment conversations from OHS, the report from the work environment surveys in 2017 and 2019, and the conversations with key staff members, collectively gave a very good overview of the situation at the department. These three reports do at the same time also coincide to a large degree on which areas and types of challenges there are at the department; something which gives a large degree of certainty surrounding the findings that the project group have made. This also gives confidence in the areas and recommendations, and the measures to which the project group have concluded. The coincidence across the three reports have formed a basis for categorizing the findings, recommendations, and measures in the report.

It is important for the project group to point out that the purpose of this project has not been to assign blame, but to give the department a tool and aids that they can use in their effort to address the challenges in the work environment. Everyone involved in this effort will have a responsibility through their role either as management or employee.

The project group has chosen to attach the three reports that have been key in the mapping of the work environment at KIT. Out of consideration for confidentiality, conditions that give insight into issues concerning individuals are not included in the report. This applies, among other things, to the insight the project group has carried out in the deviations system

Finally, the project group is aware that this work has taken substantially longer than originally indicated. For this, we apologize. At the same time, it has been an overall goal for the project group to deliver a report that has a thorough, broad, and nuanced foundation. This has been important in order to ensure that management and employees are given the best possible starting point for their work with the challenges moving forward.

SUMMARY

The mapping shows that the majority of staff experiences KIT as a good workplace, and that there are, by and large, a lot of positive aspects of the culture at the department. There is a lot of enthusiasm and a strong desire to develop the department, and there are mostly good relations between the employees. Many employees express great joy and pride in being part of the department, and they are fond of their workplace. Many refer to KIT as «one big family» and talk about competent professionals, competent technicians and good people in the administration. Many express that they in general have a good work environment; several describe that there is a culture for helping each other, working in teams and inclusivity, and that the social tone is mainly good.

At the same time, the mapping uncovers that there seems to be significant challenges linked to leadership, communication and openness, participation, organization, resources, cooperation and community, and that there are different perceptions of how good the work environment is at KIT.

Management

Management has been a central theme in the mapping of the situation at KIT. Through the examinations there have been many reports on leadership, both positive and negative; both about the leadership and the execution of the role.

The head of department gets particular praise for being a visionary, leading the department forward, thinking long term and for his work in making KIT an integrated part of NTNU. His great international network is also emphasized. The deputy's ability in working structured and function as an organizational glue is also pointed out as particularly important.

On the other hand, there are many who are critical to how leadership is executed both at the department and at the faculty level. Unclear communication and lack of openness is emphasized as a significant challenge. The same goes for unclear requests and expectations and a lack of ability to put the decisions into effect. Unclear structures and insecurity about who has the responsibility for which tasks is also mentioned. In addition, there are reports of a lack of management of undesirable behavior and setting of clear boundaries.

There is an expressed desire that the head of department is more physically present and provides answers and clarifications. It is particularly mentioned that there is late or no response to emails.

Many employees point to the need for solving conflicts and personnel issues as soon as possible. Conflict issues are experienced as so challenging and devastating, that without a fast solution it will not be possible to reestablish a good work environment. Most say that though they are not or do not want to be part of the conflicts, they are all affected due to the small size of the department. Reference is made that the issues have clear elements of disloyal and unacceptable behavior that need to be suppressed, but that the trend is that issues are not handled or that the reactions come way too late. Clear demands are therefore made that not only the head of department, but also the dean and faculty, take an active role in resolving the situation.

It is important that the management addresses the criticizable issues quickly and handles the issues according to NTNUs guidelines and the laws and agreements applicable to such issues.

According to the feedback, the unclear roles and chain of command both between the dean and head of department, and between the head of department and deputy, create challenges in the management of the department. It is important that the chain of command is clear and that the responsibility for the different decisions are correctly and clearly placed.

Several employees call for more openness around decisions and the basis for them. It is crucial, especially for trust, that processes are carried out in a way that employees not only know which decisions are made, but also when, by whom and on what basis.

Communication and openness

Communication and openness are central elements in building trust between management and employees. Communication is as such an area that requires significant attention. The feedback to the project group indicates that there are significant challenges in the communication between management and employees, and that several experience that missing/unclear communication creates uncertainty and little predictability in the workplace. Openness is also mentioned as a basis for good cooperation and for the feeling of being seen, but that this is not well enough taken care of.

The head of department, in turn, is of the opinion that there in general is a large degree of openness and transparency around the decisions made at KIT, but that the lines of division are drawn more according to whether people agree with the decisions or not.

These contrary views show how challenging good communication can be. It is therefore important that the department has good systems and channels for communication and information sharing.

Based on the project groups information, it appears that it is not clear which electronic communication channels are used for common communication at the department. Both NTNU email, private email, different calendar solutions and messages on Innsida are in use despite the decision to make Outlook and NTNU email compulsory work tools already in 2014. In this area there is clearly a great potential for improvement.

Language

KIT is an international department where about half of the employees are foreigners. Extensive usage of fixed-term positions, often in smaller fractions of whole positions, makes it so that international employees do not master Norwegian well enough. The department therefore uses English as their working language to a large degree. This is experienced by several at the department as challenging and is mentioned as an important explanation to the lack of communication and dialogue

There are particularly two challenges related to language in such an international context. The official working language at NTNU is Norwegian, and a lot of key information is only available in Norwegian. It therefore requires an additional effort to ensure that key information is available both in Norwegian and English. The other challenge is the communication among employees and between employees and the management. It is necessary for everyone to reflect over the possibility that linguistic misunderstandings can be behind disagreements. It becomes even more important when many perceive lack of communication and openness as an important challenge.

Cooperation

NTNU has a comprehensive system for co-determination and cooperation described through the Basic Agreement for the Civil Service and the local adaptation to the agreement at NTNU. Co-determination is taken care of through union representatives and structured meetings between employer and unions. Cooperation is taken care of directly by the head of department and the employees.

Both management and employees have a common responsibility to ensure that cooperation functions as intended. Leaders have the main responsibility to ensure that employees are included in giving advice and that the regulations in the Working Environment Act are followed, but the employees have a duty to cooperate.

The mapping can indicate that insecurity and unrest regarding whether there is actual cooperation available for all employees, creates suspicion and the perception that the management has something to hide. Several speak of lack of insight and cooperation in economic processes and what is behind budgets and accounting.

Some state that they do not get the information that they are entitled to and that they, as a result, cannot participate in the decisions. This has resulted in speculations about whether this is a deliberate desire to keep things hidden or if it is the result of lack of good communication.

KIT has chosen Extended Management Group as their forum for formal cooperation, but some perceive that the cases are already determined when they are presented to the group. Some perceive that not everyone receives the same information and speculations arise as to what could be the reason. It is also unclear when these meetings are held and who is actually a part of the Extended Management group.

Meeting structure and meeting culture

The department has both staff meetings and pedagogical forum as key cooperation forums. Staff meetings do not seem to have been held since the Fall of 2019. Pedagogical forum has previously held regular meetings, but in 2020 several reports were made referring to the meetings being so challenging to attend due to unacceptable behavior by some of the participants that some found it difficult to participate. The meetings in pedagogical forum were therefore suspended after the meeting in May last year.

The project group perceives that there are significant challenges with meeting structure and meeting culture which results in employees not being able to cooperate as expected. Management must take quick action to resolve this.

Organization and resources

The Faculty of Architecture and Design is one of the smallest faculties at NTNU, and KIT is one of the smallest departments. In the mapping, there are many who point out the challenges due to organization and resources both on the faculty and department level. Attention is brought to challenges with unclear roles and who is responsible for which tasks both internally at the faculty and department, and between the two levels. Despite several processes to create a clear chain of command and defined structures, many still experience the division of labor as largely unclear.

Small faculties and departments have fewer resources at their disposal. Despite their diminutive size, the demand for delivery is by and large the same as for larger units. This easily leads to substantial workloads divided on few employees. A small administration has few opportunities for overlapping functions, and the result of extensive sick leave can be that an unsound number of tasks are placed on those remaining at work, which, in turn, increases the risk of wear and tear and even more sick leaves.

The faculty administration at AD has over a long period of time struggled with extensive sick leaves and absence due to illness in over 25 per cent among the permanent staff. In addition to a very difficult situation for administration employees, it has also affected which possible services could be performed for the departments, including KIT. In more extensive cases, for instance within HR, it has been difficult to provide sufficient assistance.

The project group has not made an assessment of what would be required as a minimum staff in small departments such as KIT but is of the opinion that it is important to look more closely into this. At an art institute where there is a lot of one-on-one follow up of students, it is also reasonable to assume that the requirements for resources can be higher than what is otherwise common at NTNU.

Division of labor

During the mapping, it has been pointed to a need for more equally distributed responsibilities and tasks. The need for a review of roles, responsibilities and tasks increased during the corona pandemic as the workload grew and tasks changed.

It is also unclear which tasks belong to administrative employees and which belong to the academic staff. There are examples at KIT of administrative staff handling academic tasks and vice versa.

Lederstøtte

The need for leadership support has been mentioned by several. KIT lost their head of administration during the reorganization after the merge at NTNU. Since then, there has been no dedicated leadership support until the department hired a senior adviser in the Fall of 2020. The position does not, however, have the same authority normally given to heads of administration. Good leadership support is important in order to prevent that the head of department spends an unnecessary amount of time on administrative duties; ensuring enough time is given for academic duties and follow up of employees.

Employment conditions

At KIT, nearly all academic staff are employed in various forms of fixed terms. A fixed term of 6 years is generally the standard at art academies; something which is also authorized in the Act relating to universities and university colleges. Academic staff at KIT are normally employed in 6-year fixed-term positions for a maximum of two periods. The size of a position varies between 100, 50 and 40 per cent positions. Only two of the academic staff are permanently hired and both are in part-time positions. This may be one of the reasons why many in the academic positions do not reside in Trondheim and are as a result less present on campus. Lack of presence affects both the employees' work environment and students' study environment.

To ensure greater continuity and the opportunity to build a good academic fellowship, future fixed-term positions will be announced as 100 per cent positions with obligated presence, or 20 per cent professor II positions where it is possible, to a larger degree, to travel back and forth.

Economy

The economy at KIT has been addressed by several. It is perceived that the economy at the department is poor and mainly covers wages for the staff; that there is little left for other purposes, for instance for maintenance, laboratories, workshop and daily activities. Several also call for better insight into budgets and accounting and the background for prioritizations.

Collaboration and fellowship

From the background reports it is clear that most staff experience KIT as a good workplace and that by and large the culture at the department is positive. Engagement and a desire to develop the department together with good and competent colleagues is prominent. There is an expression of joy and pride in being employed at KIT which many describe as «a big family» where the culture is embossed with a desire to help each other and work together as a team. Most experience KIT as a unique workplace with great opportunities that the relationship between art, science and technology provides within the framework of NTNU. The great diversity – both academically, culturally, and internationally, is valued by many. Teaching, work and contact with students is also experienced as very rewarding and something that offers great motivation and job satisfaction.

Social tone and respectful behavior

The mapping has at the same time uncovered challenges with collaboration and fellowship. This applies particularly to the communication from individual employees, especially in meetings, where several experience rude behavior and usage of master suppression techniques. This results in meetings that are perceived as dysfunctional and so uncomfortable that some hesitate to participate.

One negative consequence of this can be that decisions are made without the necessary cooperation. Disrespectful behavior is also recurring in some of the

email correspondence with “screaming” in the form of using capitalized letters, exclamation points and so on; cc 'ed to everyone, in order to express dissatisfaction. Some express that they are afraid to send emails in the fear of «hostile» responses cc'ed to everyone. This destructive culture must be addressed by the management and, in cooperation with the employees, create standards for good and respectful communication.

Polarization

Several report about power struggles at the department with recurring issues and lack of respect towards the decisions that are made. It is described as a polarization of the work environment where some are perceived to be for or against the leadership; where those who wish to be neutral experience being unwillingly placed in one of the categories.

Familiarity with each other

Several have a desire to get to know each other better. This particularly applies to the newly employed. Good knowledge of each other's competence and responsibilities can reduce vulnerability and increase the academic robustness at KIT. It can also increase the feeling of belonging to a team and be a good foundation for further developing cooperation and fellowship, allowing shared ideas, knowledge and experience.

Students

Even though the students and their situation are not part of the mandate of the project group, there are aspects surrounding the students that the group sees as relevant for the continued effort with the work environment for the employees. Some of these aspects are probably, to a certain degree, unique to an art institute since employees and students work very closely with each other; among other things through a lot of one-on-one teaching.

Particularly two aspects have come up when the project group carried out the mapping. One aspect is related to the ties to the students becoming too close such and that the sense of ownership of the students become too great. Among other things is the phrase “my students” instead of “our”; something that several react to. From the group work carried out after the work environment survey of 2019 came that new students should not be pulled into conflicts between employees or between employees and management. The employees are in a superior position and have the responsibility to ensure that the relationship between employees and students is professional.

Another aspect that is mentioned is the need to set standards for what is acceptable and unacceptable behavior for the students. There is, for instance, a clear expectation that the management give clear feedback when there is unacceptable behavior e.g. towards employees.

Academic development and engagement

Academic development and disagreement about the direction that KIT should take was a reoccurring topic. Primarily, this is about whether KIT shall be an art school according to a traditional model where the teaching is built up around the individual professor and their artistic work (so called "meisterschule", master school) or if KIT shall be an academic institution clearly integrated into NTNU with a clear academic profile and thorough programs of study and subject descriptions.

A consequence of the academic disagreement seems to degenerate into personal conflicts that are perceived to be destructive for the work environment. The disagreements are perceived to have escalated through one party's usage of the media to promote their case where also the students have been drawn in as a party.

The employees perceive that KIT is changing, but it can appear as if there is disagreement or lack of knowledge or cooperation about what KIT should be and where the path should lead. Both the dean and the head of department are clear in that KIT is an integrated part of NTNU. However, it can be sensible to thoroughly go through the processes and decisions behind the chosen direction together with the employees.

Recommendations and measures

The project group has under each chapter summarized their recommendations and suggestions for measures. These are collected in a separate table at the end of the report.

REPORT

1: LEADERSHIP

Good leadership is of great importance in order to achieve a well-functioning work environment. This entails, among other things, that employees experience independence and influence over how assignments are to be executed, have a clear image of the purpose of their own work, are recognized and valued for their performance, receive support from their immediate superiors and that the leadership is fair. A trusting relationship between leadership and employees is also important and that employees experience the leadership as reliable and trustworthy.

Leadership has been a central topic in the work of mapping the situation at the department. Leadership is here defined as head of department and deputy (in some instances also the dean) as well as the actual execution of leadership.

The project group has looked closely at the perceptions of how the leadership functions at the department and between department and faculty. The project group has also emphasized how personnel challenges are addressed.

There has been a lot of feedback on leadership during the examinations conducted by the project group; both positive and negative. The positive feedback can particularly be found in the summary from the individual work environment conversations at the department, but also in the summary of the conversations the project group conducted with key personnel at faculty and department level.

The head of department is praised for his ability to be visionary, lead KIT forward, thinking long-term and for his work in making KIT an integrated part of NTNU. Several people also point out his academic strength, the importance of his large international network, and his genuine desire to transform KIT from a traditional art academy into a university-based art institute with emphasis on research and development of PhD programs.

The deputy at the department's ability to function as a glue in the organization is also favorably mentioned. The structured way in which he conducts his work is also emphasized. He is largely present at work which is perceived as important. It is further emphasized how crucial it is that the department does not lose him. As an example, the deputy's work in including the technicians in the teaching process is mentioned. This has given the technicians a larger place and improved status towards the students.

In the summary from OHS/BHT, some emphasize that they choose to work at KIT because of good leadership; several experience trust from the leadership and each other

At the same time, there are many who express themselves critically towards how leadership is currently executed at the department and also towards how leadership functions on, and with, the faculty level. In particular, many point to how the role as head of department is executed

Among other things, it is pointed out that the communication is perceived as vague, and that there are both unclear demands and expectations towards the employees. Some have the opinion that there is a lack of openness surrounding important decisions, priorities and use of resources. It is claimed that it often takes a long time before decisions are made, and the word indecisive has been mentioned. Once decisions are actually made, follow-through is experienced as weak. Some express that there is more interest in academic development and less for day-to-day business and administration. The feedback from several indicate unclear structure and lack of overview over which tasks are administrative and which are academic.

It is pointed out that the management is insufficiently present and available. This particularly applies to the head of department. It is also claimed that it can be difficult to get replies to email.

The three reports indicate that there is a fear of conflict and a lack of will or inability to put an end to undesirable behavior and set clear limits. It is strongly expressed that this must be handled and that this is important to KIT

Several mention that the strengths and weaknesses in the head of department are mirrored to a large degree in the dean; something that may be problematic. It is stated that the dean, to a much larger degree, must make clear demands of what he expects the head of department to deliver and that he must follow up to ensure that the delivery meets expectations.

1.1 Registered whistleblowing, complaints, concerns and deviations

The department has received information regarding challenges in the work environment through different channels. The project group viewed it as an important part of the work that this should be examined more closely. It therefore asked for an overview of all whistleblowing, complaints, concerns and deviations going back to August of 2018. This information was originally only requested from the dean and head of department. Later on it was requested that also the current and previous rector, as well as the director of organization, the HR- and HSE division director and relevant groups in the HR- and HSE division send in what they had of such inquiries made directly to them from employees.

In order to ensure that the information the project group received was as relevant as possible for the current situation, it was limited to the last two years. It was assumed that challenges that had been ongoing for more than two years would still be uncovered through this.

It is important to emphasize that the project groups mandate was to map the challenges at KIT and suggest areas and types of measures. The mandate explicitly emphasized that the group was not to handle individual cases. The reason to review individual cases was founded in a need to see whether this gave information about the general challenges at the department

Both deviations and conflict were issues that have concerned many of those who were interviewed through the individual work conversations carried out by the OHS and in the conversations that the project group carried out with key staff. During the presentation of the results of the work environment survey of 2019 on September 3rd, it was apparent from the group work that there was a need to reduce individual conflicts and rude behavior in different meetings. Both the head of department and the dean were clear in that they saw solving the current conflicts as a key contribution to creating a good work environment at KIT.

In the conversations the OHS carried out with all the employees at KIT, almost everyone pointed out the need to address and solve the conflicts as soon as possible. In several of the conversations with key staff it was mentioned that there were conflict issues at the department that were so challenging and devastating for the operation of KIT, that without a quick solution to these challenges it would not be possible to restore a good work environment. This not only puts expectations and demands on the leadership of the department, but also on the dean and faculty to get involved; providing assistance and support to the leadership at the department. There was also reference to clear elements of disloyal and unacceptable behavior that the leadership must address.

Some link the conflicts partially to disagreement on strategic choices for the department and resistance against the employer's managerial prerogative which includes that the employer, within a given framework, can decide what the individual shall or shall not do.

In the conversations with key staff it is stated that most are not and do not want to be part of the conflicts at KIT. And yet, the conflicts affect everyone due to the departments small size. That the students are pulled in as a party in the conflicts is described as very unfortunate and unacceptable.

The project group has through the material from the dean and head of department been provided with an overview of individual conflicts and issues reported into the deviation system. When it comes to this system it seems to be used to report in a number of different types of issues, also issues that must be characterized as severe harassment and issues that may be whistleblowing.

Based on the registered deviations that the project group have looked into, there seems to have been an increase in the number of cases reported that concern unacceptable behavior. It started with a couple of cases in the Autumn of 2019 but escalated after the corona pandemic lead to a shutdown of the campus in March 2020. In the time period May-June 2020 there were several serious cases of unacceptable behavior reported. This applied particularly to issues between colleagues, but also between students and employees. This was also confirmed by the feedback from employees in relation to the individual work environment conversations that the OHS had with the employees, as well as the feedback received during the presentation of the results of the work environment survey (ARK) to the employees in September 2020. Several described how they perceived

that the digital meetings have worsened the dialogue between the employees, and that individual employees have behaved unacceptably in digital meetings. This was especially reported as an occurrence in the pedagogical forum.

