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Author: Hanne Frafjord Jonsson

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(signature author)

Course coordinator: Eirik Bjorheim Abrahamsen

Supervisor: Anja Dalgaard-Nielsen

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Summary

This thesis aims to explore the responses of university teachers in the USA and Norway to the attempts to make higher education take responsibility for security-related tasks, specifically prevention of radicalization and violent extremism. The two countries have been exposed to terrorist attacks in the past, leading them to face the need to balance freedom and security. Both have adopted a new way to counter terrorism that is a decentralized, whole-of-society approach with a focus on preventing preliminary processes leading to terrorism, namely radicalization and violent extremism. This decentralized responsibility also counts on the higher education sector to partake in the preventive work, as they are considered well-suited to recognize altering behavior with students. Norway has incorporated specified policies into the education sector. The USA has not come this far despite having been more exposed to terrorist attacks in the past and having a significantly different threat picture.

The objective is to research *what the differences and similarities are in the perceptions of university teachers and explore why they differ in their views and which challenges and dilemmas may arise from the efforts to involve university teachers in the USA and Norway, respectively*. A survey was conducted and gathered data from 74 American university teachers and 110 Norwegian university teachers who meet students through lectures. The study's theoretical framework was based on insights from the securitization theory and previous research on securitizing education. It is suggested that the perceived prevalence of an issue could amplify the receptiveness of the securitizing process for this issue.

This study concludes that university teachers in both countries seem to agree that higher education should play a role in preventing radicalization and violent extremism. However, the minor support for repressive measures suggests that most of the university teachers from the American and Norwegian samples oppose a securitization of education. The preferred level of involvement appears to be influenced by how common the problems are perceived to be in the countries. The two countries seem to share similar views on what advantageous opportunities higher education can contribute to in preventive efforts, such as a knowledge-based approach and being a relevant arena to carry out preventive efforts. They also share similar views on some disadvantages of involving universities, such as losing their neutral position and negatively affecting the rights of students to voice opinions. There seems to be a fear of losing

the trust of both students and the outside environment, but this worry seems to be more common among American university teachers.

Similar challenges between the countries are linked to making university teachers more familiar with the responsibility and better prepared to carry it out. Furthermore, to not risk losing trust, their involvement should not be perceived as them stepping out of their neutral position, nor be perceived as "thought police" preventing students from exploring and developing themselves. The effort should also not be overwhelming for busy teachers to not be able to follow through. However, differences in the perceived prevalence, trust level in authorities and police, as well as the levels of polarization in the two different societies appear to raise more challenges and dilemmas for the USA than for Norway concerning involving universities in preventive efforts.

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This thesis is the final part of my master's degree in Risk Analysis at the University of Stavanger. The past two years have given me a great learning experience with interesting topics and insights that I will always cherish. In the last six months, I have been given the opportunity to utilize these insights to explore a topic that I find particularly captivating. The work on my master's thesis about countering radicalization and violent extremism has been tough at times, but mainly it has been stimulating and interesting.

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1.0 Introduction

In the last two decades, how to approach the issue of terrorism has been subjected to substantial changes. As opposed to countering it in a repressive and controlling manner like the War on Terrorism (WOT) (Jore, 2020, p. 179), longer-term strategies are adopted that seek to identify and understand the forerunning and sustaining factors of terrorism in societies (Bjørgo, 2013, p. 3). This new approach highlights the permanent existence of terrorism and the need for locally oriented and contextualized efforts to identify and prevent capable people from resorting to terrorism. In other words, to hinder the radicalization process (Jore, 2020, p. 179). Another new shift follows from the acknowledgement that this preventive work is too extensive for traditional actors to handle alone, and that it requires assistance from all parts of society. The responsibility to prevent these issues should thus be decentralized to all parts of society. These new trends are also reflected in practice, particularly in the counterterrorism strategies of many Western nations (Jore, 2020, p. 180; Haugstvedt & Sjøen, 2021, p. 2). However, even though this approach seems like the "best way" to counter terrorism, how does society feel about taking part in this responsibility?

This decentralized responsibility also includes the education sector. The proximity of teachers to students, through interactions and access to their written work, positions them well to recognize changing behaviors and vulnerabilities to radicalization and violent extremism (Weine et al., 2015a). Through education, young people are also socialized and develop morality. A prominent view is that young people are more likely to be influenced by violent environments. Consequently, the role of education and young people as a target group for prevention is emphasized in counterterrorism strategies (Aly et al., 2014, p. 371). Particularly interesting is the involvement of higher education, as the attending students are of legal age. Universities have for a long time been regarded as potential sites for attracting students into political and state violence, as well as engaging them in violent and protest activities (McGlynn & McDaid, 2019, p. 41 & 149). Several general observations support the current argument that part of the preventive work should be focused on students. For example, the sympathy for terrorism appears to be higher with younger individuals and they are more likely to be drawn into violent extremism. Furthermore, findings show that most of the individuals who have committed terrorist acts have been in their 20s, and some have also been well educated (Moffat & Gerard, 2020, p. 198; Sjøen, 2019, p. 24-25). Also, the growing use of

social media to spread propaganda poses a threat to attracting young people, who spend a lot of time here (McGlynn & McDaid, 2019, p. 11).

There are, however, some challenges when it comes to preventing radicalization and violent extremism. To prevent these issues, it is necessary to understand what is extreme, as well as have the ability to comprehend and assess the specific situation. It is also challenging to determine what is concerning because of the limited solid signs to determine who is at risk of being radicalized. The main challenge, however, is the changing environment of what must be prevented, which complicates the above-mentioned challenges. Current models do not have predicative power because of this changing dynamic, and most probably never will have either (Lid & Heierstad, 2019, p. 26 & 44). Thus, it is a difficult task that is imposed on different parts of society, including university teachers.

Although many countries have acknowledged the need for these shifts, how they have chosen to approach the preventive work differs. Both the USA and Norway are Western democratic nations that have been exposed to terrorist attacks in the past, leading them to face the need to balance freedom and security to prevent future attacks. Both countries have adopted the new approach by emphasizing *prevention* as an extended part of countering terrorism and by decentralizing this responsibility to all parts of society (National Security Council, 2021, p. 12; Jore, 2020, p. 181). Norway has implemented preventive policies in higher education by releasing the plan *Suggested Actions for Prevention of Radicalization and Violent extremism in the University and College Sector* in 2018. This plan lists guiding measures aimed to prevent these issues in higher education institutions (Emergency Preparedness Council, 2018).

The USA, on the other hand, has not progressed this far (Ghosh et al., 2017, p. 121). For obvious reasons, American appear to be more fearful of future attacks than Norwegians (Fimreite et al., 2013, p. 848), as the USA has been exposed to more terrorist attacks. According to the Global Terrorism Database (GTD), the number of successful and unsuccessful terrorist attacks on American soil totals over 500 separate incidents, while Norway has been exposed to less than a dozen during the same period (START, 2021)[1]. The USA has a long history of evident threats of violent extremism, but recent assessments reveal intensified threats of domestic violent extremism in the USA which led the authorities to publish a new strategy addressing these issues (National Security Council, 2021, p. 5 & 10). However, the American educational sector is yet to be included.

[1]: The numbers provided by the GTD should be viewed with care due to different conceptualizations of what terrorism entails. However, the large gap between the numbers of attacks indicates a noticeable difference in past exposure of attacks in the USA and Norway. The following changes have been made to the GTD search: 1) time period 2000-2019, 2) Norway and USA, 3) only unambiguous events, and 4) both unsuccessful and successful attacks.

It would therefore be interesting to explore the perceptions that American and Norwegian university teachers have about the attempts to make them take responsibility for security related tasks like preventing radicalization and violent extremism, in terms of what differences and similarities exist. Research on topics like terrorism, counterterrorism, radicalization, and violent extremism is challenging. This is the most apparent due to their dynamic character, contested definitions, and thus limited knowledge about the topics (Martin, 2019, p. 21; Lid & Heierstad, 2019, p. 26). Although there has been a wide recognition of the need to explore these topics and the field is growing, much is still lacking. Empirical research and primary data about the preventive approaches of the higher educational sector to radicalization and violent extremism are still needed. This master's thesis aims to contribute to filling the gaps by providing new empirical and primary data.

1.1 Research question

This master's thesis aims to do a comparative study of university teachers in the USA and Norway to explore their perceptions about the attempt to securitize higher education. Following the new counterterrorism doctrine, both countries have implemented policies that decentralize the responsibility to prevent radicalization and violent extremism to all parts of society, including higher education. For this purpose, the following research question has been formulated:

"What are the differences and similarities between how American and Norwegian university teachers perceive the attempts to involve universities in the efforts to prevent radicalization and violent extremism? Where and why do they differ in their views? Which challenges and dilemmas may arise from efforts to involve teachers in the preventive efforts in the USA and Norway, respectively?"

1.2 Delimitation

This master's thesis addresses the debate on and responses to involving civil society in the prevention work against radicalization and violent extremism, as an extended part of countering terrorism. It narrows the focus down to the higher education sector and specifically focuses on teachers at universities who are in contact with students through their lectures. Furthermore, there is no mention of specific forms of radicalization and violent extremism, such as religious, right- or left-wing extremism, but all forms are included.

A total of 184 university teachers participated in the survey, of which 74 worked at American universities and 110 worked at Norwegian universities. The findings from the survey are not generalizable, but it aims to contribute by showing possible tendencies of similar or different viewpoints on this debate. The goal is to show how people who work in higher education see their role in preventing radicalization and violent extremism as an extended part of countering terrorism.

1.3 The structure of the thesis

This thesis comprises 10 chapters. Chapter 1 starts by introducing the theme, background, and purpose of this thesis, and presenting the research question. Chapter 2 clarifies key concepts that are used in the thesis. Chapter 3 reviews previous research on involving education in the preventive work against radicalization and violent extremism. Chapter 4 introduces the securitization theory, which serves as the theoretical foundation for this thesis. Two hypotheses based on previous research and the securitization theory will also be presented here. Chapter 5 presents the current action plans and strategies of the USA and Norway that address these issues. Chapter 6 provides a description and justification of the chosen method to collect data, which is a quantitative survey. Chapter 7 presents the results deriving from the survey. Chapter 8 discusses the hypotheses in relation to the findings from the survey, previous research, and the securitization theory. Chapter 9 suggests some challenges and dilemmas that may arise in the USA and Norway given the findings, and finally, Chapter 10 concludes the thesis.

2.0 Definitions and key concepts

Many of the concepts addressed in this thesis are contested concepts, meaning that they do not have any universally agreed definitions as to what they entail. It is therefore essential to clarify the appropriate meanings of the concepts in this context. As we will see in the following, the links between the concepts of extremism, radicalization, violent extremism, and terrorism make them relevant when speaking about counterterrorism strategies. Extremism is viewed to be intrinsically tied to and the prelude to radicalization, while radicalization in turn is viewed to be the steppingstone into violent extremism (McGlynn & McDaid, 2019, p. 1-2). An ultimate consequence of radicalization and violent extremism can be terrorism (Reiss, 2018, p. 68).

2.1 Extremism

Extremism is commonly viewed as a possible steppingstone into radicalization, violent extremism, and terrorism. The meaning of extremism varies, going from referring to political ideas that are not in line with the core values of a society to the ways or methods that such actors use to achieve their political goals (Neumann, 2013, p. 874-875). The Latin meaning of the concept implies being on the outer edge or outside, while the contemporary reference is having ideas and actions that are out of the ordinary (Bjørkelo, 2016, p. 22). One commonality among all extremists is the perceived need to make changes in the world in order to create a society that is founded on the ideal that their ideology portrays. Extremists live in their own kind of world which consists of "us" who share this ideal and "them" who are perceived as the enemy or a threat to achieving this ideal (Bjørkelo, 2016, p. 34).

There are different varieties of extremism. Some types of extremism originate from politics, like anarchism and communism, which want societies without state power. Other types can derive from religion, for example ISIS who fights for a Muslim state. Extremism may also originate from disciplines and agendas like resistance to vaccines, climate change or immigration (Bjørkelo, 2016, p. 23-24). What is viewed to be extreme, however, changes over time. For example, the French revolution that unfolded at the end of the 18th century was based on extreme thoughts and actions. Despite the carnage, something good came out of the revolution: democracy. This form of government continues to be embraced as advantageous, and the French revolution is thus no longer perceived by society at large as something extreme (Bjørkelo, 2016, p. 56-57). Martin Luther King jr. was also viewed as extreme for his fight for equal civil rights in the USA in the 1960s, which contemporary society at large would not perceive as extreme today (Reiss, 2018, p. 64). Hence, what we consider extreme evolves with time. It is not necessarily dangerous and entails violence, nor does it have to be a negative thing for society.

2.2 Radicalization

The concept radicalization is commonly understood as a process whereby an individual joins an extremist ideology (Lid & Heierstad, 2019, p. 17). People in this process have embraced an extremist understanding concerning how the society ought to be organized (Reiss, 2018, p. 66). There is a general agreement that radicalization is a *process* that involves various

dynamics and factors, but there are different opinions regarding the complexity and duration of these processes (Neumann, 2013, p. 874). Therefore, this concept is also contested.

Doosje et al. (2016, p. 79) define 'radicalization' as *"a process through which people become increasingly motivated to use violent means against members of an out-group or symbolic targets to achieve behavioral change and political goals"*. It is contested whether the use of violence is an essential part of the concept, which has led to a distinction between non-violent and violent radicalization (Lid & Heierstad, 2019, p. 17-18). Thus, it is important to distinguish between being radical or extreme by advocating for large societal changes non-violently, which can be both positive and negative, and radicalization as a process towards resorting to violent extremism and terrorism (Reiss, 2018, p. 65-66). In the context of the thesis, the latter understanding of the concept is how it will be used.

Although the radicalization process is individual and not alike for all who enter the process, some common stages in the radicalization process have been proposed. Doosje et al. (2016) present three stages in the radicalization process, wherein the initial stage occurs when the individual becomes sensitive to a radical ideology. In the second stage, the individual joins the radical group that embraces the ideology, while the individual in the last stage is willing to take action to support the ideology of the group (Doosje et al., 2015, p. 79). This model is inspired by the staircase approach proposed by Moghaddam (2005), which describes the process of radicalization towards terrorism as moving up through five different floors where the commitment increases at each floor (Van den Bos, 2020, p. 566-567).

2.3 Violent extremism

Extremism can also be dangerous and violent (Bjørkelo, 2016, p. 22). While radicalization denotes the *process* of accepting violence, violent extremism is the very *activity* of accepting violence as a means to achieve political, ideological, or religious goals (Reiss, 2018, p. 64). There is currently no universally accepted definition of violent extremism, and a variety of definitions are applied in different nations. The Norwegian government defines violent extremism as *"activities of persons and groups that are willing to use violence in order to achieve their political, ideological or religious goals"* (Ministry of Justice and Public Security, 2014, p. 7), while the U.S. Agency for International Development (USAID) (2020, p. 5) defines it as *"advocating, engaging in, preparing or otherwise supporting ideologically*

motivated violence to further social, economic, political or religious objectives". However, the common denominator of both these definitions is the readiness to utilize violence.