1.2 Handling of unacceptable behavior

During the conversations with the OHS, some have mentioned that there is a tendency for issues not to be handled, or that reactions from the leader on unacceptable behavior comes far too late. It is also mentioned that this also applies to unacceptable behavior by students towards employees. In the conversations with key staff, some have referred to examples where there are no repercussions for students who violate NTNU guidelines; arguing that they'll soon have graduated. This may lead to employees experiencing that unacceptable behavior has no consequences and that, as such, it is tacitly accepted by the leadership.

Since the project group does not handle individual cases, this in some ways limits the depth of the knowledge that the project group has acquired in how cases of unacceptable cases have been addressed. The project group has focused on the type and amount of conflicts and unacceptable behavior that are registered in the deviation system, and that are mentioned by the OHS summary, ARK follow up, and in the conversations with key staff.

By conducting a systematic review of the cases in the deviation system, the project group finds that it generally takes a long time from deviations are reported until the issue has been addressed, measures taken, and the matter is closed. As an example, cases that were reported in May/June 2020 were still registered as unaddressed and with little information regarding what, if anything, has been done.

During conversations with the head of department and the dean it is confirmed that it has been challenging to address these issues, and they call for more support and assistance in ensuring that such cases are processed within a reasonable time frame and also carried out correctly.

Conflicts and unacceptable behavior have been pointed to by many as key central challenges for the department, and that there is a need for the management to address these issues. NTNU has guidelines for how different types of issues should be addressed, what is defined as unacceptable behavior, harassment and criticizable conditions. In order to ensure that employees experience a safe and a good work environment, it is important that the leadership addresses reported cases immediately, and that the cases are addressed in a predictable manner in accordance with NTNU guidelines and laws and regulations. Both the leadership on the department- and faculty level should ensure that they have good routines and adequate resources to follow up on issues when they occur.

1.3 Cooperation between levels of leadership

In the report from the OHS, it is indicated that some experience unclear roles between dean and head of department. This is supported by the fact that a culture for breaking the chain of command is a repeated topic in the conversations the project group had with key staff. According to these conversations, it has been possible for individuals to go directly to the dean to have decisions made by the head of department reversed. The dean admits that he may at times have been so eager to «solve problems» and get things done that he may have “overrun” the head of department. He has, however, become more conscious of how this is an issue that undermines the authority of the head of department, and that he now, therefore, refers back to the department level when he receives such requests.

Several in the OHS report have pointed out that they experience unclear roles between the head of department and the deputy. Their experience is that the deputy has an important function but without any formal jurisdiction. It also became clear during the conversations with key staff that even though the deputy function is established as a function, the role as deputy is not formalized.

During the project groups review of the work environment surveys, the results from 2017 show divided opinions on the collaboration between employees and leadership at their own and overlying unit. Going through the results from the 2019 work environment survey in the meeting 3 September 2020, leadership development appears as one of the areas that needs continued focus; where tasks and decisions in the chain of command come up as a separate focus area.

According to the feedback, unclear roles and chain of command both between the dean and head of department and between head of department and deputy, seem to create challenges in the management of the department. Despite formulating several measures after the results of the work environment survey in 2017, this is still an issue also in 2019. The results of the work environment survey of 2019 and the group work afterwards indicate that there is still a need for clarification of roles, but the need seems to have decreased somewhat compared to the results from 2017.

It is important that the cooperation between the leadership levels function well and that there is good and open communication between the leadership levels. It is particularly important that the leadership levels agree on the direction for the department, and that there is agreement on how processes should be carried out. The trust in the processes is also dependent on employees perceiving that the leadership is not sending mixed signals or feedback once decisions are made. It is important that the chain of command is clear and that the responsibility for the different decisions are correctly and clearly placed.

1.4 Decision-making processes

In the OHS report several have mentioned that they would like more transparency in decisions. The need for openness in decisions was also a topic during the group work carried out as part of the presentation of the work environment for 2019. Lack of transparency in the decision-making processes is experienced as a work environment challenge and as a burden on the employees.

The process for recruitment is an example of a decision-making process where some feel that the hiring does not always follow regular routines in the advertisement and hiring process. The project group has not investigated previous recruitment processes nor examined whether these have followed regular procedures and guidelines at NTNU. It is still important to emphasize that at the start of recruitment processes it is key that all employees know the guidelines and procedures for hiring at NTNU, and that the management provides information as early as possible. This applies both to the plans for hiring, and for when the cooperation with the employees will take place. In a work environment where there is uncertainty regarding whether the hiring processes are following regular procedures and rules, it will be particularly important that the management ensures that the processes are as transparent as possible.

In order for the employees to experience greater openness regarding decisions it is key that the employees not only know which decisions are being made, but also when they are made, by whom, and that they understand on what basis they are made. The employees must be able to cooperate at the right time in the right way. This is also important in order for employees to gain trust in the processes that are carried out.

1.5 Availability and presence

The mapping has shown that many employees miss having their leader more physically present. It is also emphasized that the head of department is continuously taken out of regular operation in order to participate in leadership meetings and gatherings at the faculty level and to a lesser degree is available for the day-to-day conversations and discussions about smaller and bigger issues. This makes several employees feel that the head of department is somewhat distant from the regular workday of the individual. Simultaneously, some mention that there is often late or no response from head of department by email. Employees express that it is challenging that the head of department is absent. This is also addressed as an area for further development as a result of the presentation of the work environment survey of 2019.

Another area for continued development is the need for more dialogue with the head of department. Simultaneously, the deputy's substantial presence is expressed as a positive experience.

1.6 Recommended areas for measures related to management

On the basis of the described challenges related to leadership at KIT, the project group recommends that measures are formulated in the following areas:

- The head of departments physical presence and availability to employees at KIT.
- Prevention and handling of conflicts, HSE-deviations, complaints and whistleblowing
- The cooperation between leaders at KIT and between the leadership levels at the department and faculty.

For details, see table of recommendations and suggested measures in chapter 7.

2: COMMUNICATION AND OPENNESS

Communication and openness are key to building trust between leadership and employees. It is important to strive towards a sharing of information that is perceived as similarly as possible by the recipient to how the sender intended. This is challenging in all communication. And even though this is the goal, the same information is often perceived differently by different recipients. Communication is therefore an area that requires a great deal of attention. It is important to ensure that the message that is communicated is as clear and unambiguous as possible.

The availability of the information must also be considered carefully. The more important the content of a message is for the individual, the more important is good communication. This has importance for how many places the information should be available, how often it should be communicated, and how available management should be for questions and clarifications. When communication is good and employees perceive that important information is given at the right time, in the right amount, and is easily accessible, trust is created and will be perceived positively.

As it appears from the chapter regarding management, there is feedback that indicate that there are significant challenges in the communication between management and employees. Several claim that communication functions poorly, that there is partial lack of communication and dialogue, and that there is an experience of lack of openness surrounding important decisions, resource management and prioritizations. Furthermore, the employees express that this creates lack of clarity and unpredictability in the work which again results in a lot of frustration leading to potential work environment challenges. Openness is also mentioned as a foundation for good cooperation and for the feeling of being seen and taken care of. Some state that this is not the case and that they do not get the information that they are entitled to and therefore cannot participate in

the decisions. In the OHS report there are several who express a desire for more information to be shared with everyone. Simultaneously, the project groups conversations with key staff mentions that good communication is also about the attitude by the individual, about the will to communicate respectfully and understandably, and to try not to misunderstand. This must be seen in relation to the unacceptable behavior between employees as mentioned previously in the report.

From the OHS report, conversations with employees and in the conversations with key staff several express a lack of communication and openness from the management related to decision-making processes. The head of department, however, expresses that there is a large degree of openness and transparency about decisions at KIT, and that the division regarding this issue is more about whether people agree with the decisions or not. He does, however, emphasize that openness is something that has to be worked on continuously and that this is an area where the work is never quite finished.

The opposing views between those who consider that there is a lack of communication and openness, and the head of departments view that there is a great degree of openness and transparency, illustrates how challenging good communication can be. In this situation it will be important to look at the systems of communications that the department has, how often information is shared, how well known the communications channels are, how they are used, and which language the communication is in.

2.1 Communications channels

During the mapping it has become clear that there is uncertainty surrounding which electronic channels are being used for the common communication at the department. Both NTNU email, private email, different calendar solutions and messages on Innsida are in use. According to the overview of previous measures, both Outlook and NTNU email were introduced as obligatory work tools at KIT already in 2014. At the same time, a common digital calendar was introduced among the employees in order to coordinate academic activities and give clear information to students regarding employees' presence on campus. As one of the measures after the work environment survey in 2017 the department has spent significant time on developing a «staff handbook» in order to compile such routines at NTNU and KIT. Despite these efforts, it is perceived to be a problem that it is not clear which electronic channels are to be used for common communication. In this situation, everyone has a responsibility to follow the set guidelines.

The OHS summary also reveals that employees find NTNUs systems complicated and not user-friendly; for instance, Blackboard, Cristin, Paga and Emner på nett. Many also know that there is a lot of information on Innsida but find it difficult to find what they need. It is experienced as a loss among several of the technical/ administrative employees that academic employees do not respect or use NTNUs digital systems.

2.2 Language – English versus Norwegian

The department is very international where about half the employees are foreigners. Since the department has an extensive use of fixed-term positions among the academic staff, and a significant portion of these also do not live in Trondheim, there are a number of the foreign staff that do not master the Norwegian language. The department therefore uses English as the working language to a large degree despite only a few have English as their mother tongue.

Both in the report from the OHS and the report from the conversations with key staff it appears that language causes issues at the department, and that language is an important factor in explaining the lack of communication and dialogue at the department.

For some, it is also experienced as problematic that the appraisal interview takes place in English, even when it is agreed that the conversation is to take place in Norwegian. The information from the head of department is also being referred to as sometimes difficult to understand because the language is often complicated and perceived as unclear. Better Norwegian skills is therefore called for from the head of department.

It is not unnatural that English language and text is largely used in such an international and multilinguistic work environment. When English is used as the common language, it is important to have an awareness of the fact that the employees have many different languages as their mother tongue. The individual employees competence in the English language will vary and can therefore lead to misunderstandings. In an international work environment, it is especially important for both the management and the employees to keep focus on achieving good communication.

There are particularly two challenges related to language in an international work environment.

The official working language at NTNU is Norwegian; a large part of the information regarding guidelines, procedures, and laws- and regulations is only available in Norwegian. This means that when significant numbers of the employees at the department are foreigners, there must be an extra effort made to ensure that all important and necessary information is available in both Norwegian and English. It will not be sufficient if the information is only available in one of the languages.

The other challenge concerns the communication among the employees and among employees and management. In an international work environment special

attention must be given to ensure that it is understood the way it was intended. The individual employee and leader must in all communication reflect over the possibility that linguistic misunderstandings can be the cause of disagreement and to check if there are potential misunderstandings. This is particularly important in a situation where lack of communication and openness is perceived as part of the challenges.

2.3 Recommended areas for measures related to communication and openness

On the basis of the described challenges related to communication and openness at KIT, the project group recommends that measures are formulated in the following areas:

- Usage of NTNUs common digital work tools
- Development of good communication between leaders and staff at KIT

NTNU has formulated 10 pieces of advice for good internal communication. The project group recommends these as a foundation for building the communication at the department.

<https://innsida.ntnu.no/wiki/-/wiki/Norsk/internkommunikasjon>

1. Inform internally before you inform externally
2. Prioritize verbal dialogue supplemented with written information
3. Create an action plan with a year plan for the internal communication in your department
4. Give early information about important issues that are being planned, the decisions and the background for them
5. Show openness and willingness to share
6. Use Innsidas messaging channels for all official communication with groups of employees
7. Have regular staff meetings for all employees
8. Facilitate two-way communication and dialogue
9. Convey the key content of internal messages in both Norwegian and English
10. Informal communication arenas are also important (coffee machine, lunch area, hallway chats and so on)

For details, see table of recommendations and suggested measures in chapter 7.

3: COOPERATION

Initially, an overview is given over the co-determination and cooperation structures that exist at NTNU, and in what way and where in the organization these are to be used.

NTNU has through their adaptation to the Basic Agreement for the Civil Service described a clear distinction between what makes up co-determination and what cooperation is at NTNU. Co-determination is taken care of through union representatives and structured meeting arenas between employer and the unions; that is through SESAM (Central Cooperation Board) at the central level and through LOSAM (Local Cooperation Board) at the faculty level. In these arenas, some individual cases from the department level are processed when the case requires formal processing with the union representatives

With regard to cooperation, this is to be taken care of by the department leadership and the employees where the individual employees cooperate in the formulation of the decisions that concern the work situation. In NTNUs Adaptation to the Basic Agreement for the Civil Service it is furthermore stated: «Exercising cooperation at NTNU includes that cooperation shall be taken care of through a leadership behavior that ensures that employees are consulted in the ongoing decisions that concern the work situation. This also includes that the individual has a responsibility to express their views and also, on their own initiative, address issues that they desire cooperation in.” This means that both leaders and employees have a common responsibility to ensure that cooperation operates according to the intentions, but that leaders have the responsibility of ensuring that employees are consulted during the processes.

According to NTNUs Management regulations it appears that the arrangement for co-determination at the department can either be a Department Board/ Department Council or Extended Management Group. It is necessary to point out that if we use the Adaptation of the Basic Agreement for the Civil Service at NTNU as the basis for understanding of co-determination, it is actually only cooperation that is included by the Management Regulations although the term co-determination has been used.

At KIT Extended Management Group has been chosen as the arrangement at the department. According to the Management regulations all departments must in addition also have staff meetings for all their employees at the department as well as a forum for staff in academic positions. These forums are to meet at least once a semester and give advice on issues that will be discussed in the Extended Management Group. There shall be written minutes from these meetings and these shall be made available to both employees and students.

All leaders with personnel responsibilities have the responsibility of facilitating and implementing cooperation according to the Adaptation agreement. Employees shall as early as possible be informed by their leaders and be given the opportunity to impart their opinion on issues that affect their own working

conditions before a decision is made. Cooperation can also mean participation in project groups if those are established.

All individuals also have the duty to cooperate according to the Working Environment Act §2-3 and 3-1.

The Working Environment Act §2-3 states:

“(1) Employees shall cooperate on the design, implementation and follow-up of the undertaking’s systematic work on health, environment and safety. Employees shall take part in the organised safety and environmental work of the undertaking and shall actively cooperate on implementation of measures to create a satisfactory and safe working environment.”

The Working Environment Act is clear that the primary responsibility is on the employer, but also emphasizes the employees duty to cooperate. This entails that employees have a duty to actively participate in the HSE work, including the organizational and psychosocial work environment.

There are a number of issues that are considered regular cooperation issues, and which should be part of the cooperation arrangement. The leader has a duty to ensure cooperation, among other things, with regard to the budget, accounting and economy, reallocation between wages and operations, decisions regarding work distribution, work execution, work plans, organization and facilitation of the work place, possible changes in staff, procurement of aids and equipment, announcing vacancies, introduction of ICT-systems and more. This list is not exhaustive. For a more comprehensive list we recommend reading the Adaptation agreement chapter 9.6.

In the conversations with key staff and in the OHS individual work environment conversations it has emerged that some find it challenging to understand how decisions are made and that they do not experience an opportunity to cooperate the way they should. Among other things, there is an experience of a lack of openness about what has occurred in meetings.

Uncertainty and unrest with regard to whether there is actual cooperation for all employees at the department seems to create suspicions and lead to a perception that the leadership has something to hide.

Several speak of lack of insight and cooperation in economic processes. The result is that they do not know what economic priorities have been made, or what the background for those priorities are. In several of the conversations with key staff and in the OHS report, it is mentioned that outdated/stolen equipment is not replaced and that there is a perceived lack of will from the head of department to do something about the situation. Lack of insight into budgets and accounting has also lead some employees to keep their own records in order to keep an oversight of their part of the operation, and that they do not know how much responsibility they have for the budget and any discrepancies.

Some also experience that there is insufficient cooperation when work assignments are changed. This has resulted in speculations as to whether this is due to a conscious choice to keep things hidden or if it is a result of poor communication skills.

3.1 Meeting structure and meeting culture

KIT has Extended Management Group, but some perceive the cases to have already been determined when they are presented to the group. It is also a perception among some that it is not always the same information that is given to everyone and if not, what the reason for that could be. There is also uncertainty around when the meetings are being held, and who is actually part of the Extended Management Group. The Safety Representative informs that he on repeated occasions has expressed a wish to be part of the group, without receiving an answer to whether this is possible or desirable.

Staff meetings for all employees do not appear to have been carried out since the Fall of 2019. If this is the case, employees have to a small or no degree been given the opportunity to exercise actual cooperation in advance of any meetings in the Extended Management Group in the way the Management regulations and the Adaptation to the Basic Agreement for the Civil Service stipulates. This is the responsibility of the head of department. Lack of implementation can create insecurity and unrest with regard to which decisions are made and on what basis.

In general, it seems unclear in what way the staff meetings are announced, if there is a written agenda, if there are minutes from these meetings and in what way these have been made available to the employees. It is also unclear whether these minutes have been included in the Extended Management groups meetings so that the views of the employees have been included as a part of the assessment of individual cases.

The department also has a pedagogical forum where meetings were held on a regular basis. In the Spring of 2020 there were, however, several meetings where incidents occurred that by some accounts were so unacceptable that they were reported. Several report that they experience the meetings so challenging that they find it difficult to participate and that the unacceptable behavior apparently escalated after the pandemic caused the campus to close and the meetings to be held digitally. The meetings in the pedagogical forum were suspended after the last meeting before Summer and has so far not been started up again.

During the Fall of 2020, the project group was made aware that the management were planning to reinitialize the meetings in pedagogical forum without the reported issues being processed first. According to the project groups knowledge, there had also not been made the necessary risk assessments to clarify whether it would be sound to hold a meeting without addressing the reported incidents first. Such measures and assessments must be made before meetings are held in the future.

The project group considers that there are significant challenges with the meeting structure and meeting culture which creates a situation where employees cannot exercise their right to cooperate. Well-functioning cooperation is an important foundation for a good work environment, and it is the managements responsibility to facilitate that this takes place.

3.2 Recommended areas for measures related to cooperation

On the basis of the described challenges related to communication and openness at KIT, the project group recommends that measures are formulated in the following areas:

- Taking care of good cooperation
- Appropriate meeting structure and meeting culture

Our recommendations for the meetings structure in general is that there is an assessment made of what is appropriate in order to take care of the academic content and the tasks that need to be solved, and to ensure that sufficient cooperation is taken care of at the department. Additionally, we recommend that the department make an assessment of what constitutes appropriate routines for planning, implementing and follow-up of meetings.

It is also recommended to reach an agreement on rules for behavior and conduct in meetings. The development of the meeting structure and meeting culture must of course be planned in cooperation with the employees that are participating in the different meetings.

For details, see table of recommendations and suggested measures in chapter 7.

Fakultetsadministrasjonen har over lengre tid slitt med omfattende sykmeldinger og at disse stillingene enten blir stående ubesatt eller fylt med kortvarige vikariat. Flere av sykmeldingene er langtidssykmeldinger, og i 2020 har sykefraværet blant fast ansatte vært over 25 prosent. I fakultetsadministrasjonens ledelse har det over lang tid vært fravær, noe som har medført høy bruk av kortvarige, midlertidig løsninger og lite kontinuitet. Dette har betydd at de ansatte i fakultetsadministrasjonen har måttet forholde seg til hyppige lederskifter med de utfordringer dette medfører.

En liten administrasjon har liten mulighet til overlapp når det gjelder funksjoner, og omfattende sykefravær fører typisk til at det blir mange oppgaver igjen for dem som er på jobb. Det øker i sin tur risikoen for slitasje og ytterligere sykmeldinger. Det at det i tillegg også synes å ta relativt lang tid å få inn vikarer, betyr at belastningen kan bli svært høy på noen få personer. Det blir vanskelig å rekke over alle oppgaver, og tidsfrister kan være vanskelige å holde.