2.4 Prevention

In the Oxford Dictionary (n.d.), "prevent" is defined as *"to stop somebody from doing something; to stop something from happening"*. Related to the counterterrorism discourse, prevention can be understood as building barriers against something that is expected to be negative. These types of barriers can be technological or physical impediments, individual treatments, or other means that are perceived to positively impact society (Lid & Heierstad, 2019, p. 27). As mentioned in the introduction, deriving from the new doctrine, the prevailing approach in many countries to countering terrorism is now through the *prevention* of radicalization and violent extremism. The preventive approach aims to hinder individuals from being radicalized and recruited by movements or groups that promote terrorism. Thus, the approach does not focus on immediate threats of violence. Instead, it attempts to avert individuals who are believed to have become radicalized and could be a threat in the future (Mattsson, 2017, p. 111).

Political, ideological, and prevailing power systems, together with widely accepted norms and accumulated knowledge, have an impact on what strategies and means are utilized to prevent radicalization and violent extremism. Therefore, different countries may have both some similarities and differences in their preventative approaches to issues like radicalization and violent extremism (Lid & Heierstad, 2019, p. 33). As the WOT illustrated, short-term and repressive strategies utilizing military force did not prove to be effective. However, identifying individuals at risk and deterring those willing to resort to violence may be achieved through short-term, controlling, and repressive strategies. On the other hand, providing good conditions for individuals to develop is important for preventing extremist groups from gaining ground and hindering violent extremism from occurring, and this requires more long-term and constructive strategies. The challenge is, therefore, finding the correct balance between controlling and repressive strategies and long-term and constructive strategies (Lid & Heierstad, 2019, p. 42-43).

3.0 Previous research

Previous research on education and the prevention of radicalization and violent extremism will be presented in this chapter. Research on this field is growing, but it is still in its early stages with several knowledge gaps, particularly concerning the involvement of higher education as the research is primarily focused on teachers at lower and upper secondary schools. Much of the research is UK-based due to the practical opportunities the infamous "Prevent duty" from 2015 provides. This legal requirement states that schools and universities must be able to identify and know what to do with students who are prone to radicalization. Additionally, they must empower students to oppose extremist viewpoints (Busher & Jerome, 2020, p. 2-3).

A lot of the existing research has studied the appropriateness of involving education in preventive efforts. Studies across countries support the involvement of education due to the potential for positive effects. The USA-based National Consortium for the Study of Terrorism and Responses to Terrorism (START) concludes that education professionals are well positioned to assist with efficient initiatives to prevent violent extremism as they are better suited to offer supportive services to individuals being drawn to such environments (Weine et al., 2015, p. 20). In addition, Lid et al. (2016, p. 197) also emphasize that educators are well-positioned to make preventive efforts in a Norwegian study. Williams et al. (2020, p. 89) note that the proximity of 'gatekeepers' to vulnerable individuals, like teachers to students, makes them "the best early warning system" to prevent them from being drawn to these issues. Sklad and Park (2017, p. 435-436) find great potential for education to be shaped in such a way that it can contribute to hampering the radicalization process, as many curriculums already entail qualities that are of great preventive value. In this way, it is less challenging to mainstream preventive measures against radicalization and violent extremism into education.

Other studies, however, question the appropriateness of this involvement. It is yet to be concluded whether education does have a preventive effect on students from being drawn into violent extremism (Sjøen, 2020, p. 24). The Prevent duty has been subject to much research and debate, where multiple opposers have voiced several concerns with the duty, such as the educational spaces would be securitized, and community cohesion jeopardized by undermining free speech and worsening the issues of stigmatization, particularly of British Muslims (Busher & Jerome, 2020, pp. 2-3). Following the implementation of the duty,

teacher unions have protested against being state agents in the UK's efforts to counter terrorism. At universities, the duty states that freedom of speech is to be secured, but at the same time, the duty requests keeping a careful watch for possible radicalized students (Davies, 2016, p. 6-7). In a literature review of studies looking at experiences of Prevent at schools, Taylor & Soni (2017, p. 251) sum that *"it deters important critical discussion through fear and further alienates and villainises groups who may already feel alienated and villainised, threatening their sense of belonging and exacerbating the likelihood of creating intergroup conflict in our society".* Thus, stigmatization and exclusion of students appear to be a prominent concern.

Despite the concerns and negative experiences with the Prevent duty, teachers appear to understand the importance of having such a responsibility. In a study by Moffat & Gerard (2020) looking at teachers working in sixth form colleges in the UK, they discovered concerns amongst the teachers that the Prevent duty was too focused on Muslim students, yet the teachers acknowledged that this duty is an extended part of their safeguarding role and that they wanted to protect the students from radicalization and violent extremism. However, there seem to be concerns about how the duty is to be executed in practice due to uncertainty surrounding the teachers' roles in the preventive work as well as uncertainties regarding the expectations for how the teachers should prevent (Moffat & Gerard, 2020, p. 209-210). Similarly, Bryan (2017, p. 223-224) also finds in a study of teachers in the UK that none of the teachers questioned the legitimacy of the Prevent duty to be implemented on them, but there appears to be a lack of knowledge and understanding concerning radicalization processes among the teachers.

This confusion surrounding this position as well as the safeguarding role is also found in the Scandinavian context. In a study of frontline practitioners in Sweden, Mattsson (2017, p. 124-126) found confusion about what the concepts of radicalization and violent extremism mean. Furthermore, the security and prevention discourses of the teachers were unrelated to each other. There did not seem to be a clear line between preventive and security efforts, which indicates a securitization of preventive efforts. Such tendencies are also found in Norway, where the boundaries between those actors who traditionally have exercised help and control are blurred out. Preventing radicalization and violent extremism operates in a constant state of tension between these tasks and considerations, necessitating constant awareness and clarification of what to protect and how (Lid & Heierstad, p. 44). Mattsson & Sjøen (2020)

find a prominent acknowledgement in Norway of having a professional responsibility to safeguard students from radicalization and violent extremism. However, there are mixed opinions regarding how this responsibility should be executed in schools and a fear of undermining the ideals of education.

There exists research on the willingness of Americans and Norwegians to give up civil liberties for the sake of security measures. Before and immediately after the 9/11 and 22/7 attacks, surveys were conducted to study the attitudes of each country's population regarding balancing freedoms and security. The American study showed that the support for security measures at the expense of civil liberties grew the stronger people perceived a threat to be, but another interacting effect was governmental trust. Independently of the level of the threat, if there is low governmental trust, then the willingness to let security go at the expense of civil rights will decrease (Davis & Silver, 2004, p. 28). The Norwegian study found more support for counterterrorism measures overall than the American study both before and after the 22/7 attacks. However, the Norwegians did appear less fearful of new attacks. The authors argue that a feasible reason for this difference higher trust levels in Norway, where there is a greater confidence in governments to utilize security measures to safeguard society and not misuse them (Fimreite et al., 2013, p. 848-850) Norway is known for its high trust in authorities when compared globally. According to data by OCED, the share of people who reported having confidence in the Norwegian authorities was 82.9% in 2020, while the trust rate in the USA was 46.5% in the same year (OECD, 2022). Additionally, the authors suggested that how the government frames the crisis and legitimizes the use of the means may also explain these differences (Fimreite et al., 2013, p. 852).

Gleicher et al. (2020) studied the willingness of bystanders, such as friends and family, to intervene and prevent targeted violence in the USA. The common concerns of intervention were their personal safety and hurting relationships. Furthermore, there were worries about violations of privacy and wrongful judgements about the intentions of these individuals. What was identified to make the bystanders more comfortable intervening were safety strategies, more information about community services and a trusted resource to refer concerns to (Gleicher et al., 2020, p. 280-281). This suggest how important it is to have guidelines in place for individuals to be more comfortable with intervening, but also trust the resources that they cooperate with.

In sum, the research on involving education in security related tasks such as preventing radicalization and violent extremism indicates it is a double-edged sword. Among teachers, there seems to be a confusion concerning the concepts of radicalization and violent extremism and how the preventive role should be executed in practice. Additionally, fear of stigmatization and undermining the ideals of education is apparent in many studies, which could be a source of refraining from the duty. However, the acknowledgement of this preventive task to be an extended part of their safeguarding role appears to be a driving force for accepting this responsibility as well as the perceived threat. Yet there are, as mentioned, many knowledge gaps in this field, particularly in the higher education sector. Norwegian studies have mainly focused on teachers at lower levels, while insights from American teachers appear to be absent. This thesis thus aims to provide some insights about the perceptions of American and Norwegian university teachers regarding the attempt to involve universities in the preventive efforts against radicalization and violent extremism.

4.0 Theory

Currently, there are not any prevailing theoretical perspectives on involving society in security-related tasks to prevent radicalization and violent extremism, specifically concerning involving the educational sector. This is because this area of research is still in its early stages. The new approach to counter terrorism emphasizes the need to decentralize the preventive work against radicalization and violent extremism to all parts of society. This entails incorporating a responsibility that has traditionally rested on national security actors onto actors who normally do not have such responsibilities to counter terrorism. For certain actors, this shift of responsibility could be perceived as intrusive. How does such an untraditional shift of responsibility for security come about? This is what the securitization theory seeks to explain and will be presented in this chapter.

4.1 Securitization theory

The securitization theory, which is based on the early works of the Copenhagen School (CS), asserts that issues are securitized through a combination of language and society (Balzacq, 2011, p. 1). While the theory has its basis in the academic field of international relations, it has its merits by providing a critical lens to explore the underlying ideologies of international or domestic policies that call for involving civil society in the preventive effort against

radicalization and violent extremism, and specifically for this thesis, the higher educational sector. By researching the perspectives of teachers at American and Norwegian universities on how they perceive this attempt of being involved in the preventive effort, it would be possible to see if the securitization process is being supported in practice.

CS scholars Buzan and Wæver (2003, p. 491), define "securitization" as a *"discursive process through which an intersubjective understanding is constructed within a political community to treat something as an existential threat to be valued referent object, and to enable a call for urgent and exceptional measures to deal with the threat"*. Thus, as Balzacq (2005, p. 179) notes, it is a "rule-governed practice" that does not always have to be based on the presence of real threats. According to CS, the process of having matters of concern transformed into security issues consists of three different components. First, there are referent objects or ideals that are viewed as endangered and in need of defense and protection (Balzacq, 2011, p. 35). Extreme measures are said to be necessary to ensure the survival of this object or ideal (Gearon, 2017, p. 4). These extreme measures, which under normal conditions can be viewed as 'undemocratic', might also overstep existing laws due to framing an urgent need for such types of measures. Measures implemented during the WOT illustrated this, like legitimizing torture usage, increasing surveillance of the public and detention camps like Guantanamo Bay (Eroukhmanoff, 2017, p. 106). A common example of such a referent object in the securitization process is the state and its survival as a sovereign state. In terms of radicalization and violent extremism, democracy is an example of an ideal that may be threatened.

Second, there are the securitizing actors who carry out these securitizing moves or statements. From their own positions, they argue for the need to defend this referent object or ideal that is claimed to be threatened (Buzan et al. 1998, p. 40). The securitizing actors that shape the security landscape may be politicians, police, intelligence services, and the military (Eroukhmanoff, 2017, p. 107). For instance, governments are securitizing actors when they stress the need to involve society in preventing radicalization and violent extremism because these issues are very prevalent, and it is difficult for the authorities alone to detect them.

Third, there are other functional actors who have a big impact on security choices (Balzacq, 2011, p. 35). While not being capable of legitimizing new security definitions, they are key actors in influencing the dynamic between interactions between the securitizing actor and the

audience (Côté, 2016, p. 544). For instance, the national police authorities in the USA and Norway, the Federal Bureau of Investigation (FBI) and Department of Homeland Security (DHS) in the USA, and the Norwegian Police Security Service (PST), produce annual threat assessment reports. If these reports address rises in recruitment of radicalized groups, this would influence the governments to make securitizing moves.

Finch & McKendrick (2019) add other components to the process. Besides the securitizing actor and endangered object or ideal, there is also an ideal or object that is recognized as a threat and potentially harmful, and an audience (Finch & McKendrick, 2019, p. 250). This threatening ideal or object is what is securitized and could, for example, be radicalization or immigration. The audience must be convinced to acknowledge that this threatening ideal or object is a security issue. As a result, the process normally leads to the implementation of urgent measures to cope with what has been constituted as a threat (Finch & McKendrick, 2019, p. 250). When speaking about the audience, the general public is often referred to. However, it may also be limited to particular parts of society, groups, or individuals (Côté, 2016, p. 548). This audience component is what this thesis will focus on, concerning how university teachers perceive their assigned role and whether they accept a securitization of the university because radicalization and violent extremism pose a threat here, or not. This audience component will be elaborated upon further below.

4.1.1 The audience component

In the original works by the Copenhagen school, the securitization process consists of three different units – securitizing actor, referent object, and functional actors – and thus the audience as a unit is left out as an important unit in the process. However, they do, by providing their support to a securitizing move, legitimize or authorize the securitization process of a matter (Balzacq, 2011, p. 35). According to Balzacq (2011), the success of the securitization process on an issue is contingent on whether an "empowering audience" accepts this securitizing move. This audience has a direct relationship to the issue and holds the power to allow securitizing actors to take countermeasures (Balzacq, 2011, p. 8-9). This audience component has, however, been controversial and debated among scholars concerning its definition and role in the securitization process. Some scholars propose that the theory should focus more on the security actions in the process, such as policy changes or changes in the relevant agents' behavior, and ignore the audience as an essential component in the process. However, accepting a securitizing move is also a security action (Côté, 2016, p. 543-544).

Côté (2016, p. 548) defines the audience as *"the individual(s) or group(s) that has the capability to authorize the view of the issue presented by the securitizing actor and legitimize the treatment of the issue through security practice"*. He argues that important insights from securitization theory clearly illustrate the distinctiveness of the audience unit in the securitization process. Not only is the security concept malleable and its definition determined by linguistic and social factors, but it must also be legitimized or accepted in some way by society, groups, or individuals to constitute a threat (Côte, 2016, p. 544). Eroukhmanoff (2017) also emphasizes the role of the audience, as the securitization theory is about finding out how an audience has been convinced linguistically by a securitizing actor that an issue is a security threat. The success of a securitization process is dependent on whether the audience agrees with the securitizing actions (Eroukhmanoff, 2017, p. 106-107).

With these theoretical insights in mind, the securitization theory is deemed applicable for the purposes of this thesis. The securitization process is about gaining support for implementing extraordinary security measures. This can often mean that actors who normally do not have such responsibilities for security receive such unconventional security-related tasks. In the contemporary prevention discourse concerning radicalization and violent extremism, the involvement of the whole society, including higher education, is emphasized. This means that university teachers are expected to assist with a responsibility that traditionally has rested with national security authorities and police. The support for a securitization is dependent on persuading the audience, which here is the university teachers, that this is an urgent matter that requires extraordinary security measures and the involvement of untraditional actors. These aspects are useful when studying where university teachers in Norway and the USA differ or are similar in their attitudes regarding this attempt to involve universities. In this sense, the securitization theory provides useful insights that can be used to understand whether it is being supported or not.

4.2 Presentation of hypotheses

Some hypotheses have been developed to help address the research question based on findings from previous research on this topic and insights from securitization theory. The following hypotheses are:

1. American university teachers are more receptive to the attempt to involve higher education in preventive efforts than Norwegian university teachers, as they perceive radicalization and violent extremism to be more prevalent in the US.