I tillegg vil omfanget av sykmeldinger kunne påvirke hvilke tjenester det er mulig for fakultetsadministrasjonen å utføre for sine institutt, og i krevende saker for eksempel innenfor HR, kan det være vanskelig for fakultetsadministrasjonen å gi tilstrekkelig bistand. Dette er også blant tilbakemeldingene som prosjektgruppa har fått i sitt arbeid. Oppgaver som er uavklarte, blir kasterboller mellom fakultets- og instituttnivået.

Instituttene er i sin daglige drift avhengige av et godt og velfungerende samarbeid med fakultetsadministrasjon og fakultetsledelse, og det er derfor viktig å se på hvilke grep som må gjøres for å få samarbeidet til å fungere best mulig.

Små fakultet og institutt har mindre ressurser til disposisjon, og de er mer sårbare ved sykefravær enn større enheter. Selv om enhetene er små, er kravene til leveranse på de fleste områder den samme som på større enheter. Dette betyr at små enheter er helt avhengig av at organiseringen og utnyttelsen av de ressursene som finnes, er mest mulig optimale. Størrelse og ressurstilgang gir større utfordringer ved små enheter enn ved store, men dette kan ikke alene forklare utfordringene i fakultetsadministrasjonen på AD. Det finnes små fakultet ved NTNU, f. eks. Fakultet for økonomi, som har gode resultater på arbeidsmiljøundersøkelsene. Tilbakemeldingene til prosjektgruppa tyder på at det er viktig å se på organisering av administrasjonen ved AD, og rutiner, rolle- og ansvarssavklaringer. Dette bør også inkludere linjen mellom fakultet og institutt. Det er viktig å få på plass en administrativ organisering som kan sikre tilstrekkelig støtte til kjernevirksomheten og som kan forebygge og håndtere sykefravær. I tillegg bør det jobbes med tydelig rollefordeling og sikres kontinuitet og oppbemanning ved sykdom.

Prosjektgruppa er klar over at det har vært flere prosjekter ved fakultetet som blant annet har hatt som formål å se på organiseringen av fakultetsadministrasjonen og løse utfordringene som er der, men at disse i liten eller varierende grad er blitt fulgt opp og implementert. I fortsettelsen er det viktig at tidligere prosjekter vurderes for å sikre de nødvendige grepene for at tiltakene som vedtas følges opp og implementeres som forutsatt.

Utfordringene ved KIT har mange likhetstrekk med dem som også er påpekt i fakultetsadministrasjonen. For administrativt ansatte på en liten enhet kan oppgavene være organisert litt forskjellig, men ofte med at de fleste må kunne litt om alt og med liten grad av spesialisering. Administrasjonen er uansett sårbar ved sykefravær ettersom det da blir enda færre ansatte å fordele oppgavene på. Dette fører typisk til at administrative oppgaver enten ikke blir utført i tide eller at vitenskapelig ansatte må gjøre flere administrative oppgaver.

Prosjektgruppa har ikke gått inn og gjort en vurdering av hva som bør være minimumsbemanning ved et institutt, men uavhengig av størrelsen skal i hovedsak de samme oppgavene utføres på små institutt som store. På et kunstinstitutt hvor det er mye en-til-en-oppfølging av studenter, kreves det sannsynligvis større ressurser enn det som ellers er vanlig ved NTNU.

4: ORGANIZATION AND RESOURCES

The faculty of Architecture and Design is one of the smallest faculties at NTNU, and KIT with around 23 employees including management is the smallest department at NTNU. The faculty administration at AD is also small in NTNU context with about 20 employees.

Organization and the organizational work environment affect employees psychosocial work environment, their health and security in the workplace. The National Institute of Occupational Health in Norway (STAMI) emphasizes that the work environment is closely connected to how one organizes, plans, and implements the labor.

The mapping reveals that many see challenges in the organization and resources both at faculty- and department level. It is also pointed to challenges with unclear roles, and who is responsible for which tasks. This applies both internally at the faculty and department and between the two levels of organization.

Additionally, it is also pointed to relatively significant challenges with sick leaves and vacant positions in the administration on both levels.

The faculty administration has over a longer period struggled with extensive sick leaves and that these positions either remain vacant or filled with short term substitutes. Several of the sick leaves are long term, and in 2020, the rate of sick leave among the permanent staff has been over 25 per cent. The faculty administration leadership has also suffered from a long period of absence, which has led to a high usage of short term, temporary solutions, and little continuity. This has meant that the employees in the faculty administration have had to deal with too frequent changes of leadership with the challenges that this brings with it. A small administration has few opportunities for overlap when it comes to functions, and extensive sick leaves typically leads to too many tasks for those who remain at work. This in turn increases the risk of wear and further sick leaves. When it additionally seems to take inordinately long to hire substitutes, it means that the workload can be very high for very few employees. It becomes difficult to manage all the tasks, and deadlines can be difficult to uphold.

The extent of sick leaves can in addition also affect which services it is possible for the faculty administration to offer their departments, and in demanding cases for instance within HR, it may be difficult for the faculty administration to offer sufficient assistance. These are also part of the feedback that the project group has received during its work. Tasks that have unclear ownership get passed back and forth between the faculty and department levels.

The departments are in their day-to-day operations dependent on a good and well-functioning faculty administration and faculty leadership, and it is therefore important to see which measures must be taken in order to ensure the best possible cooperation.

Small faculties and departments have less resources at their disposal, and they are more vulnerable to sick leaves than larger units. Even if the units are small, the demands for delivery in most areas are the same as in larger units. This means that small units are completely dependent on an organization and exploitation of the resources that are as optimal as possible. Size and access to resources gives greater challenges in small units than in larger ones, but this cannot alone explain the challenges in the faculty administration at AD. There are small faculties at NTNU, for instance the faculty of Economics and Management, that have good results in the work environment surveys. The feedback to the project group indicates that it is important to investigate the organization of the administration at AD, routines, and role and responsibility clarifications. This should also include the chain of command between faculty and department. It is important to put into place an administrative organization that can ensure sufficient support to the central operations and that can prevent and handle sick leaves. In addition, work should be done in creating a clear role distribution and ensure continuity and additional staffing in situations with illness.

The project group sees that there have been several projects at the faculty that among other things have had as their purpose to investigate the organization of the faculty administration and solve the issues that are there. However, these have to a lesser or varying degree been followed up on and properly implemented. In the continuation of the work it is important that previous projects are assessed to ensure that the necessary steps are taken to follow up and implement the adopted measures as decided.

The challenges at KIT have many similarities with those that have been pointed out in the faculty administration. For administrative employees in a small unit, the tasks may be organized somewhat differently, but often with most staff knowing a little bit about everything and with a small degree of specialization. Either way, the administration is vulnerable during sick leaves since there are even fewer employees to handle the workload. This typically leads to administrative tasks not meeting deadlines or that the academic staff must perform more administrative work.

The project group has not assessed what would be required as a minimum staff in a department, but independently of the size the same tasks are performed at small departments as in large ones. At an art institute where there is a lot of one-on-one follow up of the students, it is also reasonable to assume that the requirements for resources can be higher than what is otherwise common at NTNU.

4.1 Division of labor of administrative tasks between faculty and department

During the project groups conversations with key staff it has been mentioned that the department on several occasions has requested assistance from the faculty administration to solve tasks, but that they often experience that the task is often returned back to the department as the faculty level also has limited administrative resources. This typically happens when the workloads are peaking and when there are sick leaves, which often can be related.

The division of labor between the faculty and department has been a challenge over time, it has been unclear which tasks are to be handled at which level. This has in some instances caused tasks to be sent back and forth due to disagreements as to where the responsibility for a task lies.

Several processes have been started to create clear structures and conditions, but the processes have not been completed.

It is claimed that if the faculty had better administrative capacity, this would have improved the situation for the department. Some claim that the department is currently doing tasks that belong at the faculty level and vice versa.

It is important that the management on both level 2 and 3 address the challenges, ensure sufficient administrative capacity and robustness, clarifies how peaks in the workload can be handled, and how tasks and division of responsibilities on and between the two levels can be taken care of in situations with sick leaves. This is a joint responsibility for both the leadership at the department and faculty together.

4.2 Roles and tasks at the department level

It is an important part of a good work environment to have a clear picture of the responsibilities, tasks, and expectations in the job. Clear assignments and areas of responsibilities contribute in creating predictability and safety in the individual job. If roles, responsibilities and tasks are divided in an unclear fashion, there is also an increased risk of conflicts of interest and friction between employees. This is part of the reason why roles and clarity of roles are topics in the NTNU work environment survey.

It should be mentioned that, in general, unclear roles can be a sign of suboptimal organization and deficient planning. The mapping could indicate that this applies to KIT. The summary of the work environment survey (ARK) indicates that there could be some improvement between 2017 and 2019 in the employees' experience of which tasks are included in their job description, and what is expected of them.

Still, there are several in the summary made by the OHS that point out that there is a lack of clarity in roles, responsibilities and authority to make decisions within most of the positions and that there is a need for clearer roles and more dialogue with management regarding tasks and workload.

The ARK 2019 follow-up also point to a need for responsibilities and tasks to be divided more evenly. Employees also express that the need for a review of the roles, responsibilities and tasks increased due to the corona pandemic because the workload increased, and the assignments changed.

There is also uncertainty around which tasks that are administrative, and which are academic. On occasion, tasks that are clearly academic have been delegated to administrative employees; for instance, translating subject descriptions from English to Norwegian. In the same manner, academic staff handles administrative tasks. To some degree administrative tasks are also a part of the responsibilities for academic staff, and in a small department with scarce resources this may also be necessary. There are, however, tasks that are not expedient to delegate to administrative employees. The conversations with key staff points out that employees are given tasks that do not seem to be appropriate in relation to the position and other job content.

The project group emphasizes the importance of addressing lack of clarity in these matters.

4.3 Leadership support

The need for leadership support is a topic mentioned by several; both in conversations with key staff and in the OHS summary. The OHS summary imparts a perception of a lot of administrative work on the head of department and the deputy. In addition to a small administration, the department has been without a head of administration since the reorganization in 2017. The intention is that typical tasks for a head of administration, such as leadership support, coordination, and distribution of administrative work, is handled by a senior adviser without personnel responsibilities. During the period between January through August 2020 the position was vacant. In the conversations with key staff and the OHS summary, high expectations are placed on the senior adviser that began in September 2020. There is simultaneously an expressed concern that the lack of formal authority in the position will hamper efficient leadership and execution of administrative tasks.

None of the departments at the faculty have a head of administration, something that is otherwise common at NTNU. Several explanations have been given for this. Both economy and a lack of need for a head of administration have been offered as explanations. The lack of need for a head of administration has been based on the small size of the administration at the department, and that it could not justify having a head of administration.

The responsibilities of the head of administration is normally more comprehensive than what was emphasized when the position was removed at KIT. It can also be argued that even small departments need a head of administration to ensure that the head of department does not need to spend large amounts of their time to execute and delegate administrative tasks at the department. An important role for a head of administration is to give necessary leadership support to the head of department. In a situation where the heads of departments are employed on fixed-term contracts, the head of administration also ensures continuity.

Another aspect of this can also be that heads of departments at NTNU, largely are employed for their academic qualifications and less based on experience with administration and leadership. An assessment of the organization and scope of leadership support must therefore also include those aspects. Sufficient and well-organized leadership support is therefore critically important in the continued work.

Based on the abovementioned considerations, the project group recommends establishing a position of head of administration at KIT.

4.4 Employment conditions

Unlike what is otherwise common at NTNU, where associate professors and professors generally are permanently employed, KIT has an arrangement where almost all academic staff are employed in some form of fixed-term positions

According to the dean it is a tradition at art academies in general to operate with 6-year fixed-terms. These fixed terms are authorized in the Act relating to universities and university colleges, which gives the opportunity for fixed terms in academic positions where competence in creative or performing arts is an essential element of the competence requirements. The dean further explains that the purpose of such fixed terms is a desire for professional topicality as an important component of competence, and that this is traditionally created through artistic work. Based on this, there are regular replacements of the academic staff at KIT.

Traditionally at KIT, associate professors and professors are employed in 6-year fixed-terms with the possibility of two terms, that is max 12 years. Among these, there are also varying sizes of positions, where three currently are in 50 per cent positions, while the other three are in 100 per cent positions. There are only two permanently employed academic staff at KIT, both in part time positions. In addition, there are also five PhDs, and a post doc.

The extensive use of fixed-terms and few permanent positions for academic staff, may be one of the reasons why many academic staff do not have their residence

in Trondheim and consequently are less present on campus. According to the conversations with key staff the lack of presence from some academic staff creates challenges for the professional community, teaching and student follow-up. It also causes a situation where there are too few people to delegate key roles to, as for instance deputy and study program leader. The system is perceived as vulnerable and creates large workloads and wear on individuals.

It is pointed out by several both in the OHS summary and in conversations with key staff that fixed-term positions of 6 years are unfortunate and challenging. As mentioned above, it is pointed out that the arrangement results in wear on individuals. In addition, it also causes significant challenges in the continuity among the academic staff at the department. Several express a desire for more continuity in the work force.

As a result of this, the department has begun listing fixed-term positions in 100 per cent positions with residency requirement in Trondheim which includes obligated presence. According to the dean this will promote continuity, development of professional community and a more focused academic and artistic development work.

Additionally, there will also be several positions as professor II in 20 per cent positions in order to receive outside impulses and in order to build international networks.

We recommend that the use of fixed-term positions in relation to a sound work environment is discussed further. The management should also consider the balance between permanent and fixed-term positions. If there is a continued extensive use of fixed-term positions, the management must ensure that the administrative support is sufficiently robust to handle little continuity among the academic staff.

4.5 Economy and resources

The economy at KIT has been addressed both in the OHS report and in the conversations with key staff. From both these reports there is a perception of poor economy at the department. Some speak of low production and little pay off seen in relation to NTNUs economy- and distribution model. The budgets are perceived as extremely tight and almost exclusively used to cover the wages of the employees.

In both reports it appears that there are challenges related to little funds for maintenance, lab, workshops, and daily activities. In addition, several experience little interest from the head of department on these challenges. This affects both the motivation and the sense of professionalism.

It also appears from both reports that several experience a lack of insight and cooperation in economic processes. It is claimed that it is difficult to get insight into budget and economy and that it is uncommon to get to see the budgets and accounting. The result is a lack of knowledge of the economic prioritizations that are made and why. This also results in some keeping their own records in order to keep an oversight over their part of the operations, and that there is uncertainty among some with regard to how much responsibility they have for the budget and potential discrepancies.

4.6 Recommended areas for measures related to organization and resources

On the basis of the described challenges related to organization and resources at KIT, the project group recommends that measures are formulated in the following areas:

- Clarification of roles, distribution of responsibilities and tasks
- Clarify tasks and responsibilities between the administrations at the department and faculty
- Sufficient and well-organized leadership support to the head of department
- Good balance between fixed-term positions and permanent positions among the academic staff

For details, see table of recommendations and suggested measures in chapter 7.

5: COLLABORATION AND FELLOWSHIP

Good collaboration and fellowship between colleagues, and a supportive climate and a high degree of inclusion and social responsibility is important for a well-functioning work environment, efficient work processes and good achievement of goals.

In the reports from OHS and the conversations with key staff it appears that most employees experience KIT as a good workplace, and that by and large there are a lot of positive aspects to the culture at the department. There is a lot of engagement and a strong desire to develop the department, and there is mostly a good relationship between the employees. This applies both to the technical and administrative employees and between the technical/administrative and the academic employees.

Many express great joy and pride in being employees at the department and appreciate their workplace. Many describe KIT as one «big family», and speak

about competent professionals, competent technicians, and good people in the administration. Many express that they in general have a good work environment, and several describe a culture for helping each other, working in teams and including each other and having a nice social tone. The social arenas like «lønningspils», morning coffee and joint lunches are appreciated by many, and they would like more of it.

Most of them mention the experience of KIT being unique. Simultaneously, they also emphasize the great possibilities that the relationship between art, science and technology provides, and not in the least what the merge with NTNU and cooperation across departments, faculties and centers means. Most employees experience teaching, work, and contact with the students as very rewarding, something that gives them great motivation and job satisfaction. The freedom in exercising their work is also appreciated by many. They emphasize that flexibility within a vision and structure, is central and essential in order to exercise a profession of artistic nature. The great diversity, both professionally, culturally and the international environment is appreciated by many at the department.

Simultaneously, many express challenges related to collaboration and fellowship. This is among other things related to the social tone between employees, challenging behavior, recurring arguments, lack of familiarity with each other and relations between employees and students.

5.1 Social tone and respectful behavior

In mapping the work environment at KIT, a number of challenges uncovered were related to social tone and respectful behavior. The OHS summary shows how this especially is expressed in how employees behave and communicate with each other in meetings. The described challenges are supported by the results from the work environment surveys (ARK) where there are negative results on the topics «fellowship between colleagues” and “absence of personal conflicts”. The score is more negative in these two areas in 2019 than in 2017.

The meeting culture at the department is mentioned as a challenging area in all three reports. This takes the form of unacceptable behavior. As an example, several express what they experience as master suppression techniques, yelling, screaming, and quarrelling in meetings. Not everyone shows up on time. There are also experiences with organizational challenges of the meetings in that the notice and minutes are late. The result is that the meetings are perceived to be dysfunctional, and some employees experience the meetings as so uncomfortable that they hesitate to participate in them. Pedagogical forum is previously mentioned as one of the meetings where there have been significant challenges, and there are several issues registered to the meetings that were held during the Spring of 2020. The mapping indicates that there is a need to establish good meeting culture, with mutual respect, professionalism and collaborative culture in order for this forum to function according to its intentions.

One of the negative consequences of dysfunctional meetings is that some perceive that this may result in decisions being made without the necessary cooperation which again leads to questions and speculations about the actual basis for the decision. The need to address the issue of rude behavior and communication in meetings is explicitly mentioned as an area of development in the follow-up of the work environment survey of 2019.

Email communication is another area where challenges present themselves at the department. In the summary from OHS it appears that emails are sent in capitalized letters, exclamation points and so on, and that "everyone" is cc'ed when discontent is expressed. This is perceived as hostile and sets the tone for the rest of the email correspondence. Some express that they hesitate to send emails out of fear of a hostile, critical response, with cc to everyone.

One of the areas for development in the summary from the presentation of the work environment survey from 2019 is email behavior. It is important that the management addresses this destructive culture and, in cooperation with the employees, develops standards for good and respectful communication.

5.2 Recurring arguments and challenging behavior

According to the OHS summary, several report that there are power struggles at the department, recurring fights and a lack of respect for decisions. Several also describe a polarization of the work environment where some are perceived to be for or against the management. Those who wish to remain neutral experience being categorized as «for the management» by the opposing side. It also appears that polarization typically occurs when someone disagrees with the management about certain issues at the department.

Many also emphasize that there is a destructive culture and lack of respect for others in that individuals do not greet others. Some say there is an aggressive style among individuals, some experience varying degrees of respect for different types of positions. There is also mention of a lack of trust within the department; fear of being accused and shamed by colleagues and in public channels. Criticism culture is another word that is used about how easy it is to criticize and that it is difficult to find a place for constructive dialogue.

5.3 Familiarity with each other

Some experience that they are not very familiar with each other, and this particularly applies to new employees. It is perceived as a challenge that the employees are not familiar with each other's competence which results in new employees not knowing who does what, who to turn to if they need assistance, or where colleagues have their offices and how to find each other.

The project group does not have a complete overview of the physical presence for the individual employee, but since most academic employees are employed on fixed-terms without requirements for presence in Trondheim, this may have contributed to the difficulty in employees getting to know each other.

5.4 Students

The project groups mandate does not include the students and their situation; however, some information has been received regarding students that the project group have found relevant to the continued work with the work environment for the employees. This may to some degree be particular to an art institute since employees and students work very closely together, among other things with a lot of one-on-one teaching.