2. American university teachers have greater support for more repressive and targeted preventive efforts than Norwegian university teachers, as they perceive radicalization and violent extremism to be more prevalent in the US

The underlying assumption behind these hypotheses is that the more prevalent the issues of radicalization and violent extremism are perceived to be in the countries, the more supportive they are of this attempt to involve higher education in preventive efforts and the implementation of more targeted means. Based on insights from securitization theory and previous research, a reasonable assumption is that the perceived prevalence of threat is a factor that influences attitudes towards securitizing an issue. To gain more support for involving higher education, it is also important that the arguments behind it are viewed as legitimate and that universities are believed to be an appropriate actor to be involved in preventive efforts. In other words, they believe that universities have good prospects of having positive effects in the preventive effort. Furthermore, supporting a securitization process would imply strong support for implementing extraordinary, unconventional, and at times, intervening security-related tasks for actors who do not normally have responsibility for such security tasks. The survey designed for this master's thesis asks these questions about factors that suggest support for a securitization process and thus makes it possible to find similarities and differences in the attitudes of American and Norwegian university teachers.

5.0 Current preventative approaches of Norway and USA

The rise in terrorist attacks, as well as threats of more attacks and recruitment of individuals to participate, has led many nations to adopt the new doctrine by focusing their counter-terrorism initiatives on prevention through a whole-of-society approach. This is also true in Norway and the United States, where increased threats of attacks and recruitment have led to the release of action plans and strategies that focus on local prevention efforts (The White House, 2011; National Security Council; Ministry of Justice and Public Security, 2014 & 2020). Several factors support the arguments for implementing prevention policies at universities as well. Universities are considered a place where radical ideas thrive and where

people can be recruited into radicalism and violent extremism. It is assumed that young people attending universities are in a developing stage of their lives and more vulnerable to feeling isolated, which could attract them to such environments. (McGlynn & McDaid, 2019, p. 4).

The current counterterrorism strategies of both the USA and Norway will be presented in the chapter. Norway has implemented specific policies for the higher education sector, which will also be presented. As mentioned in the introduction, counterterrorism policies for education in the USA are absent.

5.1 Norwegian approach to prevent radicalization and violent extremism

In the decades before the 9/11 attacks, Norway was characterized as an open and inclusive nation that was geographically remote. The country was thus viewed to be a less attractive target for terrorists, making the risk of terrorist attacks assessed as rather low. Consequently, terrorism was not a priority on the Norwegian political agenda, and even considering counterterrorism measures was controversial as it was not needed in such a low-risk society. The responsibility for handling such security, though not prioritized, was centralized to national authorities. As for many other countries, the 9/11 attacks were a wake-up call to focus more on counterterrorism in Norway (Jore, 2020, p. 181). This led to the publication of an action plan in 2010, where the emphasis was on preventing rather than repairing. The action plan recognized that authorities alone cannot adequately carry out preventive efforts, and that this effort necessitates cross-sectoral cooperation and dialogue with local levels (Ministry of Justice and Public Security, 2010, p. 7-8). The preventive approach was based on the crime prevention approach in Norway, where the response to crime focuses on prevention through rehabilitation and inclusive efforts to help individuals with general welfare arrangements, like education and work (Lid & Heierstad, 2019, p. 35). This plan was a significant change in the Norwegian context, as the concepts of radicalization and violent extremism were rarely mentioned in official documents beforehand (Jore, 2020, p. 183).

This focus increased even more after the domestic terrorist attack on July 22nd 2011, leading to more counterterrorism measures being implemented as well as the counterterrorism work becoming decentralized to also be the responsibility of everyone in society to help counter (Jore, 2020, p. 181). A new strategy was published in 2014, which was revised in 2020 due to

current developments and changes in the threat picture. Following an increase in right-wing extremist attacks in other countries, as well as another domestic terrorist attack in 2019, right-wing extremist threats were assessed to be on the rise (Ministry of Justice and Public Security, 2020, p. 9).

A basic principle for the revised action plan is that, rather than establishing new structures for cooperation and solving problems, it incorporates measures into the already existing structures (Ministry of Justice and Public Security, 2020, p. 5-6). This is also the case for the educational sector, where the topic of preventing radicalization and violent extremism is to be integrated into the work with the student environment and within courses where the topics are relevant. Furthermore, the Action Plan emphasizes that supporting resources for how the school can prevent should be developed, and the focus should be on creating an inclusive environment that promotes learning, health, and well-being. The purpose of focusing on inclusiveness is that it would reduce the students' experience of being marginalized and thus lessen their chance of falling out of the community later in life. Students should also be able to take part and see what democracy is like in action (Ministry of Justice and Public Security, 2020, p. 17-18).

5.1.1 Action plan for the higher education sector in Norway

The shift of responsibility led to the establishment of the Emergency Preparedness Council, which was tasked by the Knowledge Sector to prepare an action plan with preventive measures for the university and college sector to counter radicalization and violent extremism in 2017. This action plan emphasizes the principle of academic freedom to freely examine and share professional opinions in any field of study, even though governments, political or religious groups may find this unpleasant. It asserts that the higher education sector is an ideal arena for fostering democratic ideas and addressing pressing social issues due to its primary mission. In terms of extreme perspectives and radical ideas, universities must be tolerant and inclusive of a varied range of students with various backgrounds and views. Also, freedom of speech and the freedom to organize should be safeguarded (Emergency Preparedness Council, 2018, p. 1-2).

The action plan emphasizes that the countermeasures should be proportionate to the threat that radicalization poses to society. It notes further that while the issue of radicalization is not as prominent in the Norwegian context as observed in other nations, the dynamic threat

picture calls for measures that are appropriate at all times and for several kinds of threats. These measures should be seamlessly integrated into the functions and structures that already exist at universities and be a part of the general efforts to improve the educational environment as a whole. In Norway, the primary goal of the higher education sector is to educate and instill democratic and academic values in students (Emergency Preparedness Council, 2018, p. 4).

The suggested measures for the Norwegian higher education sector are mainly preventive, where a few can be perceived as more intervening. They are based upon and categorized into three different goals. The first category address measures oriented around the goals of controversy resolution and developing confidence and ethical awareness. The higher education sector should encourage more discussions and open sharing of views. This is to avoid marginalization of minority voices and maintain the right of students and academic staff to express their ideas and thoughts freely, as well as be free from fear of punishment and censorship in their research. This should not only be encouraged in a school context but also in society to circumvent societal polarization. Furthermore, their purpose is to build universal democratic and academic values by developing awareness of various values and engaging in ethical reflection. Such values are the freedoms of speech, organization and religion, dialogue, transparency, and critical thinking. Suggested measures concerning these goals are to organize various arenas to exchange opinions and encourage more open debates both in class and in public. Freedom to organize and debate should be central, yet it is important to be aware of the standpoint of different organizations and lecturers and how they work. Guidelines should thus be in place to assure that it is legal and that it does not promote radicalization and violent extremism (Emergency Preparedness Council, 2018, p. 4-5).

The second category entails measures that are aimed at strengthening the educational environment and the welfare of students by focusing on inclusion and mental health. There should be a greater use of existing policies and means that aim to combat feelings of loneliness and strengthen inclusion and integration, as well as a greater engagement of student unions. Thus, this goal serves multiple purposes, and it may additionally contribute to preventing radicalization. Some of the suggested sub-measures under this goal are increasing the availability of mental health services, academic counseling, and feedback for all students. Student associations and representatives should also receive sufficient training and support, both practically, academically, and legally, to increase welfare and inclusion in the student

environment. Also, there should be an effort to limit the amount and reach of digital violence that encourages radicalization and violent extremism (Emergency Preparedness Council, 2018, p. 5-6).

The last category is security-oriented measures. Management has the responsibility for preventing radicalization and violent extremism, but it is essential to involve relevant actors to improve risk understanding, knowledge, and detection. For this purpose, some of the suggested measures are systematic risk and vulnerability analysis for the prevention of radicalization and violent extremism, as well as for the infrastructure of the university. Possible threats against student organizations or associations that are linked politically or religiously should be evaluated in the overall threat assessment. It is also important to make it easy for people to talk to the right people when they are worried about extremist activities and radicalization at their university and to set up contact points where they can get advice and guidelines on how to deal with these worries (Emergency Preparedness Council, 2018, p. 6-7).

5.2 American approach to prevent radicalization and violent extremism

The US government published the *Strategic Implementation Plan for Empowering Local Partners to Prevent Violent Extremism in the United States* in 2011. The background for this publication was based on the intensified threats of attacks and plots after the 9/11 terrorist attacks carried out by al-Qaida, but also increased attempts to radicalize and recruit Americans to carry out the new attacks (The White House, 2011, p. 1-2). The focus of this strategy is thus on international threats, particularly those surrounding al-Qaida.

The 2011 strategy asserted that the success of countering violent extremism and obstructing such groups and ideologies from recruiting and establishing themselves requires a community-based approach. The strategy states that *"countering radicalization to violence is frequently best achieved by engaging and empowering individuals and groups at the local level to build resilience against violent extremism"* (The White House, 2011, p. 2-3). The government should, therefore, in their development of counter-initiatives and prevention programs, focus on partnering up with the private sector, the citizens, institutions, etc., and empower them by providing information and equipping them with the necessary tools. This strategy emphasized their dependence on and the necessity of local assistance, as local actors are better positioned to detect threats as they emerge due to their proximity (The White

House, 2011, p. 2-3). With this strategy, the USA took a whole-of-society approach to prevent precursory processes leading to terrorism, just like many other Western countries.

Ten years later, in 2021, the Biden administration published the USA's first national strategy for countering domestic terrorism because of the threat assessments revealing intensified threats of violent extremism in the country. Domestic terrorism is defined in the strategy as:

> *"activities that involve acts dangerous to human life that are a violation of the criminal laws of the United States or of any State; appear to be intended to intimidate or coerce a civilian population, to influence the policy of a government by intimidation or coercion, or to affect the conduct of a government by mass destruction, assassination, or kidnapping; and occur primarily within the territorial jurisdiction of the United States"* (National Security Council, 2021, p. 7).

The former strategy from 2011 only focused on international threats, particularly al-Qaida, which is understandable considering it was in the aftermath of the 9/11 attacks. However, this dominant focus on international threats led to a failure to take into account the important aspect of homegrown threats.

This new strategy builds on four pillars representing how they will encounter the current domestic terrorism threat. The first is an endeavor to comprehend and exchange information about the whole range of threats, while the second is the preventive efforts to hinder recruiting, inspiring, and mobilizing Americans to resort to violence. The third is the preventive efforts to detect and disrupt such activities before they become violent. The fourth pillar is dealing with the long-term factors that lead to domestic terrorism, in order to reduce the threat for future generations (National Security Council, 2021, p. 7).

To address the issue of domestic terrorism, the American government wants to build a community consisting of a range of important partners to provide inputs and share information and knowledge on this multifaceted issue. Important partners are the different governments on all the levels - federal, state, tribal, territorial, and local. Amongst many others, they also find foreign allies, civil society, academic and technology sectors to be important partners in the preventive work (National Security Council, 2021, p. 12). The United States government acknowledges that it alone is insufficient to identify and address

radicalization when it occurs at the local level and thus wishes to assist and strengthen local actors, such as families and local communities, by providing resources and training on how to approach concerning behavior (National Security Council, 2021, p. 19). So, the new strategy builds on the former strategy from 2011 by focusing on getting local actors involved and empowered.

Apart from emphasizing the shift in responsibility and focus on prevention, little emphasis has been placed on the role of education in preventive efforts and what it entails in the United States (Ghosh et al., 2017, p. 121). Consequently, they do not have a specific action plan for the higher education sector like Norway.

6.0 Method

In this chapter, the methodic approach utilized to conduct the study will be elaborated. A research method is a systematic and planned procedure that is used to achieve a certain goal (Grønmo, 2016, p. 41). The research design and method that are used to answer the research question will be presented, and the methodic choices that have been made will be explained and justified. Furthermore, the proceedings of the study will be explained step-by-step before the validity, reliability, strengths and weaknesses, and ethical considerations regarding the study will be discussed.

6.1 Quantitative research design

As presented earlier, this master's thesis is meant to answer the following research question:

"What are the differences and similarities between how American and Norwegian university teachers perceive the attempts to involve universities in the efforts to prevent radicalization and violent extremism? Where and why do they differ in their views? Which challenges and dilemmas may arise from efforts to involve teachers in the preventive efforts in the USA and Norway, respectively?"

Much of the research conducted on this topic has explored the underlying arguments for involving or not involving education in preventive efforts, but little research has been conducted on the teachers' own opinions about being involved. The goal of the thesis is not to

create generalizable data. Instead, it tries to look for tendencies and patterns regarding the securitization of universities in the USA and Norway.

A quantitative research method was utilized to collect relevant data for this thesis. This approach collects and analyzes data in the form of numbers or other quantity terms (Grønmo, 2016, p. 126). The reason for this choice is its appropriateness to answer what the similarities and differences are in the teachers' perceptions. Moreover, it can help answer how many teachers hold certain attitudes about involving universities and to what extent. A quantitative approach enables a broader overview which statistically shows the results and provides more exact interpretations of the obtained data due to the structured design providing well-defined and consistent data sets (Grønmo, 2016, p. 146-147). Different quantitative methods for collecting data are structured observation, quantitative content analysis, and structured questionnaires, also called surveys (Grønmo, 2016, p. 138). Surveys were considered the most appropriate method to collect data for this thesis, as they generate a lot of data where you can reach out to many and thus investigate the different perspectives of several research objects. University teachers at American and Norwegian universities constitute large populations, and given the time aspect, conducting a survey appears less time-consuming than interviews. Furthermore, given the geographical distances to the USA, having a survey-based data collection also made it easier to reach out to several university teachers at American universities.

A quantitative survey is, however, less appropriate for answering the questions about why these differences exist and what dilemmas may be caused, because a quantitative approach does not provide insights into the thinking of the respondents and the underlying arguments for their attitudes like a qualitative approach would. To solve this, the survey has been supplemented with some open-ended questions to provide some slightly richer qualitative insights to help answer these questions. The teachers' answers to these open-ended questions create data in the form of text. It was thus necessary to conduct a quantitative content analysis of these answers, which is a method that systematizes the content of the responses by registering how many responses fit into pre-defined categories (Grønmo, 2019, p. 143). Based on a read-through of the responses to these questions, collective concepts about similar responses were formulated based on their manifest and latent content to create categories. Afterwards, these responses were coded into these categories.

The research approach of this master's thesis is deductive, as the hypotheses and survey questions have been formulated based on insights from the securitization theory and previous research. A deductive research approach moves from theory to empirical data and is based on methods for problem formulation. The theoretical aim of a deductive approach can be to test the validity of theories. A condition for this approach is that there exist relevant theoretical starting points. This approach differs from an inductive approach, which aims to generate new theories. The movement thus shifts to going from empirical data to theory, and the method utilized to connect them is interpretation (Grønmo, 2019, p. 50-52).

6.2 The survey

6.2.1 Preparation of the survey

The most essential part of the survey is the preparation phase. Before the data collection can start, the survey must be designed by formulating the questions and different answer options and putting them in order. The final survey should be tested before it is sent out to check if it needs any improvements (Grønmo, 2016, p. 191-192). The survey was online-based and designed using Nettskjema.no. In addition to being easy to use, this solution has the added benefit of making sure that everyone can take part anonymously and have their confidentiality secured.

The questions in the survey should be neutrally formulated and not be leading for the respondents. Furthermore, the questions should be clearly and unambiguously formulated, containing only one question to avoid any doubt with the respondents as to what the question is about. Foreign words or phrases are hard for most people to understand should be avoided, which means that the language should be adjusted to fit the chosen respondents (Grønmo, 2016, p. 200-202). The survey is about radicalization and violent extremism, which are contested concepts. To avoid confusion, definitions of the terms were added to the survey to make it clear what they meant in this context.