There are particularly two issues that have come up in the mapping that the project group has carried out. One is related to employees involving students in conflicts at the department and the other is related to situations where employee's ownership of students become problematic.

It appears from the OHS report that polarization and "divide and conquer" among students and employees has presented a challenge. In the conversations with key staff it has also been reported that there is a perception that students are drawn into conflicts between employees and between employees and the management at the department. This may indicate a situation where the conflicts have reached a level where it is also affecting the relations between employees and students. In the group work carried out as part of the presentation of the work environment survey of 2019, one of the development areas is that students shall not to be pulled into conflicts.

There is an outspoken need to set proper boundaries and a more professional attitude when employees and students are working together. The employees are in a superior position and have the responsibility of keeping the relationship between the employee and student professional and ensure that students are not pulled into conflicts among the employees or between employees and the management. It is unclear to which degree this has been communicated clearly to all employees at the department, but it does regardless seem to be a need to clarify and create awareness about the individual employees responsibilities and obligations in the work relationship. It is serious if such abuse of position and authority has occurred. The management has a duty to investigate and handle it responsibly if they find that these types of incidents have occurred.

It must at the same time be emphasized that the project group is not of the opinion that students cannot react to criticizable conditions. It is important and correct that students do so when they became aware of unacceptable conditions. The project groups assessments are limited to the obligations that the management and employees have in their work relationships, and how they are to maintain and act professionally in their relations towards the students.

With regard to the perceptions of employees ownership of the students, there are several in the OHS summary who explain that some employees use expressions like «my students», and that several employees react to this and mean that it is desirable to refer to all students as “our students”.

Several also point out that there is a need to work with the boundaries and culture among the students, and that a standard must be set for what constitutes acceptable and unacceptable behavior. There is a clear expectation that the management at the department must give clear feedback when unacceptable behavior is uncovered, for instance towards employees. In this regard it is important that the employees present themselves as good examples.

5.5 Academic development and engagement

Academic development and disagreement about which direction KIT should take, was a recurring topic in the project groups conversation with key staff. The disagreement about this has, according to the key staff, had a significant impact on the work environment. The discussion revolves primarily around whether KIT should be a traditional art school where the teaching is built up around the individual professor and their artistic work (so called Meisterschule or master school), or if KIT should be an academic institution clearly integrated into NTNU with a clear academic profile and thorough study programs and subject descriptions. It is clearly apparent that a significant amount of work has been done with the purpose of making KIT a full-fledged part of NTNU, among other things through several cases both in the faculty board and in orientation cases to the NTNU board.

One of the consequences of the academic disagreement seems to be a degeneration into personal conflicts that are perceived to be disruptive to the work environment. The opposing views are perceived to have escalated by the usage of the media by one party to promote their views and where students have also been drawn in as a party. The conflict has further escalated during the corona pandemic where personal contact and meetings have been difficult/impossible.

According to the OHS summary many have a desire for a common platform and vision for KIT. Employees perceive that KIT is changing, but it can seem like there is disagreement or a lack of grounding about what KIT should be and which direction it should go. Several point to that KIT must find its own path within the framework of NTNU and that this must be respected by all employees. The choice of vision and direction also affects the education, both with regard to the academic content and the teaching. Questions are raised from employees in the OHS summary whether KIT is to be a traditional art academy or an art education within the framework of a university. Both the dean and head of department are abundantly clear that KIT is an integrated part of NTNU.

The feedback from the OHS summary may indicate that even though the leadership both at department and faculty level perceive that they have a clear

strategy that is imparted and grounded among other things in the faculty board, this is still not clearly understood by all employees. If this is the case, it will be important for the department and faculty to take the time to go through the decision-making processes that have been completed, what is in them and present the strategy for implementation and achievement of the strategy. It is also important that employees can ask questions and give their views so that the situation is perceived as clarified as possible. It may be appropriate to consider a communications strategy in order to make sure that the information is shared in as an informative and appropriate way as possible.

5.6 Framework for autonomy

One of the aspects that were mentioned in the disagreement about the academic direction of the department is autonomy. The transformation of KIT as part of NTNU that has begun touches upon the individual professors autonomy and right to organize their own day and work. This can in itself create resistance to change.

5.7 Recommended areas for measures related to collaboration and fellowship

On the basis of the described challenges related to collaboration and fellowship at KIT, the project group recommends that measures are formulated in the following areas:

- Development of a healthy organizational culture at KIT
- Familiarity of each other and each other's tasks
- Common academic platform and vision for KIT

For details, see table of recommendations and suggested measures in chapter 7.

6: RECOMMENDATIONS FOR THE CONTINUED WORK WITH DEVELOPING THE WORK ENVIRONMENT AT KIT

How one works with development and implementation of work environment measures is crucial for the success and usefulness of future work environment processes. It is likely that the department is going to need additional resources for a period or permanently in order to solve their challenges. Based on general advice for working with the work environment, and conditions that have been uncovered in the mapping by the project group, the following recommendations are offered:

- 1)** Use the report as a foundation in order to make a plan for long-term and continuous development of the work environment and see this in context with other processes for organizational development and strategy that are taking place at KIT. A possible organization of the continued work can be:
 - a.** Workgroup – work out a plan for further development of the work environment, and make sure that the plan is carried out. The workgroup can for instance consist of the head of department, local safety representative, one/two employees from KIT and professional adviser. Both technical, administrative, and academic staff should be represented in the group.
 - b.** Steering committee – ensures quality assurance of the development of the work environment according to the decided framework and goals. Also ensures that the workgroup has authority, resources and competence to complete the work in a good way.
- 2)** Ensure the employees cooperation in further development of measures and implementation in the following manner:
 - a.** Plan how to take care of cooperation and communicate the plan clearly to the employees.
 - b.** Take care of the employees' perspective when measures are prioritized and concretized.
 - c.** Make an assessment of whether there are activities it is particularly important that all employees participate in.
 - d.** Have a concurrent dialogue with employees about cooperation, and how it is taken care of.
 - e.** Set aside enough time for the cooperation processes.
- 3)** Remember to also prioritize measures to preserve and develop what employees experience as positive in the work environment (see reports from the work environment surveys and the OHS summary).

- 4) Organize the management, leadership support and administration at KIT to ensure sufficient capacity and resources to implement the measures and maintain them in a good way. Further development of the work environment will require a lot of time and presence from the management.
- 5) Management, organization and resources at KIT should be seen in relation to the equivalent at the faculty.
- 6) The management informs the employees concurrently about the status for development of the work environment, this can for instance be a permanent part of the agenda in staff meetings.
- 7) Immediately handle all cases or beginnings of conflicts that occur from now on. When needed, seek assistance early on.
- 8) Ensure that processes that are begun are completed and that plans are implemented.
- 9) Remember to dedicate enough time and resources for the development of the work environment!

7: RECOMMENDATIONS FOR MEASURES

The following table is a collected overview of the most important recommendations and suggestions for measures from the project group. This is meant as a starting point for the discussion and necessary concretizations in phase 2 where the management and the employees jointly develop the measures that are necessary to ensure a good and well-functioning work environment.

Description of possible measures that are printed in bold letters, are regarded by the project group as the most important measures. These should be addressed as quickly as possible.

MANAGEMENT

1

Recommendation

Prevention and good handling of conflicts, HSE-deviations, complaints and whistleblowing

Chapter
1.1, 1.2 og 1.3

Goal/Purpose

- Ensure a good and sound work- and study environment.
- Ensure that the social tone and behavior is good and respectful among employees and students
- Prevent issues from escalating and becoming unnecessarily big
- Ensure correct case handling in handling HSE-deviations, complaints and whistleblowing.
- Leaders are familiar with law and psychology of conflict management
- Employees know which opportunities they have to speak up.
- Employees know which work environment factors that may affect physical and mental health.
- Employees have a good understanding of roles and tasks within HSE.

Description of possible measures

- Follow up on and complete individual cases. Seek assistance when needed.
- Head of department and management at KIT, immediately addresses unacceptable behavior when it is observed.
- Develop clear interaction rules in cooperation with all employees (see also Collaboration and fellowship chapter 5).
- Competence development/leadership courses and support at KIT in the following areas:
 - Conflict management and prevention
 - HSE, deviation system and deviation management
 - Whistleblowing and NTNUs system for whistleblowing
- Compulsory training for all employees in the HSE and whistleblowing system.

MANAGEMENT

2

Recommendation

Head of department is more present and more available to employees at KIT

Chapter
1.0, 1.5 og 2.0

Goal/Purpose

- Ensure that employees get sufficient contact with their leader.
- Ensure that employees receive answers to email requests to the leader within a reasonable time.
- More dialogue with the leader about tasks and workload and individual adaptation of workload and workday.
- More predictability from the leader in the follow-up of employees.

Description of possible measures

- Regular office hours for head of department, where head of department is available for employees.
- Regular common meeting arenas between head of department and employees, e.g. regular staff meetings (see also recommendation no. 4)
- Joint email address for the management at KIT.
- Leadership support to the head of department in sorting and handling of email.
Head of department is more present physically and more available to employees at KIT.

MANAGEMENT

3

Recommendation

Develop the cooperation between leaders at KIT and between leadership level 2 and 3

Chapter

1.3 og 1.4

Goal/Purpose

- Clarity of what belongs to the different leadership roles.
- Unified communication from leadership on level 2 and 3.
- Transparent and tidy decision-making processes.
- Increase employees' trust in processes and to the leadership.
- Avoid recurring arguments.
- Sufficient authority given to the deputy.

Description of possible measures

- Formalize and describe the deputy role
- Dean and head of department work together on formulating and writing their roles, distribution of responsibilities and authority of decisions related to KIT.
- Regular meetings between dean and head of department to ensure that the distribution of work is taken care of in a good way.
- The management at KIT clarifies roles, responsibilities and authority amongst themselves. (see also rec. no. 9)
- Leadership development for the management at KIT, with a goal of good cooperation and confidence in roles (team development).

COMMUNICATION AND OPENNESS

4

Recommendation

Good communication between leaders and employees at KIT

Chapter

2.0, 2.1, 2.2 and 2.3

Goal/Purpose

- More open communication from leaders to employees
- Employees experience the decision-making processes as transparent.
- Build trust between leadership and employees.
- Ensure that cooperation is taken care of.
- Employees should have the opportunity to speak about their work environment in their preferred language (no./eng).
- Sufficient authority given to the deputy.

Description of possible measures

- **The leadership must ensure good routines with regard to information and communication and clarify the employees' expectations.**
- **Develop good routines for good internal communication, and which internal communications channels that are to be used for which purpose, see chapter 2.3.**
- Clarifying expectations with employees' usage of English and Norwegian language (written, oral).
- Possibility of having employee appraisals in Norwegian.
- The leadership must clarify and communicate clearly to employees how tasks, responsibilities and authorities are divided between the different leadership roles (dean, head of department and deputy).
- Be open about and give information regarding economy and budget and in general about the operation of the department.
- Regular common meeting arenas between head of department and employees, e.g. weekly staff meetings (see also recommendation no. 2)

COMMUNICATION AND OPENNESS

5	Recommendation Everyone uses NTNUs common digital work tools	
	Chapter 2.2	Goal/Purpose <ul style="list-style-type: none"> Good internal communication and good information flow. Possibility of reaching all employees with information efficiently.
	Description of possible measures <ul style="list-style-type: none"> Outlook, NTNU-email and other obligatory NTNU-ICT-tools are used by all employees. Employees use Innsida to find the information that they need. Training and/or technical assistance in use of the relevant ICT-system. 	

COOPERATION

6	Recommendation Ensure good cooperation	
	Chapter 3.0	Goal/purpose <ul style="list-style-type: none"> All employees are sure that cooperation is taken care of. Reduce the possibility of erroneous assumptions and suspicions. Reduce recurring arguments. Employees know their right to cooperate and their duty to cooperate.
	Description of possible measures <ul style="list-style-type: none"> Put cooperation on the agenda together with all the employees: <ul style="list-style-type: none"> - Which arenas and possibilities for cooperation are there at KIT? - What does the right to cooperation, duty to cooperate and codetermination signify? - What are the employees' expectation of cooperation in the different processes? 	

COOPERATION

7	Recommendation Appropriate meeting structure and meeting culture	
	Chapter 3.1	Goal/purpose <ul style="list-style-type: none"> Facilitate good cooperation. Implement constructive meetings Ensure a good climate for expression.
	Description of possible measures <ul style="list-style-type: none"> Ensure that the planned meeting structure is introduced and maintained. The meeting structure and who participates where, must be developed in cooperation with the employees and communicated clearly to everyone. Develop routines and rules for meetings in consultation with the employees. These may include: <ul style="list-style-type: none"> - Planning, implementation and follow up of meetings (notice, agenda and minutes) - Rules for behavior. 	

ORGANIZATION AND RESOURCES

8

Recommendation

Clearer roles, responsibilities and distribution of tasks.

Chapter
4.0, 4.2

Goal/purpose

- All employees have a clear picture of who is responsible for which tasks and what is expected of each person in their job.
- Prevent conflicts in roles and interests.
- Efficient work processes and deliveries
- Prevent stress, overload, and reduce vulnerability.

Description of possible measures

- **Clarify which tasks belong to administrative and academic positions.**
- **Define and clarify areas of responsibility for employees in technical/administrative positions.**
- **Regular employee appraisals with focus on role, responsibilities and tasks.**
- Transparent work plans for academic staff
- Add an overview of the areas of responsibilities on the individuals profile page on Innsida.
- Clear roles, responsibilities and tasks.
- Assess if there is a need for more people in the institute administration.
- Assess the possibilities for support and relief from the faculty administration or others when needed.

ORGANIZATION AND RESOURCES

9

Recommendation

Clarify tasks and responsibilities between the department and faculty administrations

Chapter
4.0, 4.1

Goal/purpose

- Prevent that tasks are sent back and forth between level 2 and 3.
- Ensure more efficient administration on both levels.

Description of possible measures

- **Define which tasks and which responsibilities should be in level 2 and level 3.**
- **Ensure sufficient capacity in the administration on level 2 and 3.**

ORGANIZATION AND RESOURCES

10

Recommendation

Sufficient and well-organized leadership support for the head of department

Chapter
4.3

Goal/purpose

- Prevent that the head of department spends inordinate amount of time on administrative tasks.
- Ensure that administrative tasks are solved, and that they are solved within a reasonable amount of time.
- Ensure that the head of department has enough time for academic tasks and follow-up of employees.

Description of possible measures

- **Consider establishing a position of head of administration at KIT.**
- The management at KIT clarifies roles, responsibilities and authorities amongst themselves (see also rec. no. 3)

ORGANIZATION AND RESOURCES

11 Recommendation Good balance between fixed-term positions and permanent positions at the department in the academic staff.

Chapter 4.4	Goal/purpose <ul style="list-style-type: none"> • Take care of continuity and predictability for the individual and for the professional environment, and at the same time ensure supply of new professional impulses. • Fair distribution of labor. • Ensure more potential candidates for key roles such as deputy and head of study program • Sufficient presence among the employees to build a good academic fellowship.
Description of possible measures <ul style="list-style-type: none"> • Strategic planning of personnel at KIT: Assess what is a good balance of permanent and fixed term hirings in academic positions. 	

COLLABORATION AND FELLOWSHIP

12 Recommendation Development of a healthy organizational culture

Chapter 5.0, 5.1, 5.2, 5.3, 5.4, 5.6	Goal/purpose <ul style="list-style-type: none"> • Ensure a good and respectful tone between employees. • Increase the feeling of fellowship, promote a common identity and values. • Professional behavior in meetings and in emails. • Prevent unacceptable behavior. • Healthy climate for expression • Professional relations to students • Clarify framework for autonomy
Description of possible measures <ul style="list-style-type: none"> • Plan and carry out a cultural development process for all employees. Recommended format: a number of physical whole/half-day gatherings with obligatory attendance (digital solutions can be offered to those who live far away). The process is driven and owned by head of department/the department management. Obtain assistance as needed. Suggestions for topics: <ul style="list-style-type: none"> - Communication and cooperation - Values and attitudes - Common responsibilities and commitments - What is acceptable and unacceptable behavior - Cooperation between academic employees and technical/administrative employees - Good email culture and behavior - Relations to students - Framework for autonomy <p>Other measures and topics that include all employees can be included in this cultural development process.</p>	

COLLABORATION AND FELLOWSHIP

13

Recommendation

Development of a healthy organizational culture

Chapter
5.3

Goal/purpose

- Good knowledge about each other's competence and tasks.
- Reduce «vulnerability» and increase robustness in the group.
- Increase «team spirit» among employees.
- Further develop good collaboration and fellowship.
- Share thoughts and ideas
- Share knowledge and experience

Description of possible measures

- Make what you work with visible to each other:
 - Regular round table meetings (e.g. each month), where everyone shares what they are currently working on.
 - Add an overview of the responsibilities on each person's profile page on Innsida.
- Create visibility of projects/research/developmental work on KITs webpages (Innsida) Open and available work plans for scientific employees.

COLLABORATION AND FELLOWSHIP

14

Recommendation

Common academic platform and vision for KIT

Chapter
5.5

Goal/purpose

- Good collaboration and fellowship
- Reduce the foundation for division and polarization

Description of possible measures

- **Form a common platform and vision for KIT, which is grounded in the employees through a process of cooperation.**

Vedlegg 1

Oppsummering av individuelle arbeidsmiljøsamtaler ved Kunstakademiet i Trondheim, NTNU september 2020 (Utført av NTNUs bedriftshelsetjeneste)

Oppsummering av individuelle arbeidsmiljøsamtaler ved
Kunstakademiet i Trondheim, NTNU, september 2020.

Utført av NTNUs bedriftshelsetjeneste

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1. Innledning

1.1 Bakgrunn

På bakgrunn av arbeidsmiljøutfordringer ved Kunstakademiet i Trondheim ble det opprettet et arbeidsmiljøprosjekt og nedsatt en styringsgruppe, en prosjektgruppe og en referansegruppe. Målsetningen er å få et godt og trygt arbeidsmiljø for alle ansatte ved KiT. Prosjektgruppa ba i den forbindelse BHT om å gjennomføre individuelle arbeidsmiljø samtaler med alle ansatte og gi en oppsummering fra disse samtalene. Prosjektet er i sin helhet beskrevet på NTNU sin interne wikiside <https://innsida.ntnu.no/wiki/-/wiki/Norsk/arbeidsmilj%C3%B8prosjektet+ved+kunstakademiet+i+trondheim>

1.2 Formål

Formålet med de individuelle samtalene var for bedriftshelsetjenesten å få innsikt i hvordan arbeidshverdagen oppleves for den enkelte. BHTs taushetsplikt skaper en trygg og tydelig ramme hvor den enkelte kan fortelle om og reflektere rundt sine opplevelser. Når BHT gir tilbakemelding til prosjektgruppa i form av denne oppsummeringen er den anonymisert og generalisert. Denne oppsummeringen gir et øyeblikksbilde, og skal kun brukes i sammenheng med arbeidsmiljøarbeidet i tiden etter samtalene.

1.3 Gjennomføring

Samtalene ble gjennomført i tidsrommet 10. - 28. september 2020. Alle ansatte, i alt 22 personer, medvirket. De ansatte er fordelt på ulike type stillinger som ledelse, administrasjon, tekniske ansatte, vitenskapelig ansatte og stipendiater. Det var ca 50/50 fordeling av ansatte som valgte å gjennomføre samtalene på norsk og på engelsk. Det ble avholdt personalmøter i juni og august hvor alle ansatte ble informert om bakgrunn og formål med samtalene, struktur for gjennomføringen, samt BHTs frie og uavhengige rolle og taushetsplikt.