It is essential that the answer options are mutually exclusive and overall exclusive for all possible answers to that very question, to enable the respondents to find suitable answer options for a question (Grønmo, 2016, p. 202-203). The final survey contains a combination of open-ended and close-ended questions, but mainly close-ended. The disadvantage of having close-ended questions with fixed answer options is that the questions may appear

leading. To avoid possibly leading questions in the close-ended questions, the respondents were given several opportunities throughout the survey to contextualize and elaborate further on their responses in separate open-text fields. The final designed survey was sent out for pre-testing to see whether the survey worked properly and if the questions were understandable. Once the improvements were made based on the feedback from the pre-testers, efforts to find relevant respondents were initiated.

6.2.2 Conducting the survey

As mentioned, the research objects for this study are university teachers working in the USA and Norway since it is a comparative study. The perceptions and attitudes of teachers regarding being involved in preventive efforts constitute the analysis units in this study. A pragmatic or convenience sampling method was utilized to select relevant respondents for this study. The university teachers were selected by searching available contact lists on the websites of different universities in each country. Throughout the selection, the focus was on inviting teachers who were listed as employees at American and Norwegian universities, regardless of their gender, academic field, or academic job title and rank. Also, it was attempted to select respondents from several different parts of both countries geographically.

Since it is an online-based survey, the easiest way to connect with teachers was through their work e-mail. A total of 950 invitations were sent out to Norwegian universities, while a total of 1500 invitations were sent out to American universities. The skewed number of invitations is done for pragmatic reasons to reach a somewhat equal number of respondents from American and Norwegian universities to make a comparative study. Early on, the response rate from Norwegian universities proved to be much higher than American universities. Possible explanations for this are that the invitations have ended up in junk mail, or the fear of fraudulent e-mails and links has made them refrain from the survey. Some teachers also informed about past problems with fraudulent e-mails at the university and requested assurances of safe links, which adds to the latter possible explanation. In total, 2450 invitations were sent out for this survey. The final response rate from American universities was 4.9% and 11.5% from Norwegian universities. Since this study does not aim to make statistical generalizations but looks for tendencies and patterns, the skewed number of invitations and low response rate are not considered to be problematic.

The final results of the survey were directly transferred from Nettskjema.no to the spreadsheet program Excel to start calculating and analyzing the data. This direct transfer ensured that no data was lost, which could have been the case if the data was plotted in one by one. The data in the form of text from two open-ended questions was read through to formulate collective concepts that the responses could be categorized into. The answers were then coded according to these category variables. Besides being easy to use, the Excel program provides opportunities for a full overview of the data and to present the results in the form of simple tables and figures that are easy for readers to understand.

6.3 Potential methodical pitfalls

The disadvantages of conducting a survey are, however, that important data might be missed out on. While the survey provides open-text fields for the respondents to elaborate on their thoughts, essential points may still not be caught as they could have been by, for example conducting, in-depth interviews. Furthermore, the survey risks having dropouts from the original sample. Some respondents may not choose to do the survey, and some might not complete the whole survey. This type of method is commonly linked to relatively large probability selections and utilizing statistical generalization and dropouts from the original selection could result in the final selection being systematically skewed, which hampers the possibilities for generalization (Grønmo, 2016, p. 207-209). However, as mentioned, the purpose of this survey is to look for tendencies, not to generalize. There is also a possibility of unreliable answers, as there might be problems with the respondent's willingness to respond to the questions and understanding of the questions. This topic is very contested and sensitive, which could create these above-mentioned challenges.

6.4 Reliability and validity

6.4.1 The reliability of the study

Reliability refers to the consistency of the data material and is considered high if the same scheme obtains identical data from repeated data collections of the same phenomenon. Reliability is distinguished between two forms: stability and equivalence. Both forms refer to the consistency of the same research scheme to yield identical data. The difference is that the former conditions that the data collection can be conducted at different times, while the latter conditions that it can be performed by different researchers (Grønmo, 2016, p. 242).

The method of this study has been carefully explained to strengthen its reliability. Full disclosure of the procedure, delimitations, sampling, and so on allows others to use the same survey design. This structured nature of quantitative surveys makes it possible for others to perform the survey as well as obtain the same data, as the answer options are the same. However, a crucial part of the quantitative method is the preparation work, as you cannot change it once the data collection starts. As mentioned in the section above, there are risks of unreliable responses related to the respondents' willingness and ability to answer and their understanding of the questions. This makes pre-testing of the survey especially important, where a small segment should be tried out first to assure that the questions are relevant and understandable (Grønmo, 2016, p. 207). The final survey was tried first with four university teachers, including my supervisor, and a few peer-students to look for any improvements. The feedback was good, and the improvements made were leaving out some questions and making formulation corrections.

The survey asked two open-ended questions where the respondents wrote their answers themselves, as opposed to being provided pre-defined answer options. This data in the form of text had to be analyzed by quantitative content analysis. A test-retest-method, by coding the same data at two or more different times, was utilized to see whether the coding of the responses remained the same (Grønmo, 2016, p. 244). This was mainly true for the researcher's coding of the answers for both of the open-ended questions. It was discovered in the second coding that some very few responses were read wrong the first time. This made the researcher test the coding again at a later time, and found that the separate coding now corresponded. An intersubjectivity test was also conducted for the use of both code schemes (see Appendix 4 and Appendix 5), where a fellow student was asked to code the same data from the open-ended questions and categorize them according to the code schemes. This was done to test the equivalence between two different individuals coding the same data based on the same code scheme (Grønmo, 2016, p. 245). The student coded 20% of the answers to both open-ended questions. Of those responses, 10% were from Americans and 10% were Norwegians.

The intersubjectivity test showed an 88% agreement between the researcher's coding and the fellow student's coding using the first code schema (see Appendix 4). Possible factors that may have affected this were the subjective assessment of "neutral" feedback kinds. For the second schema (see Appendix 5), the agreement between the coding of the researcher and the

fellow student was 79%. This code scheme has many categories to code the responses into, and the subjective perception of what the content of a response is appears to be a factor. In hindsight, better explanations for the different categories could have increased the intersubjectivity score. However, the scores of both intersubjectivity tests are considered to be high and contribute to strengthening the reliability of the study.

6.4.2 The validity of the study

Validity refers to the accuracy of a study. The validity of a study is considered satisfactory if it is obvious that the data collected corresponds to the intentions of the study. From a pure inspection of the survey questions, hypotheses, and research questions, the content validity of this thesis can be considered reasonable (Grønmo, 2016, p. 251). They are based on the securitization theory, national policies, and prior research on the securitization of education. In this respect, relevant aspects of the phenomena that this thesis intends to study are adequately addressed.

The validity of research is often distinguished between construct validity and internal and external validity. The first type of validity is based on how well the operational definitions of relevant concepts match the theoretical definitions of these relevant concepts. While the theoretical definitions show what is supposed to be studied, the operational definitions determine what is in fact being studied (Grønmo, 2016, p. 252). As mentioned in Chapter 4.2, the survey questions is based on the insights from securitization theory and previous research to study where the two countries are similar and differ in their attitudes about being involved in preventive efforts. The respondents were informed about what kind of insights the study seeks, which strengthens the validity of the thesis as the data will reflect the study's intention. Contested concepts central to the study, like radicalization, were also defined in the survey to avoid confusion with the respondents regarding what the term referred to in this context. However, what might threaten the construct validity is translation errors. As it is a comparative study of two countries with different languages, some words may not have the same meaning. Both Norwegian and American university teachers were included in the pre-testing, and translation errors did not appear to be an issue.

The second validity type, internal validity, refers to the potential of a study to allow the results to be explained by assumed hypotheses. Great control over possible biases that may explain the causality of the data is considered high internal validity (Dalhum, 2021). The hypotheses

are based on theory and findings from previous research to justify the direction of what factors affect the views of university teachers. Based on previous studies, it is reasonable to assume that perception of threat increases the willingness for accepting an involvement and supporting implementation of intervening security measures.

External validity, on the other hand, refers to whether the results of the study can be generalized to the whole population. Quantitative-based research often aims to generalize (Grønmo, 2016, p. 252). However, this is not the aim of this thesis, which instead seeks to find patterns and tendencies. The respondents have been selected using a convenience sampling method as opposed to randomized sampling, which challenges the opportunities for generalizing the data and thus the transferability of the data. The population of university teachers in the USA and Norway is very large, and this thesis cannot sufficiently describe this population. This inability to describe the population and generalize the data weakens the external validity. Nevertheless, the results can still be made visible to others studying the same phenomena to show some tendencies of similarities and differences between the USA and Norway concerning securitizing higher education. Furthermore, as the respondents are selected independently of geographical location in each country, gender, academic field, etc., it can be considered a strength to bring out different views and nuances. Among the many universities that exist in the USA and Norway, there are a variety of differences between them.

6.5 Ethical considerations

When conducting research, there are ethical norms that apply to the data sources and research objects that must be considered. The ethical norms assert that the research objects that have been invited to participate must be informed about the purpose and scheme of the research. Participation must be voluntary, and they should be informed beforehand whether they can withdraw from participating. The personal information about every research object is to be treated confidentially. In addition, the norms emphasize that the research objects are not to be exposed to physical or psychological harm during the research (Grønmo, 2016, p. 32-34).

The purpose of the survey was clearly stated in the invitation and survey, as well as who the relevant respondents were. It was informed that the survey looked for the perspectives of higher education teachers regarding involving this sector to assist in the preventive work

against radicalization and violent extremism (see Appendix 1, 2 and 3). The respondents were also assured confidentiality in the information as the use of Nettskjema.no does not require any personal information, nor does it connect the different answers to the respondents' IP-addresses. The respondents were also informed that it was voluntary to participate, and they could withdraw from the survey at any time if they did not wish to continue.

7.0 Results

In this chapter, the results from the survey will be presented by visualizing them in the form of tables and graphs. As shown in Table 1, the survey got a total of 183 responses, where 74 respondents were from American universities and 110 respondents came from Norwegian universities. The respondents who participated came from a wide range of academic fields. The least represented academic fields were, however, the formal sciences.

Table 1: Overview of the number of respondents from the USA and Norway *(absolute numbers) (N=183)*

		USA	Norway
Number of respondents		74	110
Academic field	Humanities	18	23
	Natural Sciences	14	26
	Formal Sciences	2	5
	Social Sciences	30	37
	Professions & Applied Sciences	17	31
	Other	5	10

7.1 Opinions about a preventive approach to counter terrorism

The main idea behind contemporary counterterrorism strategies is to *prevent* radicalization and violent extremism, which are seen as steppingstones into terrorism. The respondents were thus asked if they believe it is possible to prevent radicalization and violent extremism. As Figure 1 shows, most of both samples revealed optimistic responses. More uncertainty was, however, found in the American sample, where 15% responded that they were not sure.
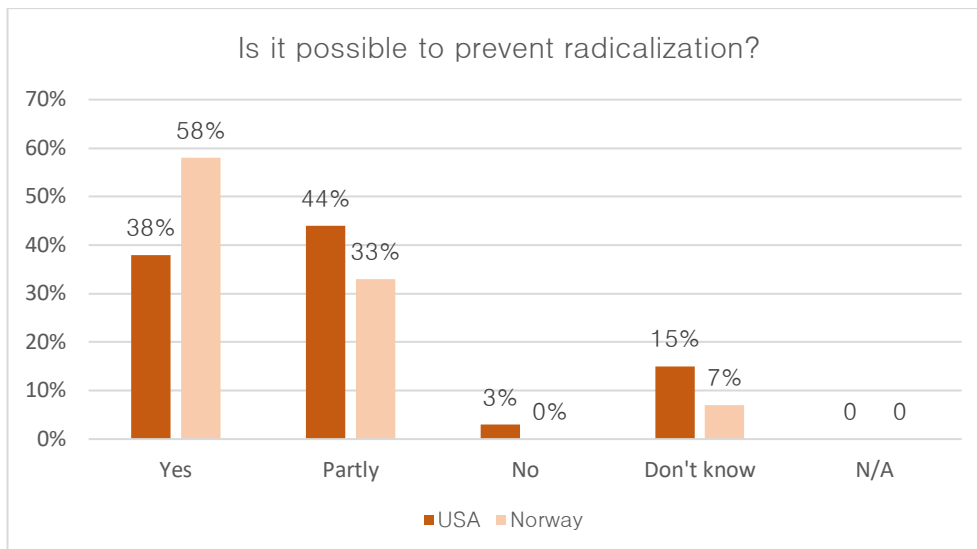
Figure 1: Opinions on whether it is possible to prevent radicalization
USA *(N=74)* versus Norway *(N=110) (percentages)*

Furthermore, the survey asked whether they think preventive efforts against radicalization and violent extremism are an important part of countering terrorism. As Table 2 shows, most of the university teachers from both samples agreed with this statement to varying degrees.

Table 2: Preventive effort as an important part of countering terrorism
USA *(N=74)* versus Norway *(N=110) (percentages)*

	USA	Norway
Strongly disagree	4%	4%
Disagree	0%	0%
Somewhat disagree	3%	2%
Neither agrees nor disagrees	8%	3%
Somewhat agrees	28%	12%
Agrees	31%	46%
Strongly agrees	26%	33%
N/A	0%	1%
Total	100%	100%

7.2 Familiarity with policies about radicalization and violent extremism

The survey aimed to research the familiarity university teachers in the USA and Norway have regarding policies addressing radicalization and violent extremism, which calls for involving universities among many other actors. The teachers were asked about their familiarity with both the national strategies and the universities' own strategies, given that they have this.

The results from these questions are presented in Table 3 and show quite similar distributions between the two countries. Small proportions of both the American and Norwegian samples were familiar with the national strategies and the universities' own strategies, while the majority were unfamiliar. More uncertainty about their familiarity was found regarding the universities' policies. Twenty-six percent of the American sample responded that they do not have such strategies in place at their university.