1.4 Metodisk tilnærming

Samtalene ble gjennomført ved KiT, med unntak av to samtaler som ble gjennomført digitalt med ansatte som ikke oppholdt seg i Trondheim. Varighet på samtalene var ca 1-1,5 timer. Alle ansatte ble informert om muligheten for å be om at opplysninger som kunne identifisere dem i oppsummeringen kunne gis. I så fall måtte de gi et skriftlig samtykke til dette formålet. Ingen valgte å gjøre det.

Alle ansatte ble stilt de samme spørsmålene, og spørsmålene danner også strukturen for denne oppsummeringen. Følgende spørsmål ble stilt alle ansatte:

1. Hva setter du pris på ved arbeidsmiljøet ditt?
2. Hva ønsker du skal endres/forbedres ved arbeidsmiljøet ditt?
3. Hva trenger du for å ha det godt på jobb?
4. Hvilke mulige løsninger for å få til et godt arbeidsmiljø på KiT ser du?
5. Hva er ditt viktigste bidrag til arbeidsmiljøet?

I oppsummeringens kapittel 2 og 3, som er spørsmål 1 og 2, benyttes formuleringer som «noen få, enkelte, noen, flere, mange, de fleste» for å angi omtrentlig størrelsesforhold med hensyn til antall ansatte som har gitt uttrykk for synspunkter. Kapittel 4, spørsmål 4, har en tiltakspreget form. Inndelingen i kategorier i kapittel 3 og 4 er et grep for å skape struktur i oppsummeringen. Spørsmål 3 og 5 ble stilt som refleksjonsspørsmål, og svarene framstilles ikke i oppsummeringen. Til sist i oppsummeringen kommer BHT med noen kommentarer og forslag til tiltak.

Samtalene ble gjennomført på hhv norsk og engelsk av rådgivere på psykososialt og organisatorisk arbeidsmiljø i BHT, Tove Karin Gjelset og Borgny Hedvig Wold. Eli Rognes Klepp som også er rådgiver på psykososialt og organisatorisk arbeidsmiljø i BHT har bistått i utformingen av spørsmålene til samtalene og ved utarbeidelse av oppsummeringen.

De ansatte har i samtalene uttrykt delvis overlappende og delvis unike ytringer. Av hensyn til anonymiteten er informasjonen generalisert, og framstillingen i oppsummeringen vil derfor ikke nyansere ethvert aspekt i ytringene til de ansatte. Det er derfor sannsynlig at ikke alle ansatte kjenner seg igjen i all informasjon som kommer frem i denne oppsummeringen, samt at noen kan oppleve at noe mangler.

2. Hva setter du pris på ved arbeidsmiljøet ditt?

- De fleste forteller at KiT er en bra arbeidsplass. Mange ansatte uttrykker stor glede og stolthet over å være ansatt ved KiT. De er glade i arbeidsplassen sin.
- Mange omtaler KiT som en stor familie, og det er et lite og oversiktlig miljø.
- Flere snakker om at de generelt sett har tillit til hverandre, og at de har tillit fra ledelsen.
- Det fortelles om dyktige fagfolk, kompetente teknikere og gode folk i administrasjonen. At de har tilgang på ulik kompetanse innad ved KiT trekker flere fram som en viktig ressurs.
- Flere beskriver godt samarbeid og nær kontakt med kollegaer. De sier også at de støtter hverandre og utviser åpenhet.
- Mange forteller at de generelt sett har et godt arbeidsmiljø. Flere beskriver at det er kultur for å hjelpe hverandre, at de inkluderer hverandre, at de har en fin omgangstone og jobber i team.
- Mange setter pris på sosiale arenaer som lønningspils, morgenkaffe og felles lunsj, og at de ønsker mer av dette.
- De fleste forteller at KiT er unikt. Flere trekker fram forholdet mellom kunst, vitenskap og teknologi, og at fusjonen med NTNU og samarbeid på tvers av institutt, fakultet og sentre gir store muligheter.
- Enkelte snakker om at de velger å jobbe ved KiT på grunn av god ledelse, samt faglig spennende og ambisiøse visjoner.
- Flere fremholder også at utdanningen er av god kvalitet, og noen forteller at studentene som utdannes ved KiT får gode skussmål "ute i verden", og at de der omtales som ekstraordinært gode.
- De fleste ansatte forteller at undervisning, arbeid og kontakt med studentene er svært givende, noe som gir dem stor motivasjon og arbeidsglede. Instituttet er lite, og studenter og ansatte jobber tett og blir godt kjent.
- Selve bygget trekkes også fram, og ansatte fremhever de fysiske ressursene som er til rådighet; store studio, atelier, adgang til verksteder, gjesteleilighet, med mere.
- Mange setter pris på å ha frihet i utøvelsen av arbeidet sitt. De snakker også om at fleksibilitet, innenfor en visjon og struktur, er sentralt og vesentlig for å utøve et fag av en kunstnerisk natur.
- Mange ansatte ved KiT verdsetter det store mangfoldet blant dem, både med tanke på faglig og kulturell bakgrunn, samt at de er et internasjonalt miljø.
- Flere mener at instituttleder er visjonær, fører KiT framover og jobber godt for internasjonalt samarbeid og nettverk.
- Flere mener nestleder fungerer som et lim i organisasjonen, jobber strukturert, følger opp og får ting gjort, i tillegg til å være mye til stede på arbeidsplassen.

3. Hva ønsker du skal endres/forbedres ved arbeidsmiljøet ditt?

3.1 Ledelse

Med ledelse menes dekan, instituttleder og nestleder. I noen sammenhenger også studieprogramleder.

- **Generelle innspill:**
 - Flere nevner at de ønsker mer gjennomsiktighet, på beslutninger og på faglig og pedagogisk kompetanse.
 - Mange savner at leder er mer tilstedeværende.
 - Flere ønsker at mer informasjon blir delt med alle.
 - Noen mener at det oppstår språklige misforståelser.
 - Flere nevner at det ofte er sen eller ingen respons fra instituttleder på epost.
 - Noen nevner at det ofte er sen eller ingen respons fra studieprogramleder på epost.
 - Det er ønskelig med gjennomføring av medarbeidersamtaler.
 - Det etterlyses økt kompetanse på konflikthåndtering.

- **Håndtering av HR og personalsaker:**
 - De fleste ansatte peker på at konflikter og personalsaker må tas tak i og ryddes opp så snart som mulig.
 - Noen nevner at det er en tendens til at ting ikke blir tatt tak i, eller at reaksjoner på ugrei oppførsel kommer altfor sent. Opplevelsen som kan følge dette er at uakseptabel adferd ikke får noen konsekvenser. Det nevnes at dette også gjelder enkeltepisoder med ugrei oppførsel fra studenter mot ansatte.
 - Noen mener at ansettelse ikke alltid følger ordinær saksgang med utlysning og ansettelsesprosess.
 - Flere mener det er uheldig at KiT opererer med åremålsstillinger på 6 år som kan besittes i maksimalt to perioder. De mener dagens system gir lite kontinuitet for utdanning og forskning ved KiT.
 - Noen viser også til at det er flere ubesatte stillinger, og at de ønsker at disse lyses ut for å unngå merbelastning på de øvrige ansatte.
 - Flere ønsker bedre kontinuitet i arbeidsstokken.
 - Flere tar opp utfordringer knyttet til lite delegering av oppgaver.
 - Flere etterlyser bedre oppfølging av sykemeldte.

- **Uklare roller i ledelsen:**
 - Flere peker på at de opplever uklare roller mellom instituttleder og nestleder.
 - Noen peker på at de opplever uklare roller mellom dekan og instituttleder.
 - Noen peker på at nestleder har en viktig funksjon, men ikke direkte beslutningsmyndighet.

3.2 Psykososialt arbeidsmiljø

- **Profesjonalitet og kultur:**
 - Det har blitt nevnt av flere at siden KiT er et lite institutt, kan det være utfordrende å holde en profesjonell holdning og tilnærming i saker.
 - Flere peker på maktkamper, manglende respekt for beslutninger og omkamper.
 - Flere beskriver polariseringer i miljøet på bakgrunn av at det oppfattes som at man er “for eller mot” ledelsen. Noen av de som vil være nøytrale opplever at de blir kategorisert som “for ledelsen” av den andre siden.

- Det kan oppstå polariserte situasjoner rundt bestemte spørsmål dersom kommunikasjonen er for dårlig. For eksempel kan noen være uenig med ledelsen, og innvendinger bli møtt av ledelsen med det som kan oppleves som byråkratiske ord, vendinger og grep.
- Enkelte forteller at polariseringen økte i vår med korona og hjemmekontor. Det var uheldig at folk ikke traff hverandre.
- Mange fremhever ukultur og mangel på respekt for andre, for eksempel ved at enkeltpersoner ikke hilser.
- Noen peker på en aggressiv stil blant enkeltpersoner, og de ønsker i stedet en støttende og respektfull omgangstone.
- Noen forteller om varierende respekt for ulike stillingskategorier.
- Noen snakker om mangel på tillit innad på instituttet.
- Noen snakker om frykt for å bli anklaget og uthengt av kolleger og i offentlige rom og kanaler.
- Andre bruker ord som kritikk-kultur. At det er lett å kritisere, noe som gjør det utfordrende å få til progresjon og utvikling. Kritikken vanskeliggjør konstruktivitet. Det handler både om *hva* som blir sagt, og om *hvordan* det blir sagt.
- Sterk individuell autonomi kan trumfe samarbeid og lojalitet.
- Relasjon mellom studenter og ansatte:
 - Flere forteller at uttrykk som “mine studenter” brukes av enkelte ansatte. Flere ansatte reagerer på det, og de ønsker heller at uttrykket “våre studenter” brukes.
 - Det er behov for grensesetting når student og ansatt jobber sammen. Flere nevner behovet for profesjonell holdning, og å ikke involvere studenter i privatliv, konflikter og utfordringer som angår ansatte, og ansatte og leder.
 - Det nevnes samtidig at opplevd polarisering, splitt og hersk mellom studenter og ansatte har vært en utfordring.
- Flere peker også på at det er behov for å jobbe med grenser og kultur innad blant studentene. Det å sette en standard for akseptabel og uakseptabel atferd. At det må gis tilbakemelding fra instituttet på uakseptabel atferd. De ansatte må også gå foran som gode eksempler.
- Noen peker på at de er for lite kjent med hverandre, spesielt med hensyn til nyansettelser. Det er en utfordring at de ikke blir kjent med hverandres kompetanse, slik at de som er nye ikke vet hvem som gjør hva, hvem som kan bistå/hjelpe/undervise, eller hvor de har kontor og kan finne hverandre.
- Det beskrives en ukultur når det gjelder møter; flere forteller om bruk av ulike typer hersketeknikker, om roping og skriking i møter, om å ikke møte til riktig tid, at innkalling og referat kommer sent, klager på sakslista og kverulering. Dette fører blant annet til dysfunksjonelle møter. Enkelte forteller at siden gode møter kan være vanskelig å få til, så kan noen beslutninger bli tatt uten møter og medvirkning. En opplevd effekt at dette igjen kan bli at noen ansatte synes det blir for lite gjennomsiktighet på beslutninger - på hvilket grunnlag er disse beslutningene tatt, osv. Noe som deretter skaper uro og manglende forankring.
- Noen forteller om uhensiktsmessig utforming av e-poster; e-poster skrives med store bokstaver, utropstegn, osv, og “alle” settes på kopi når misnøye uttrykkes. Dette oppleves som fiendtlig og toneangivende for resten av epost-korrespondansen. Noen forteller at de er redde for å sende e-post, av frykt for et fiendtlig, kritisk svar med kopi til alle.
- Mange ønsker en felles plattform mht en visjon for KiT. Det pekes på at KiT kan ha et identitetsproblem, hvor det kan virke som om det er uenighet eller manglende forankring i staben om hvorvidt KiT skal være et tradisjonelt kunstakademi, eller en kunstutdanning. Flere peker på at KiT må finne sin vei innenfor NTNUs rammer,

- og at dette må forankres og respekteres av alle ansatte. Valg av visjon og retning for KiT påvirker også utdanningen, med hensyn til faglig innhold og undervisning.
- Flere peker på behovet for klare og tydelige roller.
 - Flere ønsker klarere rammer mht dokumenter, retningslinjer, gjennomsiktighet og forutsigbarhet. Målet, slik dette blir fremført, vil være stabilitet, konsolidering, enighet og felles plattform.
 - Flere ansatte vet ikke hvor de andre har kontor, de vet ikke hvor de finner hverandre fysisk.
 - Noen praktiske aspekter er at ting kan ta lang tid å få løst ved KiT, og noen utfordringer knyttes også til at lokalet er leid. For eksempel tok det flere år å få på plass et fungerende internett, og det erfares som vanskelig å få til vesentlig flere strømpunkter i atelier/studio. Få strømpunkter fører til bruk av mange og lange skjøteledninger, noe som HMS og brannvern ikke tillater.
 - Flerkulturelt arbeidsmiljø fører til mye bruk av engelsk tale og tekst. Noen opplever at mening kan forsvinne i oversettelser, eller at ting blir misforstått.

3.3 Organisatorisk arbeidsmiljø

– **Organisering**

- *Flaskehalsar:*
 - Flere sier at tilliten deres påvirkes negativt av flaskehalsar i form av hierarkiske strukturer og NTNUs systemer. Her refereres det til trege beslutninger, lite respons, dårlig kommunikasjonsflyt, lite gjennomsiktighet og lang tid før informasjon kommer ut til alle ansatte.
 - Når fakultetet kobles på saker opplever flere at det tar lang tid før beslutning tas og kommuniseres tilbake til instituttet.
 - Noen forteller at når problemer løftes opp er det dårlig kommunikasjonsflyt og det kan bli lite beslutninger og tiltak.
 - Det beskrives også at NTNU-administrative prosesser som for eksempel rapporteringer og re-akkrediteringsprosesser tar tid og fokus bort fra kjerneaktiviteter.
 - NTNUs systemer oppleves som tunge og lite brukervennlige, for eksempel Blackboard, Cristin, Paga og Emner på nett. Mange vet at det ligger mye informasjon på Innsida, men synes det er vanskelig å finne det de trenger. Flere av KiTs teknisk/administrative stillinger savner at vitenskapelige stillinger respekteres, samt tar i bruk, NTNUs digitale systemer.
- Flere peker på at det er uklare roller, ansvar og mandat for de fleste stillingskategorier.
- Noen opplever utilstrekkelig medvirkning ved endring av arbeidsoppgaver.
- Instituttet er lite med mange oppgaver fordelt på få administrative ressurser og sårbart ift sykdom/fravær og manglende tilstedeværelse.
- Det er mye administrativt arbeid på leder og nestleder.
- KiT har i lengre tid manglet en kontorsjefstilling. Det er nå ansatt en seniorrådgiver. Mange har store forventninger til denne rollen. Rollen har ikke formell myndighet, noe som kan skape hindringer for effektiv ledelse og utøvelse av administrative oppgaver.
- Noen nevner at det skapes frustrasjon når innmeldte avvik ikke følges opp av leder.
- Noen forteller om frustrasjon når HMS-reglement ikke respekteres.
- Noen få mener HMS-regler blir en unødvendig flaskehals.

- **Faglig aktivitet:**
 - Forskning/prosjektarbeid: Noen mener det bedre må defineres hva som er arbeidstid, samt hva som er private prosjekt og institutt-/NTNU-prosjekt.
 - Noen hevder at KiT har manglende kontroll over prosjektmidler og utstyr.

- **Utdanning:**
 - Få undervisningsressurser.
 - Tilpasning til NTNUs reglement og krav som utdanningsinstitusjon oppleves som upopulært blant enkelte.
 - Det er positivt og nødvendig, men ressurskrevende med mye en-til-en-aktivitet med studentene i undervisningen.
 - For lite samhandling og kommunikasjon mht planlegging av undervisning. Kan erfaringsvis føre til overlapp av aktivitet eller av planlagt bruk av lærer-ressurser.
 - Flere mener det er behov for et pedagogisk forum for å diskutere fag, utvikling, pedagogikk m.m., men for at det skal fungere er det behov for god møtekultur, gjensidig respekt, lojalitet (også til beslutninger og mål), profesjonalitet og samarbeidskultur.
 - Noen savner større medvirkning på endringer i studieprogram og -portefølje, mens andre mener det er behov for lojalitet til besluttede endringer i studieportefølje.

- **Økonomi**
 - Flere peker på at instituttet har dårlig økonomi. KiT er et lite institutt, og noen forteller om lav produksjon og lite uttelling sett i sammenheng med NTNUs økonomi- og fordelingsmodell.
 - Flere tar opp utfordringer knyttet til lite penger til drift, lab, verksted og daglige aktiviteter. Det fortelles om gammelt utstyr som burde vært fornyet, utstyr som blir ødelagt eller om stjålet utstyr som ikke erstattes, samt at det ikke foreligger et budsjett eller en plan for innkjøp eller fornyelse av utstyr. I tillegg opplever flere lite gehør fra instituttleder på problemet, og at de heller ikke vet om eller når i tid utstyr blir prioritert. Dette påvirker motivasjonen og profesjonalitetsfølelsen.
 - Flere ansatte forteller om manglende innsyn og medvirkning i økonomiske prosesser. Resultatet er at de ikke kjenner til hvilke økonomiske prioriteringer som blir gjort og bakgrunnen for disse. Tematikken ble gjerne satt i sammenheng med utstysproblematikken i avsnittet over.

4. Hvilke mulige løsninger for å få til et godt arbeidsmiljø på KiT ser du?

4.1 Ledelse:

Bevare:

- Instituttleder er visjonær og fører KiT framover med godt internasjonalt samarbeid og nettverk.
- Nestleder fungerer som et lim i organisasjonen, er strukturert, følger opp og får ting gjort.
- Nestleder er mye til stede på arbeidsplassen.
- Ledelsen er lydhør og ønsker bistand til å føre arbeidet framover for et godt arbeidsmiljø ved instituttet.

Utvikle:

- Klare roller mellom dekan, instituttleder og nestleder.
- I større grad gjøre avklaringer fortløpende.
- Involvere ansatte i prosesser og avgjørelser på instituttets ulike områder.
- Delegere flere oppgaver til de ansatte.
- Følge opp lov- og avtaleverk når det gjelder ansettelse og kontrakter.
- Økt tilstedeværelse, gjerne en fast kontortid i løpet av uka.
- Utlysning av ledige stillinger.
- Følge opp sykemeldte.
- Økt kompetanse på konflikthåndtering. Følge opp konflikthåndtering.
- Gjennomføre medarbeidersamtaler.
- Følge opp avvik og tiltak.
- Følge opp klage- og varslingsaker.
- Leder bør få tilstrekkelig lederstøtte.
- Leder bør få tilstrekkelig kompetanse på reaksjonsgrunnlag og saksgang ved hendelser.
- Gi lik informasjon til alle ansatte der dette er relevant. Samt at informasjon som er relevant for den enkelte gis før beslutninger iverksettes.

4.2 Psykososialt arbeidsmiljø:

Bevare:

- Sosialt fellesskap og samvær. Fortsette med lønningspils, felles lunsj m.m.
- Ta vare på det kulturelle og faglige mangfoldet blant alle ansatte.

Utvikle:

- Profesjonalisering:
 - Relasjon mellom studenter og ansatte:
 - Alle ansatte bør bevisst bruke begrepet "våre studenter", ikke "mine studenter".
 - Grensesetting mht studenters atferd (akseptabel og ikke akseptabel atferd).
 - Holde studenter utenfor tema som angår ansatte, dette inkluderer også personalsaker og private forhold.
 - Team-building med studentene nevnes som viktig, fordi studentene er en del av miljøet ved KiT. Her blir balanse og grenser ift rollene ansatt-student viktig.
 - Lojalitet til beslutninger og til NTNUs struktur og rammer.
 - Beholde autonomi og kunstnerisk frihet, innenfor NTNUs rammer.
 - Jobbe bevisst for økt respekt for ulike roller/stillingskategorier. Klargjøre innholdet i ulike stillinger og hvilken bistand som skal ytes.
 - Å kunne trekke seg ut fra sin personlige interesse for å se KiT i et større bilde.

- Skape god arbeidskultur:
 - Bruk av hersketeknikker skal ikke aksepteres.
 - Definere og utvikle god møtekultur.
 - Utvise vanlig høflighet, for eksempel hilse på hverandre.
 - Først og fremst søke å forstå og respektere hverandre.
 - Det er behov for etterlevelse og håndheving av lover og regelverk.
 - Slutte med omkamper når beslutninger er tatt.
 - Være konstruktiv i tankesett og tilnærming til andre. Få bukt med kritikk-kultur.
 - Jobbe med at alle forstår hva medvirkningsplikt innebærer
- Håndtere konfliktsituasjoner.
- Noen foreslår et felles “manifest” på hvordan vi skal være mot hverandre ved KiT. Alle bør bidra i utviklingen samt forplikte seg til å overholde det (eksempler på innhold kan være høflighet, framsnakk, definere god kultur i møter og på andre arenaer, lojalitet til beslutninger, respekt for hverandre og for ulike stillingskategorier/roller m.m.)
- Det foreslås å fremheve suksess-historier slik at KiT kan skifte fokus og se seg selv i en bredere kontekst.

4.3 Organisatorisk arbeidsmiljø:

Utvikling:

- Skape tydelige roller, oppgaver, myndighet og ansvarfordeling hos ledelsen; mellom dekan, instituttleder, nestleder og seniorrådgiver. For eksempel oppleves det at nestleder har mange arbeidsoppgaver som det også burde følge mer myndighet med.
- Sikre klare roller, ansvar, beslutningsmyndighet og mandat for de fleste stillingskategorier.
- Skape tydelighet rundt ledelsens handlingsrom, rolle og beslutningsfunksjon. Det innebærer klarhet for alle ved instituttet på når det er medvirkning, og når det er behov for lojalitet til beslutninger. En kan ikke ta individuelle beslutninger på tvers av hva ledelsen har bestemt.
- Mange har store forventninger til den nye seniorrådgiverstillingen. Her må ansvar og myndighet ses i sammenheng og være avklart.
- Jobbe med en visjon for KiT som skaper felles identitet og mål for alle ansatte.
- Lik informasjon til alle på norsk og engelsk.
- Redusere sårbarhet: Sikre god kompetanse og kjennskap til hverandres oppgaver. Planmessig jobbing for å minimere sårbarhet i og med at det er lite institutt med få stillinger.
- Jobbe med hva som trengs mht sykemeldinger og vikarer for administrative stillinger.
- Samarbeidet med fakultetsadministrasjonen ved AD beskrives som godt og viktig.
- Møtестruktur:
 - Flere målrettede møter.
 - Utsending av agenda i tide.
 - Møtereferat.
 - Respekt for hverandre.
 - Respekt for beslutninger.
- Flere ønsker også ulike møteforum hvor en kan treffes og finne ut av løpende utfordringer og hjelpe hverandre. Det er ønskelig med teamwork for å løse utfordringer i det daglige arbeidslivet.
- I personalmøter/ åpent forum foreslås det å ha runder rundt bordet hvor alle kan si hva de jobber med, utfordringer de kan trenge bistand på, osv. Slik blir ansatte bedre kjent og samholdet styrket.
- Sette av tid til å diskutere arbeidsmiljøet.
- Jobbe med god e-postkultur: hva bør gå på e-post, hva kan kommuniseres via andre plattformer, hva kan heller være fysisk kontakt eller telefon?

- Vurdere bruk av andre digitale løsninger enn bare e-post for god informasjonsflyt, for eksempel Teams.
- Vitenskapelige stillinger:
 - Gjennomgang av deltidsstillinger. Vurdere å øke stillingsprosenten?
 - Flere ønsker økt tilstedeværelse i Trondheim, spesielt for fulltidsstillinger.
 - Årsmålsstillinger som ordning bør vurderes. Er det hensiktsmessig? Hva er formålet? Kost/nytte?
 - Gjennomgang av midlertidige og kortvarige kontrakter. Dette påvirker blant annet kontinuitet.
- At alle ansatte tar del i de daglige aktivitetene.
- Flere trenger opplæring i digitale systemer og løsninger med mål om å effektivisere prosesser og bedre bruken av arbeidstid.
- Tydelig ledelse og egne ansvarsområder gjør at ansatte vet hva de skal delta på, slik at det ikke oppstår uklare forventninger, spenninger og skyldfølelse hos enkelte når en ikke tar del i oppgaver.
- Bedre forankring av, og respekt for, HMS-reglement hos ledelse og alle ansatte.
- Få bukt med flaskehals: bedre arbeidsflyt, raskere beslutninger, raskere respons, bedret kommunikasjonsflyt, god gjennomsiktighet i prosesser og beslutninger. Henger også sammen med tydelige roller, oppgaver og ansvar.
- Faglig aktivitet:
 - Utdanning:
 - Økte undervisningsressurser.
 - Forankre og implementere reglement og krav for en utdanningsinstitusjon.
 - Bedre planlegging og kommunikasjon/dialog:
 - Langtidsplanlegging av emner/kurs og ressurser (hvem som skal jobbe med hva på hvilke tidspunkt).
 - Bli bedre kjent med hverandres kompetanse, fagområde og bistand.
 - Årshjul og andre systemer for oversikt og struktur.
 - Pedagogisk forum:
 - Det er behov for forumet for å diskutere fag, utvikling, pedagogikk, m.m., men det må fungere bedre.
 - Få til gjensidig respekt, lojalitet, profesjonalitet, samarbeidskultur m.m.
 - Ønske om medvirkning i utvikling studieprogram og emner.
 - Forutsigbarhet for studieprogrammene og for studentene.
 - Forskning/prosjektarbeid:
 - Klare rammer for hva som er private prosjekt og hva som er instituttprosjekt.
 - Få kontroll over prosjektmidler og utstyr.

4.4 Medvirkning:

Utvikling:

- Det er ønskelig med prosesser som resulterer i felles plattform/ståsted faglig sett.
- Felles arbeid med KiTs visjon og handlingsplan, samt utvikling av utdanningene (studieprogramportefølje/emner).
- Økonomi:
 - Sørge for budsjett, planlegging og prioriteringer for å ha midler til drift og oppgradering av utstyr, erstatning av stjålet utstyr og reparering av utstyr.
 - Planlegge, slik at en kan sette av midler til å dra på feltturer/studieturer.
 - Årlig samtale med leder rundt tema utstyr, drift, økonomi og prioriteringer.

5. Avsluttende kommentarer og mulige tiltak fra BHT

Mange ansatte uttrykker at de er glade for at arbeidsmiljøutfordringene ved KiT nå tas tak i. Rådgiverne i BHT som har gjennomført samtalene ønsker å takke alle ansatte ved KiT for tilliten og for godt samarbeid. Alle ansatte har medvirket i prosessen. Vi har også inntrykk av at samtalene har vært viktige for mange av de ansatte med tanke på refleksjoner, og å sette ord på opplevelser og følelser rundt sitt arbeidsmiljø.

Forslagene til løsninger som kommer fram i kapittel 4 bør inkluderes i det videre arbeidet med arbeidsmiljøet på KiT. Under følger i tillegg noen områder bedriftshelsetjenesten synes det er særlig viktig å fokusere på ved planlegging og iverksettelse av tiltak.

- Ledelse, organisering og ressurser ved fakultetsadministrasjonen bør ses i sammenheng med organisering og ressurser ved KiT.
- Ledelsen må være organisert (ansvar, roller og myndighet) på en slik måte at tiltak kan gjennomføres. Noe krever bl.a. mye tilstedeværende ledelse.
- Ledelsen bør søke bistand tidlig i forløpet ved konturer av konflikt, eller når hendelser oppstår hvor ansatte eller studenter utviser uakseptabel adferd.
- Håndtering av eksisterende utfordringer mellom enkeltpersoner bør, i tillegg til andre tiltak, søkes løst gjennom dialog i form av enkeltsamtaler og trekantsamtaler.
- Når ansatte sender inn klager og varsler på forhold ved arbeidsplassen sin må det følges opp lokalt og sentralt ved NTNU. Dersom det oppleves at varslingsmottaket ikke fungerer optimalt digitalt eller sentralt og/eller det varsles lokalt, er det viktig å sørge for effektiv og korrekt håndtering av varsler som kommer inn.
- Medvirkningsprosesser bør organiseres og kommuniseres tydelig.
- Arbeid med utarbeidelse av en felles plattform og visjon for KiT bør forankres hos de ansatte gjennom en medvirkningsprosess.
- Det kan være av betydning at arbeid med en felles plattform og visjon er fullført før man setter i gang medvirkningsprosesser i forbindelse med framtidige fasiliteter (KAM-klyngen).
- Ønsket kultur på HMS-området og samarbeid mellom ulike stillingskategorier bør defineres tydelig og forankres i ledelsen samt hos alle ansatte.
- Det bør arbeides målrettet for å oppnå et godt ytringsklima og defineres klart hva akseptabel og uakseptabel adferd er, bl.a. når det gjelder ulike tema innen kommunikasjon.
- Tema innen kommunikasjon som bør adresseres (listen er ikke uttømmende):
 - Språkbruk, toneleie
 - Kroppsspråk
 - Omtale av kollegaer
 - Det digitale rommet
 - Fraværet av felles morsmål
 - Tolkning
 - Tillitsskapende vaner

Vedlegg 2. Delrapport: Oppsummering av arbeidsmiljøundersøkelsen 2017 og 2019, ved Kunstakademiet i Trondheim (Utført av prosjektgruppa)

Delrapport: oppsummering av arbeidsmiljøundersøkelsen 2017 og 2019, ved Kunstakademiet i Trondheim

Utført av prosjektgruppa ved Arbeidsmiljøprosjektet ved KiT, oktober 2020

Arbeidsmiljøundersøkelsen ved KIT 2017 og 2019

Innhold

- a) Bakgrunn
- b) Innledning
- c) Arbeidsmiljøundersøkelsen 2017 og tilknyttede tiltak
- d) Evaluering av oppfølgingen av tiltakene etter arbeidsmiljøundersøkelsen 2017
- e) Arbeidsmiljøundersøkelsen 2019
- f) Resultater fra tilbakelesningsmøtet ved KIT 3. september 2020
- g) Sammenligning av de to undersøkelsene 2017 og 2019
- h) Anbefalinger for videre arbeidsmiljøarbeid

Bakgrunn

Som en del av Arbeidsmiljøprosjektet ved Kunstakademiet i Trondheim (KiT) har dekanen ved Fakultet for arkitektur og design (AD) bedt HR- og HMS-avdelingen om å gjennomføre en undersøkelse av utfordringene i arbeidsmiljøet ved KiT. Som en del av denne kartleggingen ble Arbeidsmiljøundersøkelsen (ARK) ved KiT for 2017 og 2019, har vært en del av datagrunnlaget for kartleggingen. I det følgende presenteres en oppsummering av resultat og oppfølging av de to arbeidsmiljøundersøkelsene.

Innledning

Som ved NTNU for øvrig, ble arbeidsmiljø- og klimaundersøkelsen ARK gjennomført ved KiT i 2017 og i 2019.

ARK er en arbeidsmiljøundersøkelse som brukes og utvikles i den norske universitets- og høyskolesektoren og skal dekke alle viktige aspekter i det psykososiale og organisatoriske arbeidsmiljøet, både belastninger og ressurser, på en slik måte at det skal kunne danne basis for å utvikle relevante arbeidsmiljøtiltak. Det er fokus på både individ, gruppe og organisatoriske forhold. Gjennomføring av ARK kan deles inn i fem faser:

1. Forberedelse og forankring
2. Kartlegging
3. Tiltaksutvikling
4. Implementering av tiltak
5. Evaluering

Ansattes medvirkning skal vektlegges i alle faser. Dette notatet vil ha særlig fokus på kartlegging, tiltaksutvikling og implementering av tiltak ved KiT. I samsvar med anbefalte rutiner ved NTNU, ble kartleggingen gjennomført både i form av en spørreundersøkelse som gikk ut til alle ansatte ved KiT og oppfølgingsmøter der ansatte fikk presentert og bidra til å fortolke resultatene fra undersøkelsen. Ansatte medvirket deretter til å definere forbedrings- og bevaringsområder og til å utvikle og prioritere relevante arbeidsmiljøtiltak. De prioriterte tiltakene ble oppsummert i en tiltaksplan som viser hva som skal gjøres, hvorfor, når og av hvem.

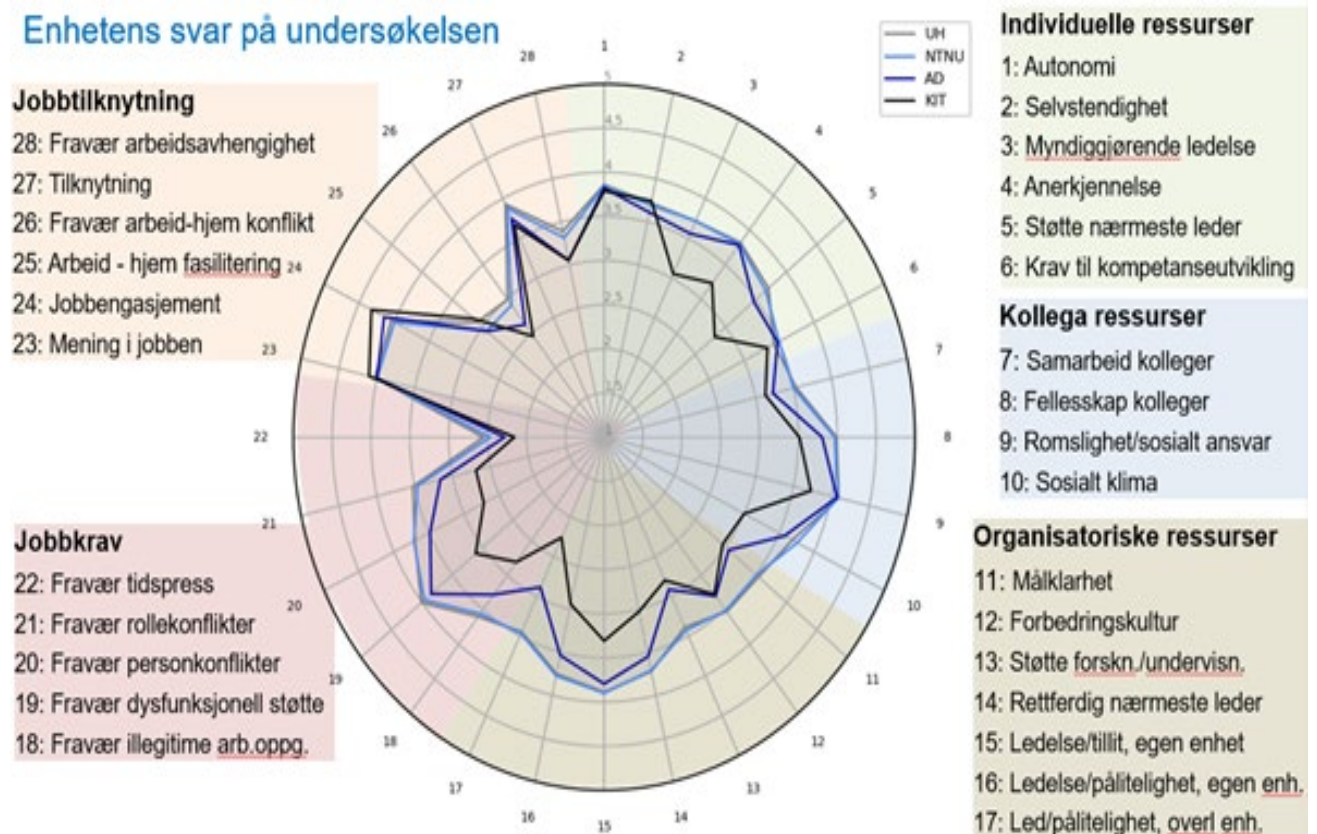
Under beskrives hovedtrekkene i arbeidsmiljøundersøkelsen 2017, en kort evaluering av om de planlagte tiltakene ble gjennomført. Deretter presenteres hovedtrekkene i arbeidsmiljøundersøkelsen 2019. Tiltak etter arbeidsmiljøundersøkelsen 2019 beskrives

ikke, da det ennå ikke er utarbeidet tiltak etter denne. Det vil også bli en sammenligning av de to arbeidsmiljøundersøkelsene.

På bakgrunn av det som kommer frem fra undersøkelsene og arbeidet med disse, gis det avslutningsvis en anbefaling for videre arbeidsmiljøarbeid.

Arbeidsmiljøundersøkelsen 2017 og tilknyttede tiltak

Her beskrives hovedtrekkene i arbeidsmiljøundersøkelsen 2017. Det vil si hvilke områder som skiller seg ut, ved at KIT har en høyere eller markant lavere skår enn gjennomsnittet ved NTNU. Resultatene er illustrert med en skala fra 1-5 der en forenklet tolkning er at 1 er den mest negative skåren og 5 den mest positive.



a. Områder der KIT skåret like høyt eller høyere enn gjennomsnittet i sektoren:

Nr.	Tema	Skår (1 – 5)
1	Autonomi	3,8
2	Selvstendighet	3,7
23	Mening i jobben	4,1
24	Jobbengasjement	4,3

Tabellen over indikerer at det var forhold ved selve arbeidet, eller det individuelle arbeidsmiljøet, som opplevdes som det mest positive med arbeidsmiljøet. Nærmere analyser

av rapporten viser at det var liten variasjon i ansattes svar på disse temaene, noe som antyder at ansatte hadde felles opplevelse av at disse områdene opplevdes som positive.

b. Områder der KIT skåret markant lavere enn gjennomsnittet i sektoren:

Nr.	Tema	Skår (1 – 5)
5	Støtte fra nærmeste leder	2,8
10	Sosialt klima	3,0
11	Målklarhet	2,9
13	Støtte til forskning/undervisning	2,8
16	Ledelse/pålitelighet, egen enhet	2,9
17	Ledelse/pålitelighet overl. enhet	2,3
18	Fravær illegitime oppgaver	2,8
20	Fravær personkonflikter	2,7
21	Fravær rollekonflikter	2,7
22	Fravær tidspress	2,2
26	Fravær arbeid-hjem konflikt	2,5

Tabellen over indikerer at ansatte ved KIT opplevde å ha utfordringer knyttet til organisatoriske forhold og til det kollegiale fellesskapet. Nærmere analyser av rapporten viser at det var liten variasjon i ansattes svar på disse temaene, noe som antyder at ansatte hadde felles opplevelse av om det var utfordringer på disse områdene.

Tabellen indikerer også at det var utfordringer knyttet til samspill mellom ansatte og ledelse på egen og overliggende enhet. Nærmere analyser av rapporten viser imidlertid at det var stor variasjon i ansattes svar på disse temaene, noe som antyder at ansatte hadde en ulik opplevelse av om det var utfordringer på disse områdene.