Table 3: Familiarity with national plans and university plans
USA *(N=74)* versus Norway *(N=110) (percentages)*

	USA		Norway	
	National plans	University plans	National plans	University plans
Yes	3%	5%	6%	1%
Partly	20%	4%	24%	8%
No	70%	40%	64%	52%
Not in place	–	26%	–	3%
Don't know	7%	23%	6%	34%
N/A	0%	1%	0%	3%
Total	100%	100%	100%	100%

The respondents were also asked if they personally had experienced any concerns with radicalized students. As shown in Figure 2, only a small portion of both the American and Norwegian samples had experienced personal concerns, while the majority of both samples had not.
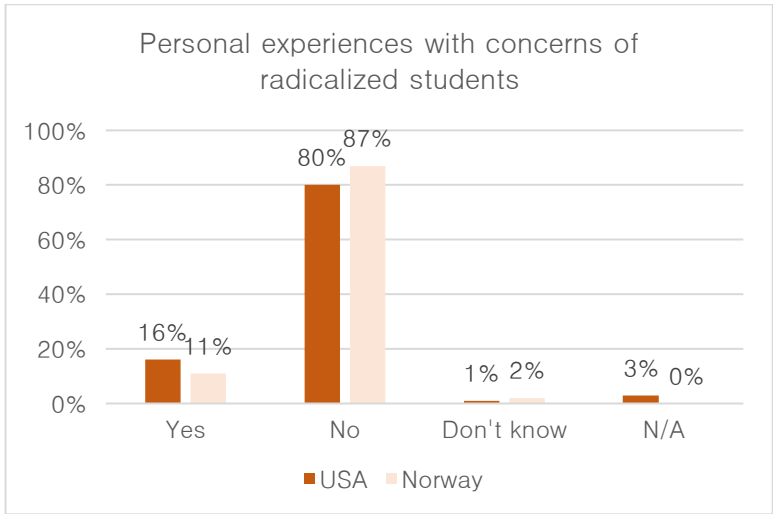
Figure 2: Personal experiences with concerns about radicalized students
USA *(N=74)* and Norway *(N=110) (percentages)*

7.3 Perceived prevalence of radicalization and violent extremism

Following the securitization theory, the issue in question must be perceived as urgent in order to gain support for a successful securitization. Therefore, the perceived prevalence of the issue among the audience appears to be an important factor. The respondents were asked how widespread they perceived the issues of radicalization and violent extremism to be in their country generally. The results presented in Figure 3 show quite the opposite distribution. The majority of the American sample perceived the issues to be very prevalent or moderate in the USA, while most of the Norwegian sample perceived them to be small in Norway.
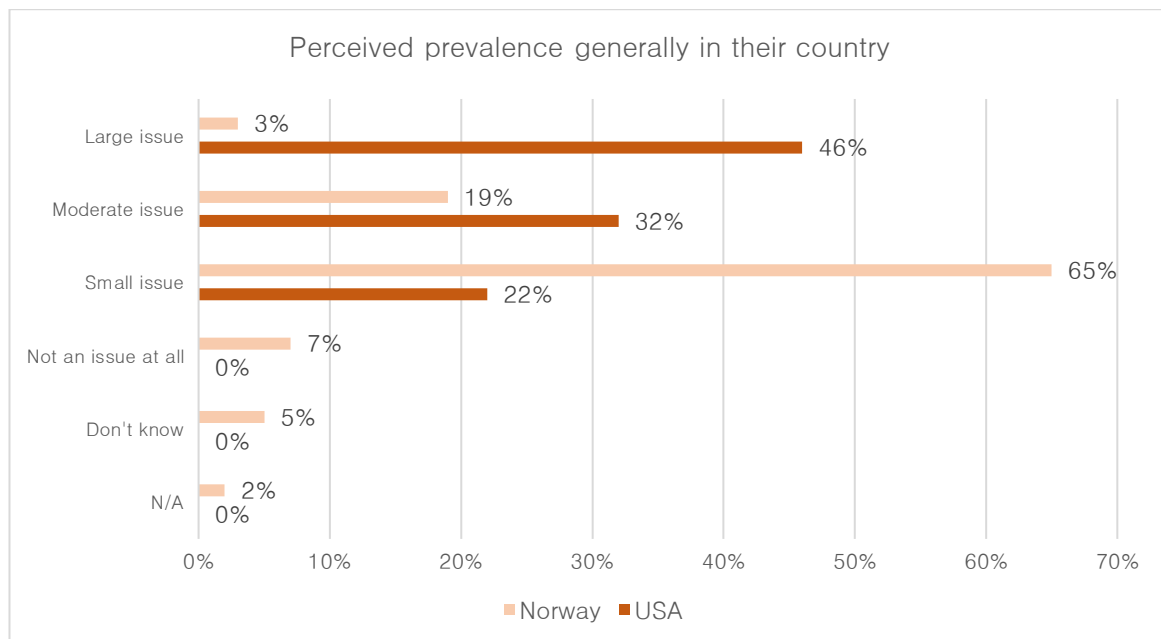
Figure 3: Perceived prevalence of radicalization and violent extremism generally in their country
USA *(N=74)* versus Norway *(N=110) (percentages)*

The teachers were also asked how widespread they perceived these issues to be in the student environment at the university they worked at, and the results are presented in Figure 4. The majority of the American sample perceived these issues in the student environment to be small, followed by not being prevalent at all. The Norwegian sample, on the other hand, was evenly divided between on perceiving the issues as small and non-existent.
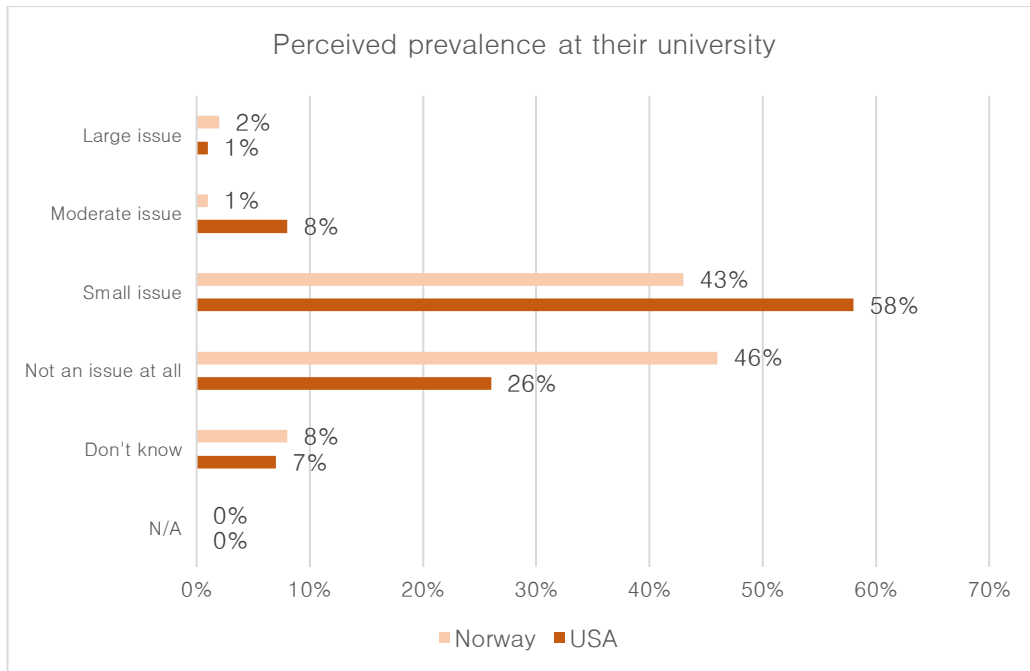
Figure 4: Perceived prevalence of radicalization and violent extremism at their university
USA *(N=74)* versus Norway *(N=110) (percentages)*

7.4 The appropriateness of involving the higher education sector

Both the USA and Norway have counterstrategies emphasizing the responsibility of all parts of society to assist in preventive efforts against radicalization and violent extremism, including higher education. The respondents were asked whether they thought teachers at universities should have a responsibility to prevent these issues. The results presented in Figure 5 illustrate that most of both samples agreed or partly agreed to this question, while small proportions of both samples rejected it. More support was, however, found with the Norwegian sample.
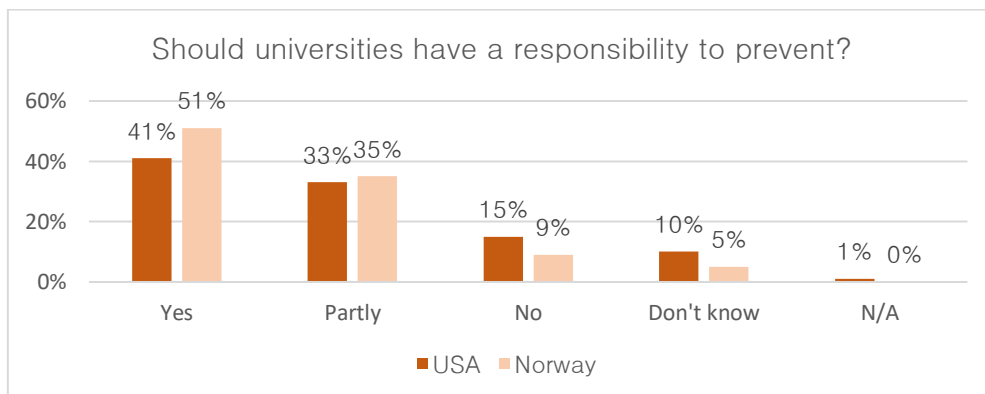
Figure 5: Opinions on whether universities should have a responsibility to prevent radicalization and violent extremism
USA *(N=74)* versus Norway *(N=110) (percentages)*

Furthermore, the survey asked if they think it is appropriate to involve universities in preventive efforts against radicalization and violent extremism. The results presented in Figure 6 show a quite similar distribution, suggesting that the majority of both the American and Norwegian samples thought it was appropriate to include universities in the preventive work. Slightly more support was found with the Norwegian sample.
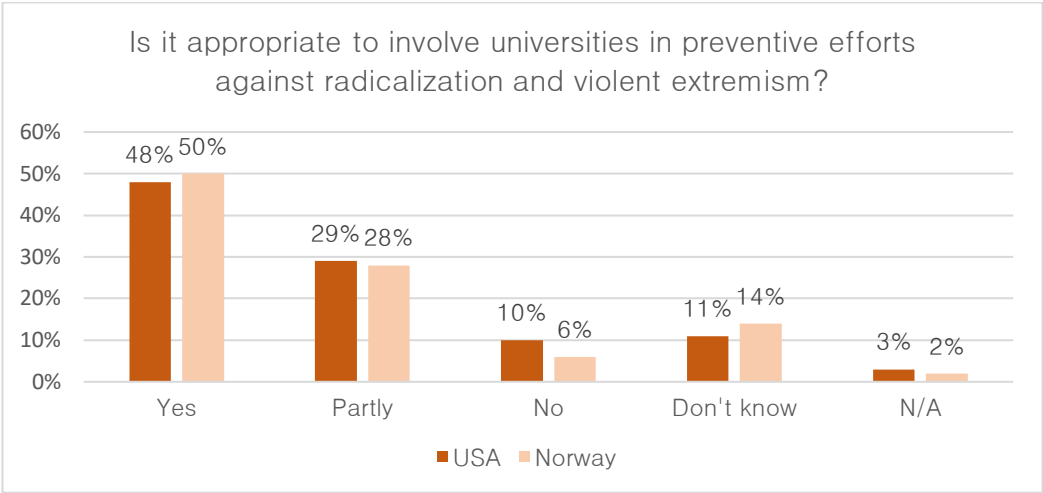
Figure 6: Opinions about whether it is appropriate to involve universities in preventive efforts against radicalization and violent extremism
USA *(N=74)* versus Norway *(N=110) (percentages)*

Respondents were also asked whether they believed the responsibility for making preventive efforts should be centralized to national security authorities and police, or decentralized to other actors in society, such as the education sector. The results from the survey are presented in Table 4. Regarding centralized responsibility to prevent, over half of the American sample disagreed to varying degrees, while the majority of the Norwegian sample agreed to this. Most of the respondents in both samples agreed to varying degrees that the responsibility for prevention should be decentralized.

Table 4: Centralized or decentralized responsibility to prevent radicalization and violent extremism
USA *(N=74)* versus Norway *(N=110) (percentages)*

	USA		Norway	
	Centralized responsibility	Decentralized responsibility	Centralized responsibility	Decentralized responsibility
Strongly disagree	12%	1%	5%	0%
Disagree	31%	3%	20%	2%
Somewhat disagree	15%	0%	16%	2%
Neither agrees nor disagrees	14%	0%	11%	5%
Somewhat agrees	19%	23%	22%	15%
Agrees	7%	43%	16%	45%
Strongly agrees	1%	30%	8%	31%
N/A	1%	0%	1%	1%
Total	100%	100%	100%	100%

7.5 The level of the involvement of the higher education sector

How different countries choose to approach preventive efforts in education varies greatly, with some focusing on targeted efforts while others strive for more general efforts. The survey asked if they thought university teachers should have a responsibility to report concerns about radicalized students. To put it another way, to make targeted or specific efforts to students at risk. Furthermore, they were asked whether universities should make general efforts aimed at the whole student environment.

The results are presented in Table 5. Both the American and Norwegian samples had an overrepresentation of responses that agreed to specified efforts by reporting. When it came to making more general efforts aimed at all students, most of both samples agreed to varying degrees. However, the American sample appeared more supportive of both targeted and general efforts than the Norwegian sample.

Table 5: Opinions about specified and general preventive efforts
USA *(N=74)* versus Norway *(N=110) (percent)*

	USA		Norway	
	Specified efforts	General efforts	Specified efforts	General efforts
Strongly disagree	8%	3%	4%	2%
Disagree	8%	5%	11%	5%
Somewhat disagree	7%	4%	9%	5%
Neither agrees nor disagrees	12%	11%	11%	15%
Somewhat agrees	30%	42%	28%	27%
Agrees	26%	20%	19%	26%
Strongly agrees	9%	12%	15%	15%
N/A	0%	3%	3%	4%
Total	100%	100%	100%	100%

Furthermore, the respondents were asked about their opinion about the UK Prevent duty, which is more of a repressive approach to prevent these issues by legally obligating teachers to keep a watchful eye and report concerns. The survey also asked for opinions regarding the general efforts listed in the Norwegian action plan for higher education, which is more of a softer approach. As these questions were open-ended, the answers of the respondents have been coded and categorized following a code scheme (see Appendix 4). The results are presented in Table 6. Again, the American sample appears more positive about both targeted and general efforts.

Table 6: Opinions about UK's Prevent Duty and the Norwegian higher education sector efforts
USA *(N=74)* versus Norway *(N=110) (percentages)*

☐ USA ☐ Norway	Feedback kind				
	Positive	Neutral	Negative	N/A	Total
Prevent Duty – report	22%	12%	57%	9%	100%
	18%	12%	47%	23%	100%
Prevent Duty – build resilience	31%	7%	53%	9%	100%
	25%	9%	43%	23%	100%
Norwegian UC–sector – general efforts	77%	5%	3%	15%	100%
	71%	4%	2%	24%	100%

7.6 Motivating and demotivating factors for involving universities

What factors could motivate or demotivate the teachers' support for involving universities in preventive efforts against radicalization and violent extremism? The university teachers were asked about the main benefits and drawbacks of involving universities, which provides some insight into why they would accept or reject this responsibility. These questions were open-ended, meaning that the answers have been coded following a code scheme (see Appendix 5) into categories.