Etter at ledelse og medarbeidere hadde fått presentert og diskutert resultatene ble de enig om å jobbe videre med bevarings- og forbedringsområder og tilknyttede tiltak oppsummert i tabeller under.

a. Bevaringsområder

Aktivitet	Relevans	Tiltak	Ansvar	Frist
Fremme et høyt engasjement og opplevelsen av et meningsfullt arbeid	Redusere sårbarhet knyttet til de positive aspektene ved arbeidsmiljøet	Felles utenlandstur for teknisk og administrativt personale Stoppe munnhuggeri Øke og manifestere gjensidig verdsettelse	Verneombud Ledergruppe Alle ansatte	Desember 2018 Fortløpende

Opprettholde faglig integritet og autonomi	Verne om instituttets dynamiske karakter	Styrke samhold Etablere kontinuitet Sikre kjønnsbalanse Fremme sosialt samhold Teambuilding Konstruktive tilbakemeldinger	Ledergruppe Alle ansatte	Juni 2019 Fortløpende
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b. Forbedringsområder

Aktivitet	Relevans	Tiltak	Ansvar	Frist
Beskrive klare mål og retningslinjer basert på spesifikke roller og ansvar	Behov for en klar og gjennomiktig struktur, spesielt for nyansatte	Personalthåndbok Etablere tydelige stillingsbeskrivelser Samle alle relevante dokumenter og skissere rutiner og arbeidsflyt	Utvidet ledergruppe Spesifikk arbeidsgruppe Ekstern bistand	August 2018 Årlig revisjon
Rettferdig fordeling av arbeidsmengde mellom ansatte og mellom faggrupper	Tillit og respekt for arbeidstid og resultater (inkludert forskning) Behov for "kommandolinje»	Planleggings-mekanismer Sikkerhetsrutiner Oppfølging av nærvær Bruk av digitale møteverktøy Møter ansikt til ansikt Balansere mellom formelle og uformelle møter	Ledergruppe All staff members	August 2018 Fortløpende

Evaluering av oppfølgingen av tiltakene etter arbeidsmiljøundersøkelsen 2017

Det er vanskelig å evaluere effekt av iverksatte tiltak, fordi denne typen organisasjonsutvikling foregår i et komplekst miljø der mange forhold kan spille inn. Positive effekter forutsetter imidlertid at planlagte tiltak blir gjennomført.

Evaluering av tiltak og oppfølging av tiltaksplaner er basert på presentasjoner og referater fra personalseminar og ledermøter, personalthåndbok, rapportering til LOSAM og samtaler med instituttleder og lokalt verneombud.

Tiltakene synes å være relevante og de svarer på vesentlige bevarings- og forbedringsområder avdekket gjennom arbeidsmiljøundersøkelsen. Det kan dokumenteres at det er brukt mye tid og ressurser til å utarbeide planer for utvikling av arbeidsmiljøet, og planene er i stor grad fulgt opp. Som eksempel ble det gjennomført et to-dagers

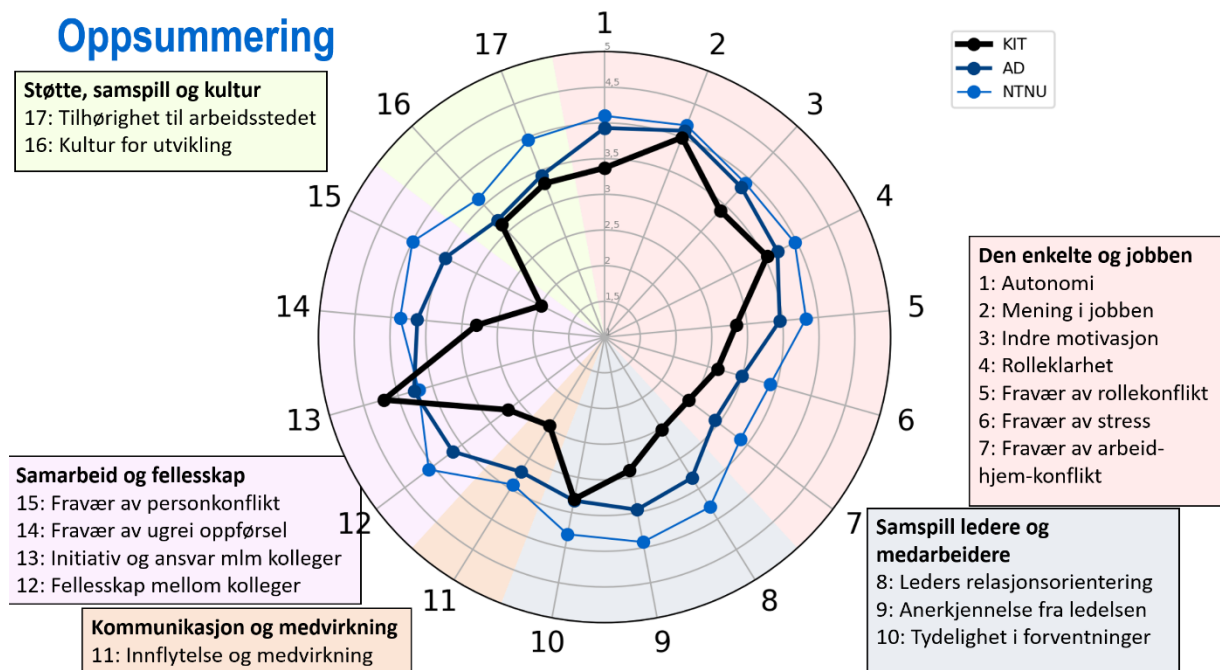
personalseminar, august 2019, for å bli enig om hvordan styrke samhold, øke gjensidig verdsettelse, fremme konstruktive tilbakemeldinger og stoppe munnhuggeri mellom kolleger. Det er utarbeidet felles retningslinjer for normering og fordeling av arbeidstid, tilstedeværelse, bruk av kommunikasjonskanaler, håndtering av HMS-avvik og beredskap, samt prosedyre- og rollebeskrivelser. Det er utarbeidet en møtstruktur og -rytme som skal bidra til å fremme ansattes medvirkning, og forankring av beslutninger. Alt dette er nedfelt i KITs personalhåndbok (Staff Handbook).

I møte med instituttleder og verneombud september 2020 kom det imidlertid frem at flere tiltak ikke er godt implementert og opprettholdt i den daglige driften ved KIT. Instituttet har mistet rytmen i møtstrukturen og personalhåndboken er ennå ikke oversatt til norsk, som var planen. I samme møte kom det også frem at retningslinjer nedfelt i personalhåndboken i ulik grad blir etterlevd av medarbeiderne ved KIT, og at mangelfull etterlevelse ikke synes å få konsekvenser. Instituttleder påpekte at oppfølging av ansatte som bryter retningslinjene er krevende og etterlyste mer lederstøtte.

Arbeidsmiljøundersøkelsen 2019

Her beskrives hovedtrekkene i arbeidsmiljøundersøkelsen 2019. Resultatrapporten fra spørreundersøkelsen viser at KIT skårer lavere enn AD (fakultetsnivå) og NTNU på de fleste tema det spørres om.

Slik ser oppsummeringsbildet for KIT ut i rapporten etter arbeidsmiljøundersøkelsen 2019:



Under gis en oversikt over KITs resultat på ulike tema i oppsummeringsbildet, sammenlignet med gjennomsnittet for NTNU. Av hensyn til lengde på rapport og detaljeringsgrad, er ikke enkeltspørsmål tatt med her. Resultatene på de ulike temaene er illustrert på en skala fra 1-5 der en forenklet tolkning er at 1 den mest negative skåren og 5 den mest positive.

a. Områder der KIT skåret like høyt eller høyere enn gjennomsnittet ved NTNU:

Nr.	Tema	Skår (1 – 5)
2	Mening med jobben	4,0
13	Initiativ og ansvar mellom kolleger	4,2

b. Områder der KIT skåret markant lavere enn gjennomsnittet ved NTNU:

Nr.	Tema	Skår (1 – 5)
1	Autonomi	3,3
5	Fravær av rollekonflikt	2,8
6	Fravær av stress	2,7
7	Fravær av arbeid-hjem-konflikt	2,5
8	Leders relasjonsorientering	2,5
9	Anerkjennelse fra ledelsen	2,9
11	Innflytelse og medvirkning	2,5
12	Fellesskap mellom kolleger	2,7
14	Fravær av ugrei oppførsel	2,8
15	Fravær av personkonflikt	2,0
17	Tilhørighet til arbeidsstedet	3,3

Selv om KIT har lavere skårer enn både AD og NTNU på de fleste tema, kan man ut ifra rapporten ane en tendens til at ansatte opplever at det mest positive med jobben er forhold ved selve arbeidet, eller det individuelle arbeidsmiljøet. Dette er i likhet med funn fra 2017-undersøkelsen. I oppsummeringsbildet over er dette presentert ved ett av fem temaområder med betegnelsen "Den enkelte og jobben". Resultatene fra rapporten kan på denne måten indikere at ansatte ved KIT opplever å ha størst utfordringer knyttet til arbeidets organisering og ledelse, og til det kollegiale fellesskapet.

Videre er til dels høy variasjon i ansattes svar på arbeidsmiljøundersøkelsen for 2019. Dette er et uttrykk for at ansatte ikke er samstemte i oppfatningen av de ulike aspektene av arbeidsmiljøet ved KIT.

Resultater fra tilbakelesningsmøtet ved KIT 3. september 2020

Rapportene fra arbeidsmiljøundersøkelsen ble gått igjennom i et tilbakelesningsmøte med ansatte den 3. september 2020. Møtet skulle opprinnelig vært avholdt våren 2020, men ble på grunn av koronapandemien utsatt ved KIT, som ved mange andre enheter ved NTNU.

Møtet som var et “hybridmøte”, der noen ansatte deltok på skjerm, hadde hundre prosent oppslutning.

Et viktig poeng med tilbakelesningsmøtene er at ansatte selv skal sette ord på hvilke områder ved arbeidsmiljøet de synes det er viktig å bevare og utvikle. Dette ble også gjort ved KIT. I tillegg til spørsmål om “hva vi tar med oss fra arbeidsmiljøundersøkelsen”, ble ansatte også spurt om “hvordan koronapandemien har påvirket arbeidsmiljøet”. Det ble ikke utviklet tiltak i tilbakelesningsmøtet, da videre tiltaksutvikling skal være en del av fase to i Arbeidsmiljøprosjektet ved KIT, og må henge sammen med overordnede tiltaksutviklingsarbeidet.

Resultatet fra gruppearbeidene ble presentert i plenum, og innlevert skriftlig. Det som kom frem fra gruppearbeidene er kategorisert hos HMS-seksjonen og forankret hos verneombud. Kategoriene må leses med forbehold om at det var til dels høy variasjonen i ansattes skårer i 2019- rapporten og at ansatte kanskje ikke er helt enige om hvilke områder det skal jobbes videre med. Hovedkategoriene er likevel tilstrekkelig tydelige til at de anbefales som grunnlag for videre tiltaksutvikling. Underpunktene i oversikten under må leses som eksemplifisering av hva innholdet i hovedkategorien gjelder. Oppsummeringen fra gruppearbeidet er i det følgende presentert som “utviklingsområder”, “bevaringsområder”, og “Om Covid-19”.

Bevaringsområder:

- **Mening i jobben**
 - Bevare høy følelse av mening i jobben
 - Evne til å leke og eksperimentere
 - Nærhet til studenter

- **Autonomi og tillit**
 - Mulighet til å bestemme over eget arbeid og forfølge temaene man er interessert i
 - Autonomi blant ph.d. - studentene, men under forutsetning av tillit som oppleves som fraværende i dag
 - Intellektuell frihet
 - Åpenhet og tillit til å starte prosjekter
 - Tillit til å jobbe uavhengig så vel som i gruppe
 - Kultur for kontinuerlig utvikling

- **Organisatorisk arbeidsmiljø og struktur**
 - Gode lokaler
 - Bevare emnestrukturen, som har blitt bedre de siste år
 - Møtestruktur (bevares og utvikles videre)
 - Rolleforståelse og klarhet i oppgaver

Utviklingsområder:

- **Organisatorisk arbeidsmiljø og struktur**
 - Informasjon og kommunikasjonsflyt
-

- Møtestruktur og planlegging av møter
 - Språk er en utfordring (eng/no)
 - Tilstedeværelse
 - Tydeliggjøre roller
 - Ansvar og oppgaver må fordeles likt
-
- **Psykososialt arbeidsmiljø og kultur**
 - Redusere konflikt mellom personer
 - Ugrei oppførsel og kommunikasjon i møter (spesielt pedagogisk forum har vært preget av ugrei oppførsel)
 - Vi må ha respekt for hverandre
 - Medieoppslag og publiseringer på sosiale medier bidrar til et giftig arbeidsmiljø og frykt
 - Behov for «teamfølelse»
 - Ikke trekk nye ansatte og studenter inn i konflikter
 - Anerkjennelse av kompetanse
-
- **Behov for profesjonalisering**
 - Behov for en «KIT-opskrift» for hvordan vi skal opprettholde profesjonell atferd i alle situasjoner
 - E-post-adferd bør profesjonaliseres. Hva skrives, og hvem sender vi til?
 - Alle ansatte må oppføre seg profesjonelt mot hverandre.
 - Forholde oss til at KIT del av en stor organisasjon
 - Vi trenger å innføre en følelse av ansvar.
-
- **Utvikling av ledelse**
 - Behov for mer trenasparens i beslutninger
 - Oppgaver og beslutninger i linja – hvem gjør hva?
 - Behov for mer dialog med leder om oppgaver og arbeidsmengde
 - Fravær av leder utfordrende
-
- **Ivaretagelse av studenter**
 - Behov for å ivareta studentene bedre
 - Studentene opplever situasjonen som vanskelig, spesielt de yngste studentene
 - Studentene forventer struktur
 - Behov for tydelig kommunikasjon med, og informasjon til studentene
 - Studentene må vite hvem de kan gå til med ulike problemstillinger

Om Covid-19:

- **Arbeid og arbeidsoppgaver**
 - Stressende tid
 - Arbeidsmengde økte, og det var veldig vanskelig
 - Dagene eksploderte med et tonn av ekstra arbeid, samtidig som lokalene ble stengt slik at kontoret ble redusert til sitt private hjem.
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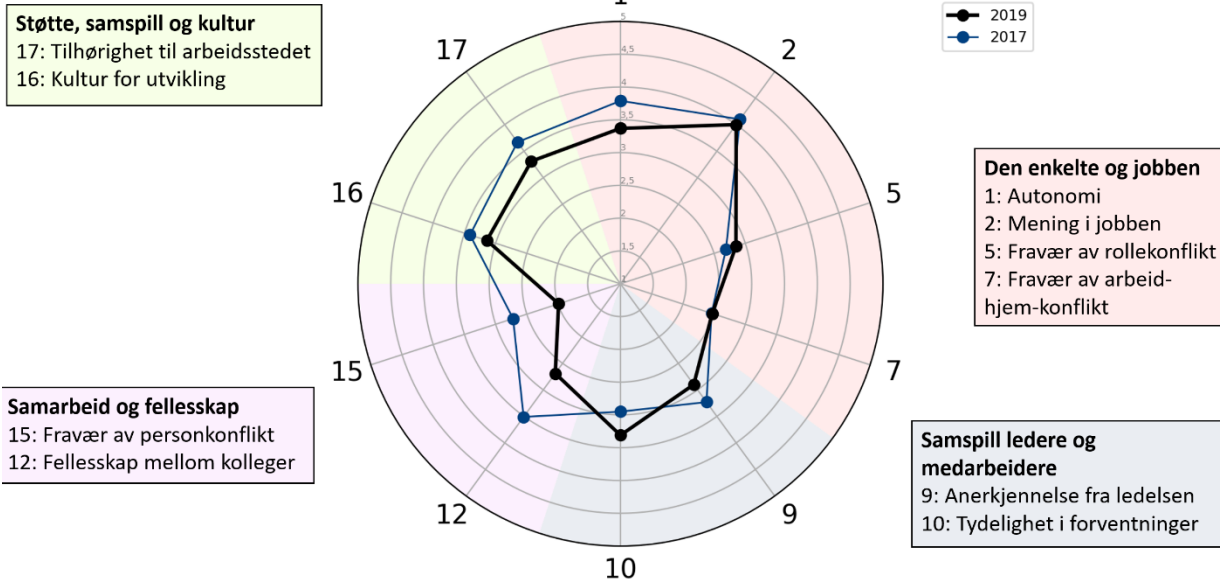
- Stor endring i arbeidshverdagen fra studentrelatert arbeid til administrativt arbeid - det har vært andre arbeidsoppgaver
 - Noen i gruppen opplevde et større arbeidspress med å ivareta smittevernreglene
 - Klare roller og ansvarsområder er viktig for å opprettholde institusjonen i tider med uforutsette kriser, som covid-19
- **Hjemmekontor og digitalisering**
 - Alle må ha tilstrekkelig teknisk utstyr for å sitte på hjemmekontor
 - Bruk av digitale medier ble fremtvinget, og en positiv effekt har vært at alle ble flinkere til å bruke nye plattformer
 - Jevnlige digitale møter bør vurderes for fremtiden
 - Bratt læringskurve på digitale verktøy – positivt
 - Samlende møter for alle ansatte ved instituttet har vært fraværende, mens det har vært en positiv opplevelse med digitale møter i mindre grupper.
 - **Arbeidsmiljøet**
 - Koronaperioden har destabilisert arbeidsmiljøet ved KIT
 - Strukturer på instituttet som var skjøre i utgangspunktet, ble enda mer synlige da arbeidspresset økte for alle.
 - Daglig bekymring for å utsette seg selv for smitte med daglig kontakt med studenter på arbeidsplassen.
 - Følelse av mer isolasjon når man ikke har kontakt med kolleger og studenter
 - Mulighet for å få nye ideer og metoder

Sammenligning av de to undersøkelsene 2017 og 2019

ARK gjorde en revidering av spørreskjemaet mellom 2017 og 2019. Det vil si at man har lagt til en del nye tema, og fjernet andre tema. Derfor er det kun ti tema som er direkte sammenlignbare på tvers av de to undersøkelsene. Bildet under er fra 2019-rapporten, og sammenligner ansattes gjennomsnittlige svar på undersøkelsen i 2017 og 2019. Det er relevant å nevne at i 2017 svarte 13 ansatte på undersøkelsen, og svarprosenten var 68,42 %. I 2019 svarte også 13 ansatte på undersøkelsen, da med en svarprosent på 81,25 %.

Sammenligningen må leses med forbehold om at i en relativt liten gruppe, så vil utskiftninger av personer på tvers av år, kunne påvirke resultatet en god del. I tillegg kan endringer i ansattes omgivelser (kontekst) påvirke hvordan ansatte leser og forstår spørsmålene i undersøkelsen.

Sammenligning over tid, egen enhet



Her ser vi at i 2019 var ansattes gjennomsnittlige skåre lavere enn i 2017 på 6 av 10 tema, og høyere eller lik på 4 av 10 tema.

De to temaene med tydelig lavere skåre i 2019, sammenlignet med 2017, er "fellesskap mellom kolleger" og "fravær av personkonflikter". En høyere skåre på temaet "tydelighet i forventninger", antyder en liten forbedring i ansattes opplevelse av å ha et klart bilde av hvilke oppgaver som inngår i deres arbeidsområde, og hva som forventes av dem.

Når vi ser på de overliggende temaområdene (presentert i bokser på siden) ser vi at funnene fra sammenligningen mellom år, antyder at det området ansatte opplever størst endring ved, i negativ forstand, er "samarbeid og fellesskap". Ansattes svar er mer stabile innenfor området "den enkelte og jobben".

Anbefalinger for videre arbeidsmiljøarbeid

Her er det gjort en redegjørelse for resultatrapportene og oppfølging av arbeidsmiljøundersøkelsene fra 2017 og 2019. Dette er en del av datagrunnlaget i den første fasen av arbeidsmiljøprosjektet ved KIT, hvor arbeidsmiljøet ved enheten kartlegges. Videre skal tiltak utvikles på bakgrunn av informasjon som har kommet frem gjennom den overordnede kartleggingen.

Når det skal utvikles tiltak anbefales det at det legges stor vekt på resultatet fra tilbakelesningsmøtet etter arbeidsmiljøundersøkelsen 2019. Erfaringer fra hvordan arbeidsmiljøet har vært under covid-19, må tas med som viktige innspill til videre tiltaksutvikling knyttet til arbeidsmiljø under koronapandemien.

Når det gjelder områder å bevare og utvikle er vår hovedanbefaling som følger:

- Behov for å jobbe videre med / utvikle:
 - Arbeidets organisering og ledelse
 - Samarbeid og fellesskap

- Behov for å bevare: positive faktorer (mening og autonomi) knyttet til medarbeidernes individuelle arbeidsmiljø. I arbeid med å bevare autonomi, er det viktig å jobbe frem tydelige rammer for autonomien. For eksempel er det viktig at ansattes frihet ikke går på tvers av instituttets målsetninger, og/eller andres oppgaveutførelse og mulighet til å gjøre en god jobb.
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Vedlegg 3. Rapport fra samtaler med nøkkelpersoner med tilknytning til Kunstakademiet i Trondheim og Fakultet for arkitektur og design (Utført av prosjektgruppa)

Rapport fra samtaler med nøkkelpersoner med tilknytning til Kunstakademiet i Trondheim og Fakultet for arkitektur og design, ved NTNU

Utført av prosjektgruppa ved Arbeidsmiljøprosjektet ved KiT, oktober 2020



Rapport fra samtale med nøkkelpersoner på AD og KiT

For å hjelpe til med å danne et mest mulig helhetlig bilde av situasjonen ved Kunstakademiet i Trondheim (KiT), valgte prosjektgruppa å be en del nøkkelpersoner på Fakultet for arkitektur og design (AD) og KiT om individuelle samtaler. Personene ble valgt ut fra at de har roller som skulle tilsi at de kunne tilføre informasjon særlig om organisatoriske, strukturelle og ressursmessige forhold. Det var ønskelig ikke å invitere flere enn nødvendig, samtidig som ikke viktige områder ble utelatt. Alle som ble invitert til samtale, var på forhånd gjort godt kjent med formålet. Det ble understreket at forhold som kan oppfattes som varsling, klage eller avvik, ikke skulle være en del av samtale, men henvises til vanlig oppfølging og prosedyre.

Etter utsjekk med referansegruppa og styringsgruppa, ble følgende personer invitert og sa ja til samtale:

- Dekan Fredrik Shetelig
- Instituttleder Florian Schneider
- Nestleder Jacob Jessen
- Fungerende seksjonssjef Grete Hovind
- Vikar for fungerende seksjonssjef Hilde Eilertsen Voll
- Verneombud Odd Joar Oksås
- Lokalt hovedverneombud Jon Herman Rismoen
- Faggruppeleder studie Camilla Skjold Ødegård
- Tillitsvalgt for NITO Morten Kvamme
- Studieprogramansvarlig David Rych
- Styremedlem på AD Johan Haarberg

Samtalene med dekan og instituttleder ble lagt sent slik at vi kunne ta opp forhold som kom fram i de andre samtale for oppfølging/avklaring. Av praktiske grunner kom det også noen samtaler med andre nøkkelpersoner etter dette. Samtale/intervjuene ble gjennomført av Gry Eva Alterskjær og Christian Fossen og ble holdt hovedsakelig i uke 37, den siste i uke 40. I utgangspunktet varte samtale en time.

For å sikre en gjennomgående struktur i samtale, ble det laget en liten spørreguide i forkant bestående av seks spørsmål:

- 1) Hvor tenker du skoen trykker?
- 2) Hvilke tanker har du rundt organisering, ressurser og ledelse?
- 3) Hvordan vil du beskrive kulturen på KiT?
- 4) Hvilke styrker har KiT som instituttet kan bygge videre på?
- 5) Hvilke mulige løsninger ser du for å få til et godt arbeidsmiljø på KiT?
- 6) Hva er de største utfordringene/truslene mot å få til en slik løsning?

Innledende kommentarer

Et gjennomgående inntrykk fra samtale er stor ærlighet og åpenhet fra alle som ble intervjuet. Samtlige la for dagen en genuin interesse og engasjement for å utvikle KiT videre. Beskrivelsen av hvor dedikerte medarbeidere og studenter KiT har, gikk igjen i svært mange av samtale, og det var en uttalt optimisme for mulighetene til å skape et godt og inkluderende arbeidsmiljø. Som en sa: «Vi er egentlig svært nære.»

Det ble også uttrykt store forventninger til prosjektgruppas arbeid og at det var godt å bli sett og tatt på alvor.

Samtalene avslørte samtidig flere klare problemer og utfordringer, og mye gikk igjen fra samtale til samtale. Særlig ble det pekt på områder som ledelse, kommunikasjon, kultur, struktur og faglig retning, ressurser, administrasjon og organisering.

I det følgende er disse og flere andre forhold nærmere beskrevet. Selv om dette kan se svært negativt ut, særlig der enkeltpersoner blir identifisert, er det viktig å ha in mente at dette primært går på funksjon og utøvelse av funksjon, ikke person.

Ledelse

Mange var kritisk til hvordan ledelse utøves på instituttet i dag og også hvordan det fungerer på fakultetsnivå. Mange pekte direkte på hvordan instituttlederrollen utøves. Følgende forhold ble løftet fram:

- Utydelig kommunikasjon
- Konfliktskyhet og svak evne/vilje til å slå ned på uønsket atferd og sette tydelige grenser (både blant ansatte og studenter)
- Beslutningsvegring (det tar lang tid før beslutninger blir fattet)
- Svak gjennomføringsevne når beslutninger er tatt
- For lite fysisk tilstedeværelse og tilgjengelighet (også på e-post)
- Manglende åpenhet rundt viktige beslutninger, ressursbruk og prioriteringer
- Uklar struktur og oversikt over hva som ligger i administrativ og hva som ligger i faglig linje
- Uklare bestillinger og utydelige forventninger
- Mindre interesse for daglig drift og administrasjon enn faglig utvikling

Instituttleder får ros for sin evne til å være visjonær, tenke langsiktig og sitt arbeid for å gjøre KiT til en integrert del av NTNU. Flere peker også på hans faglige styrke, viktigheten av hans store, internasjonale nettverk og hans genuine vilje til å transformere KiT fra en tradisjonell kunsthøgskole til et universitetsbasert kunstinstitutt med vekt på forskning og utvikling av PhD-program.

Flere nevner at instituttleders styrker og svakheter, i stor grad er overensstemmende med dekanens, og at det kan være problematisk. Det ble sagt at dekanen i langt større grad må tørre å stille tydelige krav til hva han forventer at instituttleder skal levere og følge opp i etterkant.

Kultur

Det ble pekt på at i det store og det hele er mye positivt med kulturen på KiT med mye engasjement og et sterkt ønske om å utvikle instituttet og at det stort sett er et godt forhold mellom de ansatte. Det gjelder ikke minst mellom de tekniske og administrative og mellom de teknisk-administrative og de vitenskapelige.

Der det er motsetninger er mellom enkelte vitenskapelig ansatte. Dette går delvis på uenighet rundt utvikling og faglig retning (omtales i eget punkt), personlige motsetninger mellom noen få (delvis tatt med fra andre arbeidsplasser) og uakseptabel oppførsel med munnbruk og en møtekultur med manglende respekt for dagsorden og møtetidspunkt. Slik oppførsel skaper stor misstemning, og det forventes at leder i mye større grad slår ned på slik opptreden. Også leder og nestleder mener slik oppførsel er problematisk, men er usikre på hvilke sanksjonsmuligheter de har mot enkeltmedarbeidere.

En gjenganger i samtalene var omkampskultur. I alle fall fram til ganske nylig, har det vært mulig for enkeltpersoner å gå direkte til dekan for å få omgjort avgjørelser instituttleder har fattet. Også dekanen innrømmer at han nok har vært så ivrig på «å løse problemer» og få ting gjort, at han derfor kan ha «overkjørt» instituttleder, men at han er blitt mye mer bevisst på at dette underminerer instituttleders autoritet og at han derfor nå henviser tilbake til linja.

Det pekes også på at det har vært tilfeller av fest og bruk av rusmidler i instituttets lokaler, og det har fått foregå uten sanksjoner i etterkant. Dette har omfattet både ansatte og studenter. Det etterlyses en tydeligere inngripen fra leder.

Faglig utvikling

Et av områdene som gikk igjen i samtalen, var de motsetningene som dreier seg om faglig utvikling og uenighet om retning for KiT noe som også har hatt stor innvirkning på arbeidsmiljøet. Slik det blir forklart, dreier dette seg primært om KiT skal være en kunsthøgskole etter tradisjonelt mønster der undervisningen bygges opp rundt den enkelte professor og vedkommendes kunstneriske virke (såkalte mesterskoler), eller om KiT skal utvikles til en akademisk institusjon tydelig integrert på NTNU med en klar vitenskapelig profil og gjennomgående studieprogram og emnebeskrivelser. Det blir hevdet at instituttleder er flinkere til å ivareta forskningsdelen og doktorgradsutdanningen enn å ivareta de utøvende kunstnerne.

Disse faglige motsetningene har også utartet til klare personkonflikter noe som blir beskrevet som ødeleggende for arbeidsmiljøet. Det ble òg sagt at motsetningene har eskalert gjennom at den ene «fløyen» har brukt media til å fremme sin sak der også studenter har blitt trukket inn som en part, og konflikten har økt ytterligere gjennom korona-pandemien der personlig kontakt og møter mellom folk, har vært vanskeliggjort/umuliggjort.

Et element i konflikten som trekkes fram, er at transformasjonen av KiT, også berører den enkelte professors autonomi og retten til å styre egen hverdag og virksomhet. Dette skaper i seg selv motstand mot endring. Det hevdes at det derfor er forskjell mellom de som har vært ansatt lenge og de som har kommet til i nyere tid som ofte er mer positiv til endring enn de «gamle». Instituttleder blir personifiseringen av disse endringene, og det blir grupper/klikker for og mot ham.

Selv understreker instituttleder at alle ikke trenger å være enig i veien instituttet går, og at det bare er bra med faglige diskusjoner. Likevel må det finnes et fast rammeverk rundt virksomheten og at det ikke kan diskuteres til enhver tid.

Personalutfordringer

Flere nevner at det er konfliktsaker ved instituttet som er krevende og ødeleggende for virksomheten på KiT, og at uten en snarlig løsning på disse utfordringene vil det ikke være mulig å gjenopprette et godt arbeidsmiljø. Her stilles det ikke bare krav og forventninger til instituttledelsen, men også til at dekanen og fakultetet kommer på banen med konsekvent hjelp og støtte til instituttledelsen og med vilje til å ta nødvendige grep for å få bukt med problemene. Det vises også til at sakene har klare elementer av ukollegial og uakseptabel opptreden som det må slås ned på.

Enkelte knytter konfliktsakene delvis til uenighet om valget av retning for instituttet og motstand mot at arbeidsgiver kan bestemme hva den enkelte skal gjøre eller ikke.

Det blir sagt at de fleste ikke er eller ønsker å være noen del av konfliktene ved KiT, men at de påvirker alle fordi instituttet er svært lite. At studentene trekkes inn som part i konfliktene, beskrives som svært uheldig og uakseptabelt fordi de ikke har nødvendig innsikt og bakgrunn og at det er med å ødelegge arbeids- og studiemiljøet.

Kommunikasjon og åpenhet

Flere pekte under samtalen på at mangel på kommunikasjon og dialog er et problem på instituttet. Språk brukes som en viktig forklaringsfaktor. Miljøet er internasjonalt, og de ansatte snakker mange ulike språk, og selv om engelsk brukes som fellesspråk, blir det lett misforståelser og uklarheter.

Det oppleves av enkelte som problematisk at medarbeidersamtaler foregår på engelsk selv når man er enig i at det skal være på norsk. Det etterlyses derfor bedre norskkunnskaper hos leder.

Det ble også vist til at informasjonen fra leder kan være vanskelig å forstå fordi språket ofte blir komplisert og uklart. Beskjeder og informasjon når ikke fram. Inntrykket blir dermed manglende åpenhet.

Det ble også hevdet at det er lite åpenhet om hva som har skjedd på møter og avgjørelser som er tatt. Her ble det spekulert i om dette skyldes et bevisst ønske om å holde ting skjult eller en manglende evne til å kommunisere på en god måte, uten at det ble trukket noen klar konklusjon. Følelsen av manglende åpenhet skaper i alle fall lett mistenksomhet.

Det ble sagt at det er et problem at det ikke er klart hvilke elektroniske kanaler som brukes for å kommunisere felles. Her har både jobb e-post, privat e-post og meldinger på Innsida har vært brukt. I en del sammenhenger har det heller ikke vært felles skriftlig informasjon tilgjengelig som igjen skaper manglende oversikt og følelse av inkludering og fellesskap.

Dårlig fungerende kommunikasjon og opplevelse av manglende åpenhet, skaper uklarhet og manglende forutsigbarhet i arbeidet noe som avstedkommer mye frustrasjon.

Instituttleder mener at det i stor grad er åpenhet og gjennomsiktighet rundt avgjørelser ved KiT og at skillelinjene rundt dette spørsmålet mer går på om folk er enig i avgjørelsene eller ikke. Han understreker likevel at åpenhet er noe det må jobbes med kontinuerlig og hvor man aldri helt kommer i mål.

Åpenhet nevnes også som basis for god medvirkning og følelsen av å bli sett og ivaretatt. Enkelte mener at det ikke er tilfellet og at de ikke får ta del i den informasjonen de har krav på og dermed heller ikke kan delta i beslutningene.

Det ble nevnt at god kommunikasjon også dreier seg om holdning og innstilling hos alle, om vilje til å kommunisere greit og forståelig og prøve ikke å misforstå.

Administrasjon og organisering

Mange trakk fram at KiT har en liten og sårbar administrasjon og at leder ikke får nødvendig administrativ støtte. Mange sykmeldinger og manglende bruk av vikarer, har gjort situasjonen spesielt krevende. Noen mente at administrasjonen kanskje ikke egentlig er så liten, men at det heller dreier seg om organisering, kompetanse og myndighet til dem som skal løse oppgavene. Uansett etterlyser instituttledelsen mer administrativ støtte og har store forventninger til at den nylig ansatte seniorrådgiveren på institutt, skal kunne bidra her.

KiT har ved flere anledninger søkt fakultetsadministrasjonen om støtte for å løse egne oppgaver og har fått hjelp, men opplever ofte at ballen blir sendt tilbake fordi det også på fakultetsnivå har vært begrensede, administrative ressurser og en høy sykmeldingsgrad, til tider opp mot 20-25 prosent. Også her blir mange stillinger stående lenge ubesatt.

Et springende punkt har vært arbeidsdeling mellom fakultet og institutt og hvem som skal løse hvilke oppgaver. Her har det vært igangsatt flere prosesser for å skape klare linjer og ryddige forhold, men uten at prosessene har blitt brakt til ende. Dermed forblir det uavklarte nettopp det. Det blir hevdet at hvis fakultetet hadde fungert bedre administrativt f.eks. innen HR og økonomi, hadde det gjort situasjonen lettere for KiT. Nå gjør instituttet oppgaver som burde vært løst på fakultetsnivå og vise versa ifølge flere.

Det blir også trukket fram at det ikke er klart hvilke oppgaver som ligger i administrativ og hvilke som ligger i faglig linje. Det hender at klart faglige oppgaver, som f.eks. oversettelse av emnebeskrivelser fra engelsk til norsk, har blitt lagt til administrativt ansatte. På samme måte løser faglig ansatte administrative oppgaver. Heller ikke på instituttnivå har man klart å rydde opp i hvem som har ansvar for hvilke oppgaver. Mange har etterlyst arbeidsbeskrivelser over hvilket ansvar de egentlig har, uten at det har skjedd.

Det blir vist til at det er en drøy jobb å være instituttleder og at det stilles svært mange krav både til faglig og administrativ evne og kompetanse. Tilstrekkelig støtte er derfor viktig. Instituttleder blir stadig «tatt ut av daglig drift» for å delta på ledermøter og samlinger på fakultetsnivå og er mindre grad tilgjengelig for den daglige samtalen og diskusjonene om små og store saker. Det kan derfor gi følelsen av at instituttleder er litt langt unna hverdagen til den enkelte.

Åremål

En annen del av organiseringen av instituttet er ansettelsesforholdene for de vitenskapelig ansatte. Det blir pekt på at systemet med åremålsstillinger i ulike stillingsbrøker kan være utfordrende. Mange er ansatt i 50-prosentstillinger der de resterende 50 prosentene brukes på egen kunstnerisk virksomhet. Det å være kunstner er i seg selv en krevende og usikker situasjon. Flere stillinger er også i mindre brøker. Resultatet er at mange av professorene ikke er bosatt i Trondheim og følgelig i mindre grad er til stede på campus. Dette skaper utfordringer for det faglige fellesskapet, undervisningen og studentoppfølgingen i tillegg til at det blir få mennesker å fordele roller på som f.eks. nestleder og studieprogramleder. Det gjør systemet sårbart, og sykmeldinger har vært konsekvensen av svært høy arbeidsbelastning på enkelte.

Det jobbes nå med å etablere flere 6-årige 100 prosent åremålsstillinger med tilstedeværelsesplikt/boplikt i Trondheim for å bøte på problemene. Dessuten legges det opp til professor II-stillinger i 20-prosentbrøker der de aktuelle personene reiser til og fra i perioder. Her kan endringene skje/skjer etter hvert som dagens kontrakter går ut.

Ressurser og økonomi

Det blir framholdt at budsjettene er svært trange og nesten utelukkende dekker lønn til ansatte. Dermed er det svært lite penger til nytt utstyr og andre presserende behov. Blant annet vises det til at verkstedene som var moderne for 20-30 år siden, knapt nok er blitt supplert med utstyr og langt mindre blitt oppgradert med f.eks. datastyrte verktøy.

Det blir også hevdet at det er vanskelig å få innsikt i budsjett og økonomi og at det er ikke vanlig å få se budsjettene og det løpende regnskapet. Det gjør at enkelte derfor holder skyggeregnskap for å holde oversikt over sin del av virksomheten og at det blir usikkert hvor stort ansvar den enkelte har for budsjett og eventuelle avvik.

Styrker

Alle framholder at KiT har mange styrker som det er viktig å bygge videre på. Særlig nevnes dedikerte medarbeidere – og studenter, med et stort hjerte for kunstfeltet og ønske om å utvikle KiT til et framragende institutt. KiT blir omtalt som nyskapende og med en unik utdanning der studentene har alle muligheter til å påvirke. Den kunstneriske utdanningen innenfor rammene av et teknisk, naturvitenskapelig universitet, gir helt spesielle muligheter til å bygge en akademisk kultur parert med den kunstneriske. Her er KiT eksepsjonell i europeisk sammenheng.

Mulige løsninger

Følgende forslag til bedring av arbeidsmiljøet på KiT kom fram under samtalen og bør vurderes som en del av den endelige tiltakspakken.

- Avslutte pågående konfliktsaker raskt og tørre å ta tak i vanskelige saker fortløpende.
- En tydelig og tilstedeværende ledelse som kommuniserer åpent og ærlig og som setter klare grenser for hva som aksepteres og ikke.
- Større åpenhet rundt hva som skjer og hvilke avgjørelser som fattes.
- Jobbe for at alle ansatte skal føle seg som en del av helheten.
- Sikre en god og respektfull væremåte og møtekultur.
- Gjeninnføre fast personalmøter/allmøter.
- Skape gode rom for diskusjoner og meningsutvekslinger.
- Slå ned på tilløp til omkampskultur.
- Sikre et administrativt apparat som er stort nok og med riktig kompetanse til å gi ledelsen og instituttet nødvendig støtte.
- Avklare arbeidsdelingen mellom administrativ og faglig linje både internt på institutt og mot fakultetet. Hvilke funksjoner det viktig at instituttet har fagnært og hvilke kan ligge på fakultetsnivå?
- Utvikle rollebeskrivelser for de administrative stillingene.
- Sikre respekt for bruk av NTNUs administrative støttesystemer.
- Se på hvilke oppgaver som kan effektiviseres/digitaliseres.
- Drive kontinuerlig kompetanseutvikling, blant ansatte og ledere.
- Stille tydelige krav både til ledere og ansatte og understreke felles ansvar for et godt arbeidsmiljø
- Tydeligere forventninger og oppfølging fra dekan.
- Bygge videre på de ansattes ønske og vilje til å bidra til et godt institutt med et godt arbeidsmiljø.

Trondheim, 1. oktober 2020