The results showing the main advantages are presented in Figure 7. The results suggest that the most frequently mentioned advantage in both samples was the inherent ability of universities to educate students on these matters as they generate knowledge and can thus have a knowledge-based approach to preventive efforts. Interlinked to this category are the capabilities of universities to teach students critical thinking and facilitate open discussions to voice and listen to different views. Both samples also mentioned that universities are relevant arenas with important target groups to focus on in the preventive effort.
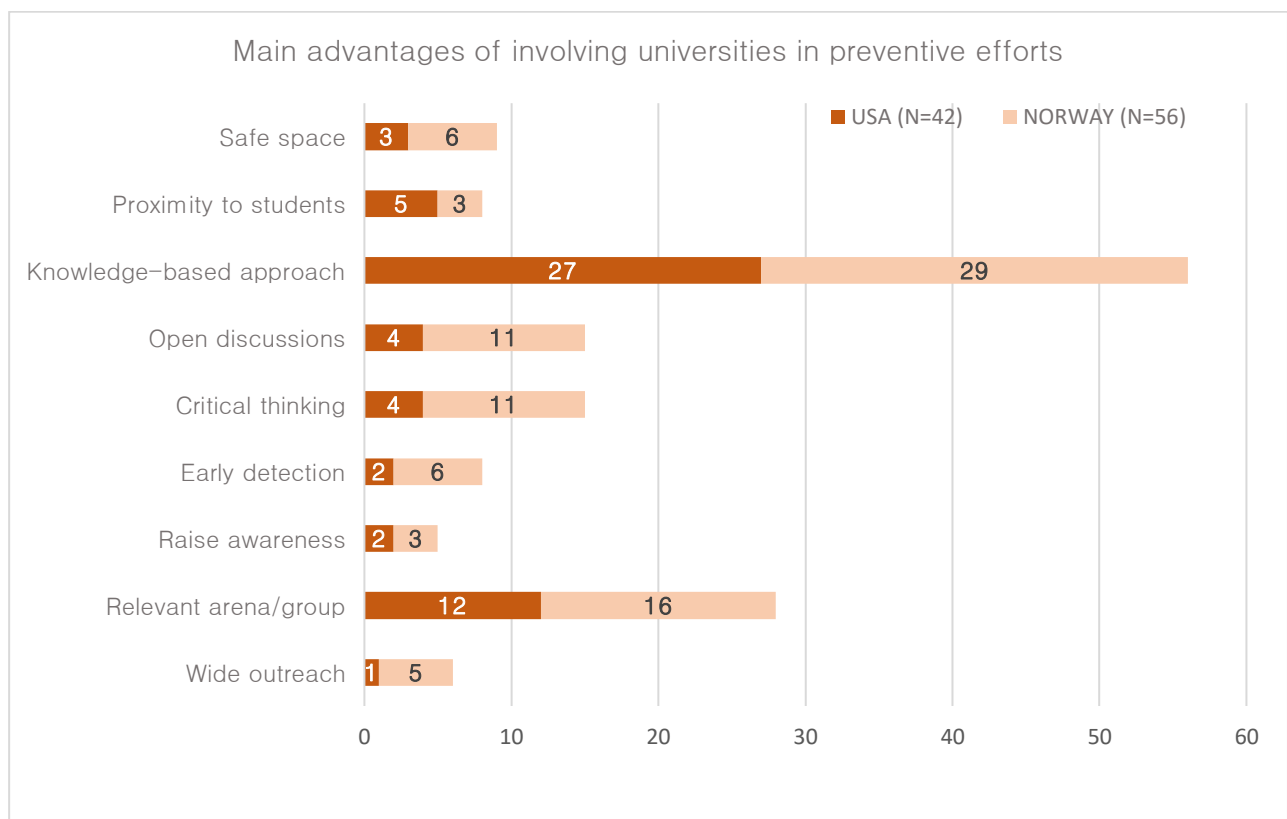
Figure 7: The main advantages of involving universities in preventive efforts against radicalization and violent extremism
USA *(N=42)* versus Norway *(N=56) (absolute numbers)*

The main disadvantages are presented in Figure 8. The disadvantage that was mentioned the most among the American sample concerned impinging private rights such as free speech and academic freedoms, followed by a fear that such involvement would impact the universities' neutral position politically. Americans also mentioned a fear of losing their funding to the universities if they were to take on this responsibility, which was not relevant for the Norwegian sample. The Norwegian sample, however, was the most concerned about additional workload, followed by concerns about impaired rights and trust and misdirecting the focus away from other important things, such as education.
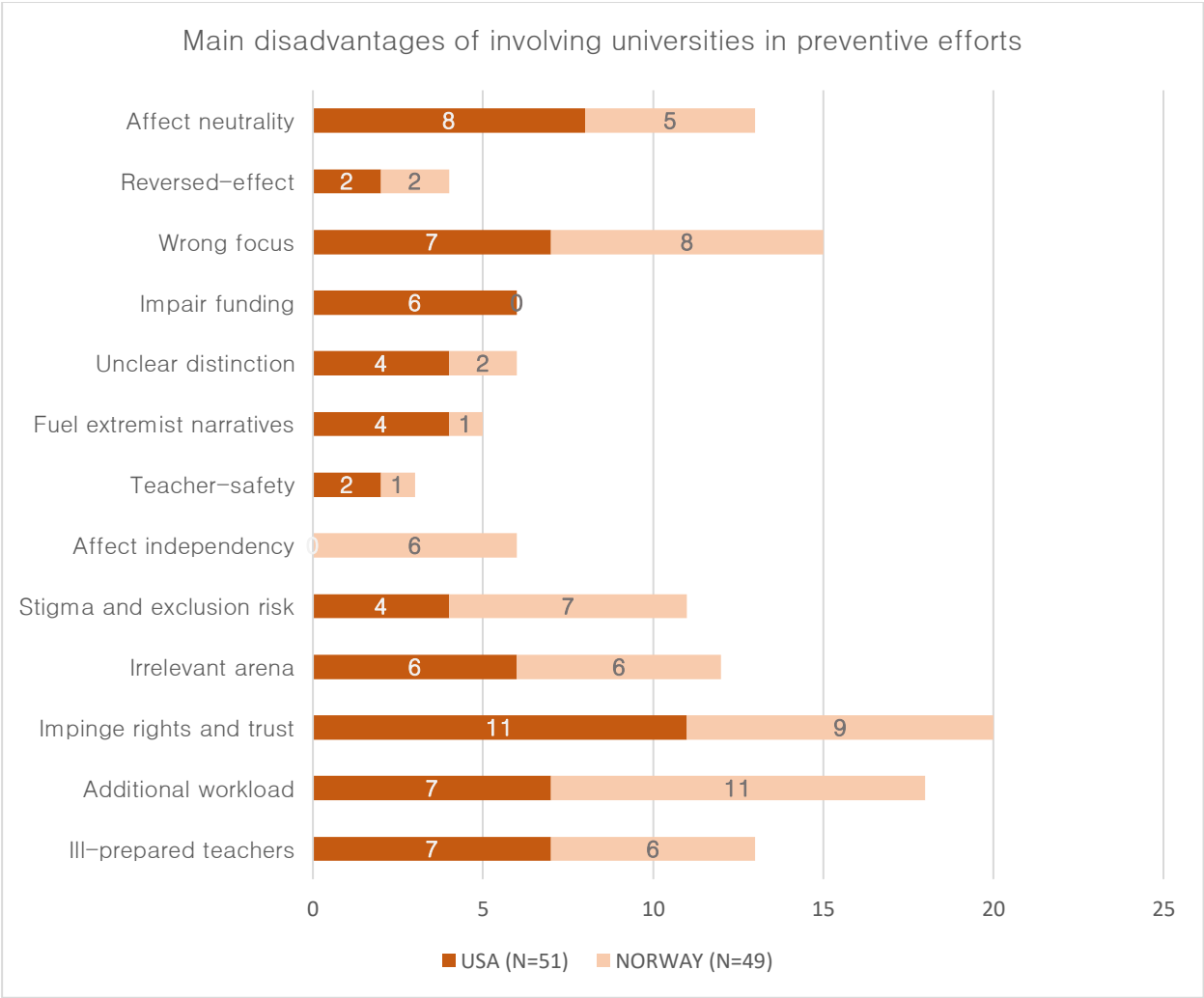
Figure 8: The main disadvantages of involving universities in preventive efforts against radicalization and violent extremism
USA *(N=51)* versus Norway *(N=49) (absolute numbers)*

8.0 Discussion

In this chapter, the results derived from the survey will be discussed in relation to securitization theory and previous research that has been presented to answer the research question of the thesis:

"What are the differences and similarities between how American and Norwegian university teachers perceive the attempts to involve universities in the efforts to prevent radicalization and violent extremism? Where and why do they differ in their views? Which challenges and dilemmas may arise from efforts to involve teachers in the preventive efforts in the USA and Norway, respectively?"

To have a successful securitization process, it is essential that the audience finds the arguments behind the process to be legitimate. If the issues of radicalization and violent extremism are not perceived as "urgent" and in need of the assistance of university teachers, then part of the intended preventive work could be lacking. Thus, in this sense, it is very important that university teachers accept this responsibility to prevent, which is an extended part of countering terrorism.

8.1 Similarities with the university teachers' perceptions

In this section, the findings of similarities in how the university teachers in the USA and Norway perceive this new preventive task will be highlighted.

8.1.1 Prevention as a means to counter terrorism

The essence of the new doctrine is the prevention of precursory processes that are seen to lead individuals into resorting to terrorism. Both the American and Norwegian strategies emphasize precautionary efforts to prevent radicalization and violent extremism as an extended part of countering terrorism. The results from this survey reveal optimistic responses to this idea. Most of both samples believed it was possible or partly possible to prevent radicalization and violent extremism, and this prevention-aspect was considered an important part of countering terrorism. This should not be a surprise, since the point of education and their job as teachers is to teach and help their students develop in a good way.

Slightly more optimism was found with the Norwegian sample concerning these questions. A possible explanation for this could be that it reflects the crime prevention approach of Norway, which the radicalization and violent extremism effort is based on. While the Norwegian crime approach also entails punishment, the focus is, however, on prevention with the intention of creating changes in the criminals' motivations and helping them return to society as law-abiding individuals (Lid & Heierstad, 2019, p. 35; Bjørgo, 2013, p. 44-45). Therefore, approaches with a focus on prevention are not unfamiliar to Norwegians, as this is the essence of how Norway responds to crimes. In the USA, the approach to response to crime is different, where the philosophy of their crime model is more focused on punishment (Bandyopadhyay, 2020). However, the ineffectiveness that the use of repressive and military means in WOT illustrated led the US authorities to embrace a softer preventive approach to counter terrorism. This is likely to be true for university teachers as well, since the majority of the American sample believed in preventive efforts to prevent radicalization and violent extremism.

Hence, the idea behind the strategies to prevent radicalization and violent extremism as a part of countering terrorism seems to be legitimate in the eyes of the majority of both the American and Norwegian university teachers in this survey. However, while they might support an approach that focuses on preventing radicalization and violent extremism, this does not necessarily mean they would want universities to be a part of this preventive effort.

8.1.2 Familiarity with policies

The securitization theory argues that the securitization of an issue relies on the linguistic "persuasion" of an audience. The securitizing actors in the two cases, the American and Norwegian governments, utilize action plans and strategies to argue for the involvement of different parts of society, including the educational sector. The question is, then, how familiar were the teachers at American and Norwegian universities in this sample with existing policies and action plans and thus the arguments calling for their involvement?

The results from both samples in this survey indicate there is little familiarity with national action plans regarding radicalization and violent extremism, and even less knowledge about the universities' own action plans or strategies. As mentioned, the USA has not yet incorporated the education sector into preventive efforts through policies to the same extent as Norway has. Consequently, many American universities probably do not have any locally

specified action plans or strategies stating what efforts ought to be made and how to execute these preventive efforts at the university. This is also reflected in the American sample, where a small proportion of the university teachers responded that the university does not have this in place.

On the other hand, Norway has specific action plans in place for the higher education sector. However, the results suggest that only a very small number of the Norwegian sample were familiar or partly familiar with this. This could be problematic, as the majority of the teachers from the Norwegian sample thus appear unaware of the responsibility that has been imposed on them, or at least what this responsibility in higher education entails. The Norwegian educational sector was given responsibility following the action plan in 2014, and the specified action plan for the higher education sector was published in 2018. To put it another way, the responsibility of universities has been implemented for some years.

Few of the participating teachers in both samples had experienced any concern about a radicalized or violent extreme student, meaning that most of both samples are not familiar with these issues in practice. A small proportion of both samples were uncertain whether they had experienced this, which is not surprising given it is challenging to clearly define a radicalized student. This is because of the blurry border between being extreme and entering radicalization and violent extremism. This absence of first-hand experience might be connected to why many teachers seem to have little knowledge about the action plans. This evident unfamiliarity in this survey suggests that the securitizing actors have not reached this audience sufficiently. It appears that they have not quite succeeded in providing them with arguments for why universities ought to partake in the preventive efforts against radicalization and violent extremism. In other words, they have not adequately managed to persuade them.

8.1.3 Involving universities

The educational sector, as part of society, is seen as an appropriate actor to include in preventive efforts against radicalization and violent extremism in prior research (Weine et al., 2015; Lid et al., 2016; Williams et al., 2020; Sklad & Park, 2017). Higher education aims to help students by teaching them new knowledge, assisting them in their development and exploration of ideas, as well as preparing them for their professional lives. In this respect, higher education is well-suited to prevent these issues. The national strategies of both countries assert that these precautionary efforts to prevent radicalization and violent

extremism should be decentralized to local levels, based on the belief that a whole-of-society approach may help detect individuals at risk sooner. Traditionally, this responsibility has been centralized and rested with national security actors and police. However, nearly all respondents of both samples agreed that the responsibility to prevent should be decentralized to other parts of society, including universities. Furthermore, most of both samples agreed or partly agreed with that universities are an appropriate actor to involve in preventive efforts. The majority of university teachers from both samples also acknowledged having a responsibility for concerns about radicalized student. Following findings from previous research, a probable reason for this acknowledgement may derive from their safeguarding role as teachers, in which they want to keep the students safe (Moffat & Gerard, 2020; Mattsson & Sjøen, 2020). Any threat or risk that puts students in danger may lead them to feel obligated to prevent this threat from occurring.

An overrepresentation of the respondents believed the main advantage of involving universities was having a knowledge-based preventive effort. An inherent part of universities is to educate and develop individuals for the better, and this enables them to have preventive efforts as a natural part of education. Several respondents noted that since universities are knowledge-generating institutions, they can additionally assist by providing recent findings from research on this topic to further develop the preventive work. Linked to a knowledge-based approach is that universities strive to teach students critical thinking and to assess credible sources of information. In this way, they can be more resilient against misleading and false information that such environments believe in.

Furthermore, by facilitating more open discussions, students can voice their own opinions and listen to different opinions. In this way, students may feel more heard and included, in addition to learning other perspectives and values. Excluding and silencing individuals could result in a reversed effect (Sjøen & Jore, 2019, p. 279-280), which makes these points important to focus on in the prevention work of universities. A harsh reality is probably that it is not realistic to have a society without extremism and radicalization because there will always be people who view something about society as not fair. So, while we want a liberal and stable democracy, we must simultaneously make room for a great diversity of opinions (Reiss, 2018. P. 71), including in education, so that it does not deteriorate into violence. Many respondents in both samples also referred to universities as a relevant arena to conduct preventive efforts, as the individuals here are important to focus on. Several referred to the

age and stage in life that the students attending universities are in, and that they are more vulnerable to being drawn into such environments.

As results from previous research indicate, the involvement of education generally appears to be a double-edged sword with both its benefits and disadvantages. Opposers of the UK Prevent duty have pointed out that such a responsibility may threaten the ideals and purposes of education. It might hamper free speech and thinking and, out of fear of being suspected, students may refrain from voicing their opinions in discussions about difficult topics. Following the results of this survey, this fear of becoming "thought-police" is also the most frequently mentioned disadvantage in both the American and Norwegian samples. Other disadvantages that came up in both samples were that university teachers were not prepared or trained for this, and that they have enough work as it is with few resources to spare.

Both samples also feared that partaking in such responsibility would affect the neutrality of universities. Universities, at least public universities, are supposed to be open institutions for all different views and ought to remain politically neutral. Related to this, the Norwegian sample was concerned about the independence of universities from the state. Norwegian universities enjoy being independent institutions with academic freedom to freely research without being controlled or directed by the state. Several mention a fear of losing this if they become an extended part of the state. On the other hand, the American sample stood out by mentioning a fear of risking their funding if universities were involved. In particular, public universities in the US are dependent on receiving external funding to fulfill their purposes. Several remarkable statements were also made, where many pointed to the narratives of particularly right-wing extremists. Involving universities would add fuel to the assumptions that universities are too liberal and brainwash students, and thus they would lose their legitimacy by people viewing their knowledge as unreliable. The university teachers thus https://quillbot.com/feared involving universities would result in biased or skewed preventive work, as many politicians or stakeholders are supposedly supported by right-wing extremists. The preventive efforts would then be aimed at liberal extremists and misdirected away from right-wing extremists, who currently are the main threat to the US (National Security Council, 2021). These responses indicate how severe the polarization in the United States has become.

To sum up, some results match with what previous studies have shown to be the main concerns about involving education in preventive efforts. These are related to factors that

threaten the purpose of education and the relationship with students, in terms of losing trust, "muzzling" the students and obstructing open discussions. However, new insights from this survey show that university teachers in the USA and Norway appear to also worry about what the external environment, beyond just the students, thinks about their involvement in preventive efforts. A prominent concern is that they might lose their reputation as reliable sources of information and knowledge.

8.2 Differences with the university teachers' perceptions

In this section, identified differences between the perceptions of American and Norwegian university teachers will be highlighted and discussed as to why these differences exist. The two hypotheses presented in Chapter 4.2 presume the following differences in the perceptions of American and Norwegian university teachers regarding partaking in a preventive role against radicalization and violent extremism:

3. American university teachers are more receptive to the attempt to involve higher education in preventive efforts than Norwegian university teachers, as they perceive radicalization and violent extremism to be more prevalent in the US.
4. American university teachers have greater support for more repressive and targeted preventive efforts than Norwegian university teachers, as they perceive radicalization and violent extremism to be more prevalent in the US.

The securitization theory asserts that the matter at hand is framed by the securitizing actors as urgent and in need of hasty attention. In this way, the securitizing actors attempt to legitimize the implementation of extraordinary security measures. A feasible interpretation of this is that the issue is particularly prevalent or at least perceived to be so that it requires action right now. Perception of threats has previously been proposed as an important motivator for adopting intervening security measures (Davis & Silver, 2004; Fimreite et al., 2013). Based on these ideas, the hypotheses presume that perception of prevalence influences university teachers' acceptance of securitizing education positively as well as increases their willingness to accept harder security measures. Because of the clear difference in past exposure of terrorist attacks between the USA and Norway, it is reasonable to assume that Americans have a higher perception of threat than Norwegians.

8.2.2 Hypothesis 1: The influence of perceived prevalence on accepting a preventative role

The basic assumption of this hypothesis is that the more prevalent a security issue is perceived to be, the more accepting they are of this attempt to involve universities in security-related tasks like prevention. Since the USA has experienced more terrorist attacks than Norway and likely has a significantly different threat picture, it is assumed that this will make them more open to a securitization of education. To create a sense of urgency to legitimatize the securitization of an issue, the issue at hand must be particularly prevalent, or at least perceived to be.

Most of the American sample perceived the issues of radicalization and violent extremism to be largely prevalent in the USA generally. However, in the student environment at American universities, they did not find these issues to be particularly prevalent. Rather, it was perceived to be small or non-existent. It makes sense that these issues are perceived to be largely widespread generally in the US because of the country's history with terrorism and also the last turbulent years in the sociopolitical climate. Recent incidents, like the Capitol riots, accusations of fraudulent general elections and the COVID-19 pandemic with its restrictions, are what led the authorities to predict increased threats of attacks from domestic violent extremists (National Security Council, 2021, p. 10). University teachers are highly likely to have witnessed this development, particularly through the media. It is possible that these impressions have amplified their perceptions of how large the issues of radicalization and violent extremism are in the country.

The results from the Norwegian sample show quite a different picture of perceived prevalence. While the majority of the sample perceived the issues of radicalization and violent extremism as small in Norway generally, most of the Norwegian respondents perceived them to not be an issue at all at universities. Norway has been exposed to a few terrorist attacks and probably is not even close to having the same threat picture as the USA. Thus, based on the perception both samples have about the prevalence at universities, the securitization process might be hampered by falling short on emphasizing the level of risk these issues pose at universities as well, which calls for their involvement. The stated general prevalence in the countries is, however, reflected in the teachers' perceptions. The American government asserts an intensified threat (National Security Council, 2021). Likewise, Norway also assesses an increasing threat in the latest national plan (Ministry of Justice and Public Security, 2020). At the time the action plan for higher education came out, these problems

were not seen to have a prominent prevalence. However, securitizing actors argue that these plans should be in place ahead of time because this dynamic risk picture could change for the worse (Emergency Preparedness Council, 2018).

The national strategies of both countries argue that the intensified threat picture, both domestically and internationally, calls for involving various parts of society to assist. Since it is the audience who is to be persuaded, it is reasonable to think that a perception of an issue as largely widespread would make them more receptive to a securitization process. The first hypothesis presumed that the American sample would be more supportive of involving universities, but as the results show, the two countries share similar attitudes about this. The underlying assumption of the hypothesis is, however, that the more prevalent the issues are perceived to be, the more supportive the university teachers are of this attempt to involve universities. The results from Figure 3, Figure 4 and Figure 6 have been cross tabulated to see whether there is a link between perceived prevalence and appropriateness of involving universities. The results are presented in Table 8.

Table 7: Cross-tabulation of appropriateness with university involvement in the prevention effort and perceived prevalence generally and at universities
USA *(N=74)* versus Norway *(N=110) (percentages)*

		Appropriateness of involving universities					
	USA / Norway	Yes	Partly	No	Don't know	N/A	Total
Perceived prevalence generally	Large issue	24%	15%	3%	1%	3%	46%
		3%	0%	0%	0%	0%	3%
	Moderate issue	15%	7%	5%	5%	0%	32%
		9%	6%	0%	4%	0%	19%
	Small issue	8%	7%	1%	5%	0%	22%
		34%	17%	5%	7%	2%	65%
	Not an issue at all	0%	0%	0%	0%	0%	0%
		0%	5%	2%	1%	0%	7%
	Don't know	0%	0%	0%	0%	0%	0%
		4%	0%	0%	1%	0%	5%
	N/A	0%	0%	0%	0%	0%	0%
		1%	0%	0%	1%	0%	2%
	Total	47%	28%	9%	13%	3%	100%
		50%	28%	6%	14%	2%	100%
Perceived prevalence at university	Large issue	1%	0%	0%	0%	0%	1%
		2%	0%	0%	0%	0%	2%
	Moderate issue	4%	3%	0%	1%	0%	8%
		1%	0%	0%	0%	0%	1%
	Small issue	28%	17%	4%	7%	3%	59%
		25%	13%	1%	5%	0%	43%
	Not an issue at all	12%	5%	4%	4%	0%	25%
		17%	15%	5%	7%	2%	46%
	Don't know	1%	3%	1%	1%	0%	7%
		5%	1%	0%	2%	0%	8%
	N/A	0%	0%	0%	0%	0%	0%
		0%	0%	0%	0%	0%	0%
	Total	47%	28%	9%	13%	3%	100%
		50%	28%	6%	14%	2%	100%

So, does an elevated threat perception of radicalization and violent extremism result in more support for this attempt to involve universities? The results from the cross-tabulation in Table 8 indicate a positive link between these two aspects. Among the American sample, the respondents finding it appropriate or partly appropriate to involve universities increased from 65% to 68.7% and finally to 86%, the more prevalent the issue was perceived. The same pattern is seen in relation to the perceived prevalence at universities, where these views grew the more widespread the issues were perceived to be, from 68% to 76% to 87.5%, and ultimately, when the issue was perceived to be large, all agreed. This is also apparent in the Norwegian sample as well. From the perceptions of non-existent prevalence to a small-scale prevalence generally in Norway, the respondents believing it was appropriate or partly appropriate increased from 71% to 78.4%. It continued to increase to 78.9%, until ultimately all agreed. These views also grew with an increased perceived prevalence at universities, from 68% to 88%, from non-existent to a small perception, and ultimately to all accepting the involvement.

In sum, the results suggest that American university teachers do not appear more supportive of this attempt to involve universities in the preventive effort than Norwegian university teachers. Rather, the results indicate they have similar views about the appropriateness of involving universities. Even though the two countries have different perceptions about the level of threat the issues pose, university teachers in both samples seem to become more open to involving universities the more prevalent they perceive the issues of radicalization and violent extremism to be, both in the countries generally and in the universities. The first hypothesis, that American universities are more supportive of this attempt due to perceived prevalence, is then rejected. However, the underlying assumption of the hypothesis appears to be a probable explanation, where the more prevalent the issues are perceived to be, the greater is the university teachers' support for involving universities in the preventive efforts is.

8.2.3 Hypothesis 2: The larger the issues, the more targeted the efforts?

The second hypothesis presumes that American university teachers are more supportive of repressive means and targeted efforts than Norwegian university teachers, as they have a higher perception of the threat of radicalization and violent extremism. Connected to the assumptions behind the first hypothesis, perceived prevalence might also have a positive link with the level of effort that university teachers are willing to make in their preventive role. The securitization theory asserts that this matter at hand, which requires hasty attention,

would require implementing security measures that are out of the ordinary. While general efforts are similar to what universities already do through education, more repressive means like being able to identify and report concerns about radicalized students are not conventional tasks for university teachers.

What did the teachers at American and Norwegian universities prefer the level of involvement to be like? Based on previous reactions to the contested Prevent duty, it is reasonable to assume that teachers would be more receptive to involvement that entails more general and softer efforts and more skeptical of targeted and repressive efforts. Over half of both the American and Norwegian samples agreed to having a responsibility to report concerns to relevant security actors if they experienced any concerns about radicalized or violent extreme students, but even more respondents in both samples agreed that it was their responsibility to make general preventive efforts. However, when asked about their opinion regarding the UK's Prevent duty, the majority of both samples opposed this. This suggests that while the majority of both samples find it appropriate to have the university be a part of the preventive work and that they should report concerns, not all are receptive to a legally binding involvement that includes more repressive efforts. Rather, they appear more open to making general preventive efforts. While the American sample shows slightly more openness to both general and targeted preventive efforts, the results suggest that the majority of both the American and Norwegian samples oppose a securitization of higher education.

A preference for more of a general effort rather than a repressive one was also reflected in the results when the respondents were asked about their opinion about the Prevent duty and the general efforts listed in the action plan for the Norwegian higher education sector. The majority of both samples appeared more positive about the general efforts listed in the action plan for the Norwegian higher education sector. These measures aim to 1) improve inclusion in the student environment, 2) facilitate more open discussions to share different opinions, and 3) build universal democratic and academic values by developing awareness of various values and engaging in ethical reflection (Emergency Preparedness Council, 2018). Most universities already strive to follow through on many of these measures to counter isolation and improve mental health. It may then be something that university teachers are used to and feel more comfortable doing.

The Prevent duty, on the other hand, is more repressive in that it legally obligates teachers to be able to identify radicalized or violent extremist students and handle them accordingly by reporting. The duty also entails more general efforts, as it obligates teachers to build the resilience of students against being drawn into such environments. This is done by promoting values that are fundamental in the UK, which are defined as *"democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs"* (GOV.UK, 2021). The lack of support for repressive measures could be related to the frequently mentioned disadvantages of involving universities in impinging on the rights and trust of students. There is a fear among the teachers that this would make them "thought police" who would silence the students and restrict them from researching controversial topics. Additionally, many of the respondents worried it would add even more to their work and take too much focus away from their primary task, which is to educate.

In light of the results from the survey, it seems that the American sample perceives the issues to be more prevalent in the US. Furthermore, they appear more receptive to both targeted and general efforts than Norway. Following the comparative study of the USA and Norway by Davis & Silver (2004) and Fimreite et al. (2013), the results indicate that the more evident the threats of attacks are, the more willing they are to give up civil liberties at the expense of security measures. Intensified threats of radicalization and violent extremism equal increased threats of attacks, as this means that more are willing to utilize violence to achieve ideological goals. Thus, it is plausible to think that the higher the perceived prevalence is, the more accepting the university teachers would be of harder and more targeted efforts. The results from Table 5 concerning specified efforts were cross-tabulated with Figure 3 and Figure 4. The results are presented in Table 8.

Table 8: Cross-tabulation of opinions on targeted efforts and perceived prevalence generally and at universities USA *(N=74)* versus Norway *(N=110) (percentages)*

	USA ☐ Norway	Targeted efforts				
		Agree in varying degrees	Neither agree nor disagree	Disagree in varying degrees	N/A	Total
Perceived prevalence generally	Large issue	35%	3%	8%	0%	46%
		1%	0%	1%	0%	2%
	Moderate issue	19%	5%	8%	0%	32%
		13%	1%	4%	1%	19%
	Small issue	11%	4%	7%	0%	22%
		41%	7%	16%	1%	65%
	Not an issue at all	0%	0%	0%	0%	0%
		4%	0%	3%	1%	7%
	Don't know	0%	0%	0%	0%	0%
		4%	1%	0%	0%	5%
	N/A	0%	0%	0%	0%	0%
		0%	2%	0%	0%	2%
	Total	**65%**	**12%**	**23%**	**0%**	**100%**
		62%	**11%**	**24%**	**3%**	**100%**
Perceived prevalence at university	Large issue	1%	0%	0%	0%	1%
		2%	0%	0%	0%	2%
	Moderate issue	8%	0%	0%	0%	8%
		0%	0%	0%	0%	1%
	Small issue	40%	5%	14%	0%	58%
		27%	5%	12%	0%	43%
	Not an issue at all	13%	3%	9%	0%	26%
		27%	5%	13%	2%	46%
	Don't know	3%	4%	0%	0%	7%
		7%	1%	0%	1%	8%
	N/A	0%	0%	0%	0%	0%
		0%	0%	0%	0%	0%
	Total	**65%**	**12%**	**23%**	**0%**	**100%**
		62%	**11%**	**24%**	**3%**	**100%**

According to this cross-tabulation, it appears that perceived prevalence is positively connected to acceptance of targeted efforts in this sample. The percentage of the American respondents who agreed to varying degrees to specified efforts increased from 50% to 59% and ultimately to 76%, the larger the issues were perceived generally in the USA. Those who agreed to varying degrees with specified efforts increased as the issues were perceived more at the universities. It went from 50% of those who said it was not a problem to 68% of those who said it was a small problem, until everyone who said it was a moderate or large problem agreed.

The same pattern is found in the Norwegian context. The number of respondents from the Norwegian sample who agreed to varying degrees with specified efforts increased the more prevalent the issues were perceived to be. This proportion increased from 57% perceiving it as non-existent, to 63% as a small issue, and ultimately to 68% as a moderate issue generally in Norway. However, 50% of the respondents who perceived the issues as large in Norway disagreed with specified efforts. Similarly, the proportion of respondents agreeing to varying degrees also appears to increase the more prevalent the issues are perceived to be at universities. It increased from 58% who perceived it as non-existent to 62% with those perceiving it as a small issue, until all who perceived it as large agreed. In sum, the results indicate that the more prevalent the issue and threat are perceived to be, the more open they appear to be to more targeted efforts.

The results from the survey appear to support the second hypothesis that American university teachers are more open to repressive and targeted measures than Norwegian university teachers. There also appears to be a positive link between perceived prevalence and the support for more targeted efforts in the cross-tabulation, which is the underlying assumption of the hypothesis.

8.7 The value of trust?

The results from both samples indicate great support for a decentralized responsibility to prevent and that universities are appropriate actors to be involved. However, where the American and Norwegian samples differ is regarding having a centralized preventive effort where the responsibility rests with the traditional security authorities. More than half of the American university teachers opposed such a centralized preventive effort, whereas

Norwegian university teachers appeared more open to this than the American sample. Even though there was more support for a decentralized responsibility than for a centralized responsibility among the Norwegian sample, an interpretation of this could be that they prefer the national security actors to be in charge of the preventive efforts and that other parts of society should be involved, but not to the same extent. This difference in attitudes about a centralized preventive effort between the countries could be a reflection of the different threat levels or perceptions of threat in the countries. The university teachers in the USA may view the decentralized approach as more necessary than the university teachers in Norway because the issues of radicalization and violent extremism are perceived as larger there. In other words, they might think that if there were more eyes to detect and more individuals to prevent, then the large perceived threat today could be significantly mitigated.

However, another possible explanation for the different attitudes towards a centralized preventive effort could be trust. Norway reports high confidence in authorities, including the police (Kantar Public, 2021). They might then be more confident in leaving the responsibility to the authorities, as they trust necessary steps to protect the population will be taken. Fimreite et al. (2013, p. 849) similarly suggested that the higher willingness to give up civil liberties for security measures was because Norwegians trusted the government not to abuse the countermeasures but to use them with the intention of protecting them. Norway also focuses on prevention in its crime response and is familiar with such an approach. It might then be more natural for Norwegians to think about their police as preventers. Combined with the high trust Norwegians have in the police, it would seem that they have confidence in these preventers to do their preventive work.

In contrast, the trust Americans have in institutions, including the police, has declined. The main reason for the decline in trust is suggested to be the lack of accountability within institutions for their mistakes. Within law enforcement, there is a history of police officers abusing their roles and using excessive force, particularly aimed at racial minorities. Examples are the police brutality Rodney King was a victim of and the recent incident of police using lethal force against George Floyd, which have sparked dissatisfaction with the police and demonstrations (Social Capital Project, 2021). It is possible that the American university teachers would not trust them to have the responsibility out of a fear that it would be abused and not utilized for legitimate reasons to protect them. This is also substantiated by several mentioning stakeholders supported by right-wing extremist environments who could

be influenced to reduce the universities' funding, which they are dependent on, as a statement for not supporting the involvement of universities. The support of right-wing extremists for certain stakeholders also raises concerns that preventive efforts may become biased and miss the main threat, which, according to national assessments, is right-wing extremist environments. It is possible that the different attitudes between the countries regarding a centralized preventive effort is because Norwegian university teachers are more confident that the authorities and police will make efforts to prevent radicalization and violent extremism, while American university teachers are less confident.

It appears that the current political climate and society in the US have become very polarized, and this seems to affect the views of many American university teachers. A cross-national study by Boxell et al. (2020, p. 11) also indicates that the degree of affective polarization has increased faster in the USA in the last four decades compared to the other countries in the study, including Norway. The data from Norway suggests a decline in affective polarization during the same time period (Boxell et al., 2020, p. 2). Polarization is linked to trust, as it is not easy to trust authorities if you profoundly and deeply disagree on fundamental questions of society, values, and policies. According to the Democracy Index presented by the Economist Intelligence Unit (EIU), the score of the USA has been declining since 2006, while Norway's score has been increasing (Economist Intelligence Unit, 2020, p. 21). The index ranks countries according to the factors of political culture and participation, pluralism, electoral processes, civil liberties, and governmental functioning. In 2020, Norway was categorized as a "full democracy" while the USA was a "flawed democracy" (Economist Intelligence Unit (EIU), 2020, p. 3 & 8-9). The growing division of society could reflect this decreasing democracy score, as the stark polarization creates some democratic challenges in solving common issues and conflicts (Sletteland, 2021). For example, how to organize preventive efforts against radicalization and violent extremism as such stark opposites could have difficulties with agreeing on what is extreme.

While perceived prevalence appears to have influenced the receptiveness of both American and Norwegian university teachers in this sample to involving universities in preventive efforts against radicalization and violent extremism, another interacting factor could be trust. In hindsight, a clear weakness in this study is the failure to include questions in the survey asking about the trust levels of the university teachers towards governments, national

authorities, and police. It would have been interesting to see whether this factor could explain the views of the respondents or not.

9.0 Possible challenges and dilemmas

This chapter looks at the similarities and differences identified from the previous chapter and discusses the latter part of the research question which asks what dilemmas and challenges may arise from the views of university teachers in the USA and Norway, respectively.

9.1 Absence of policies – and lack of knowledge about implemented policies

The prominent perception of the issues as particularly prevalent in the USA could suggest that university teachers acknowledge that more efforts are needed, without this necessarily entailing bringing the universities into it. While most of the American teachers in this sample are optimistic about the appropriateness of involving universities in preventive efforts, such policies in the education system are yet to be incorporated. Consequently, a challenge that arises is that American students are hindered from developing and advancing their capacities to assess and thus oppose extremist viewpoints (Ghosh et al., 2017, p. 121). Likewise, the teachers may lack the abilities and knowledge that could prove to be critical in certain cases with students. The university teachers would appear ill-prepared to know how to handle such cases without any action plans guiding them on how to deal with them. In line with the findings of Gleicher et al. (2020), more specific guidelines on how to perform this preventive responsibility in practice could improve the receptiveness of university teachers to intervene. To put it bluntly, based on different threat pictures and perceived prevalence, it would suggest that the USA has an even greater need for these action plans than Norway, but the authorities have not sufficiently incorporated this decentralized responsibility yet.

A similar but different challenge arises with the Norwegian sample. The results from the Norwegian sample indicate there is a lack of knowledge about the general action plans as well as the specified action plans for higher education, despite the fact that these have been implemented for some time. This notable predominance of unfamiliarity could suggest there is little awareness about this responsibility imposed on them, or at least what this responsibility entails. If this is the case, then there could be gaps in the preventive work where the worst-case scenario is not being able to handle sufficiently a situation of a possibly

radicalized or violent extreme student. Furthermore, university teachers may also not be fully aware of the reasons behind the securitization of education that substantiate this process. It is possible that this unfamiliarity is reflected in how low the prevalence is perceived to be in Norway. This would imply that the securitizing actors have not quite stressed the importance of involving universities in preventive efforts against radicalization and violent extremism.

9.2 Constraints on education

While many university teachers in both samples believed education in itself has positive opportunities to prevent students from being drawn into radicalization and violent extremism, they also feared it could have negative educational consequences. Prominent concerns in both samples were also that the responsibility would require too much space and would be at the expense of other important things, mainly education. There were also concerns that the responsibility to prevent would deprive students of the opportunities to explore and of having a safe space to exchange opinions. This could hinder them from having what is viewed as a meaningful education and important parts of their development. Avoiding certain controversies and discussions may also deprive university teachers or peer-students of opportunities to challenge what are perceived to be extreme opinions or points of view (Stephens et al., 2021, p. 351-352). Then, a dilemma is whether to risk giving students a limited education that could hinder them from exploring and developing, or risk leaving important gaps in efforts to prevent radicalization and violent extremism.

Silencing students and creating an environment that does not allow for opinions outside of the "normal" could also provoke and provide more fertile grounds for radicalization and violent extremism. A challenge then for the USA and Norway is to have efforts that are not too intrusive where university teachers are perceived as "thought police" and students are punished for their curiosity about extreme points of view. Because of the blurry line, it is difficult to know when the threshold for holding extreme views tilts over to more dangerous forms of extremism. This challenge with the blurry line also concerns both samples. Insufficient knowledge about the issues makes many university teachers feel ill-prepared to partake in this preventive effort. While full knowledge about forerunning signs and factors leading to radicalization and violent extremism, as well as successful methods to prevent them, is currently not possible, what we do know should still be utilized. University teachers should be educated on their preventive responsibilities and familiarized with established

knowledge on these issues. Although the Norwegian action plans provide information and guidance for university teachers, perhaps a question is whether this is enough. It might be helpful for university teachers to get more help in the form of practical courses and training.

Related to the self-perception of being ill-prepared is the prominent concern that this responsibility adds even more to their busy schedules. Both samples mentioned they were worried there would not be enough room to perform this responsibility adequately because they have so much else to do, or that it would mean they would have to leave out other important things to prioritize this responsibility. A challenge that arises here is the risk of university teachers not following through with the responsibility because of too much work already. Consequently, there would be preventive gaps in the efforts.

9.3 Political tensions

A significant finding from the survey is that both countries appear concerned about what their external surroundings will think about universities adopting such a responsibility. The American sample appears a bit more concerned. The statements about fears of losing funding and legitimacy, right-wing extremists influencing stakeholders and a misdirected preventive effort are striking differences from the Norwegian context. These stated fears give some indication of what could make university teachers in the USA want to refrain from accepting such a responsibility. If these claims are true and the alleged scenarios would happen because universities partake, then several dilemmas would become relevant.

Firstly, if they lost funding by partaking in the preventive work, then they would not have the means to function properly. Universities are dependent on receiving funds from the state government as well as the private sector to pay their expenses (IBIS World, 2021). Without these means, or a reduced proportion, they will not be able to afford to keep the necessary personnel to run the universities sufficiently. The dilemma is, therefore, whether security should be prioritized over dollars. On one hand, they are dependent on funding to afford personnel and conduct research to generate knowledge and serve their purposes. On the other hand, if the problems are largely prevalent in the country as a whole and especially at universities, then important gaps in preventive efforts could potentially have unfortunate consequences nation-wide.

Secondly, with the prominent polarization in the US, the possibility of biased preventive efforts is present. According to many respondents, if right-wing extremist environments are able to pull some strings on actors within national authorities and wield such power, then the preventive work may be overly focused on the other wing. In this case, the right-wing extremist environments, the main threat that has been assessed against the USA and Norway, would be able to misdirect preventive efforts away from themselves and onto environments that believe in the opposite of them. Then, prevention efforts would not be focused on what is seen as one of the biggest threats.

Both samples also expressed concerns about how a preventive role may affect the neutral position of universities. Participating in such a preventive effort could be viewed as taking a political stance on what constitutes "the right way to think" and thus provoking even more extremist environments, be they students or environments outside of universities. Lid & Heierstad (2019, p. 43) argue the whole-of-society approach should not reduce civil actors to being the "extended arms" and helpers of security agencies. It is probably more fruitful for these actors to strengthen their own work by developing safe and inclusive societies for everyone. A challenge is figuring out how to assist in preventive efforts against radicalization and violent extremism without making it seem like universities are taking a political stance.

9.4 Declining trust

Related to the concerns raised in the sections above, the responsibility to prevent is believed by university teachers from this survey, as well as sceptics of the securitization of education, to place the trust in and legitimacy of universities in a vulnerable position. The securitization processes may lead to the implementation of security measures that are intrusive and overstep existing policies and rules. Repressive security measures to prevent radicalization and violent extremism, like reporting concerns, may threaten the professional and ethical underpinnings of certain professions. For example, social workers are dependent on trust to carry out their work, but this trust may be jeopardized if they are obliged to overstep their confidentiality to report concerns. Likewise, educators are also dependent on the trust of students to have them be open to discussing their ideologies and prevent students at risk of pursuing extreme worldviews further. If the consequence is lower trust in frontline workers like social workers and educators following the responsibility, then it could also result in a reduced ability to help individuals who are at risk or have become radicalized or violently extreme (Haugstvedt &

Tuastad, 2021, p. 2). In this sense, trust is important in the teacher-student relationship. Therefore, a challenge is to make sure the prevention efforts do not negatively affect the trust of students in their teachers.

As mentioned earlier, the university teachers from this survey appeared to be concerned about the external environment in terms of how they would view the involvement of universities in prevention efforts. Some of both samples feared it would affect the neutral position of universities, which could result in universities being viewed as biased and unreliable sources of information. In the Norwegian sample, there were worries that their involvement would lead to a loss of their independence from the state, and then their generated knowledge would be viewed as biased in favor of the state. This fear of losing trust from the external environment was, however, most notable in the American sample. The risk of being perceived as biased and unreliable was more prominent with this sample, and it is likely connected to the stark polarization in the country. The trust of the American population in law enforcement seems to be declining, and cooperation between universities and law enforcement could also be viewed as problematic.

The bottom line is that it is difficult to operate without trust. If universities were believed to generate biased and unreliable information, then they would have trouble serving their purpose of conducting research. Furthermore, there would be challenges related to saving their reputation for society at large but also in the competition to be attractive universities for students. In this situation, there is a dilemma because there could be important gaps in prevention efforts if the universities do not get involved, but their involvement could lead to a loss of trust not only with the students but also with their external environments. They depend on their trust to serve their purposes, and the loss of this trust would be highly problematic.

10.0 Conclusion

The aim of this master's thesis was to explore differences and similarities in the responses of university teachers in the USA and Norway to the attempt to involve universities in the efforts to prevent radicalization and violent extremism. It also sought to discuss what challenges and dilemmas arise from their responses.

Similarities between the two countries' attitudes were believing that prevention is an important part of countering terrorism and that universities are appropriate actors to be involved in preventive efforts. The samples from both countries agreed that it was beneficial for universities to have a knowledge-based approach to the responsibility, as well as that it was a relevant arena and appropriate group to focus the effort on. They also shared similar concerns that involvement could impinge on the rights and trust of students and take the focus away from education. The university teachers in both countries also felt ill-prepared and feared their involvement could affect the neutrality of universities. Both American and Norwegian university teachers appear to agree with the proposition that universities should be involved in preventive efforts against radicalization and violent extremism. However, the minority of both samples did support repressive measures. Thus, the securitization of higher education, where existential threats call for such extreme and extraordinary measures, appears to not be supported by university teachers in the USA and Norway.

Identified differences were in the perceived prevalence of threat, where the American sample had a higher perception both generally and at the universities. The results of both samples suggest that a higher perception of threat increases the support for involving universities and implementing more targeted measures. Other differences in the attitudes of the samples were that the Norwegian university teachers appeared more open to a centralized preventive effort. This could reflect their familiarity with a crime prevention approach and high confidence in authorities as "preventers" to lead preventive efforts. On the other hand, the majority of the American sample opposed centralized efforts. This could be a reflection of the high perception of threat, but it may also reflect the declining trust in authorities and law enforcement, where they are less confident that these actors will not abuse intervening countermeasures. Several remarkable claims were substantiated by distrust towards authorities as well as indications of a worsening polarized society.

Some common challenges have been highlighted. The little familiarity with policies in both samples creates the risk of ill-prepared encounters with possibly radicalized or violent extreme students, as the university teachers do not know how to perform their responsibility to prevent. Furthermore, there are challenges to making the responsibility not overwhelm university teachers. There are also challenges related to how to perform the responsibility without being perceived as a "thought police" who limits the opportunities of students to openly discuss, explore, and develop themselves. A dilemma for both countries is that if

universities are not involved, gaps in prevention efforts may occur. However, if universities are involved, students may be denied a "full" education with fewer opportunities to explore and develop themselves. Their involvement may also jeopardize the trust of students in universities if university teachers are perceived to be silencing students. Without trust in the student-teacher relationship, it is challenging to perform the preventive task. Both American and Norwegian university teachers face challenges with their reputations and public trust, particularly if their involvement is viewed as stepping out of their neutral position. Universities are dependent on trust to serve their purpose of conducting research and generating reliable knowledge.

However, these concerns appeared to be more prominent in the American sample. Differences in perceived prevalence, trust level in authorities and police, as well as the levels of polarization in the two different societies appear to raise more challenges and dilemmas for the USA than for Norway concerning involving universities in preventive efforts against radicalization and violent extremism. The claims about right-wing extremist environments influencing stakeholders suggest there is a risk of a biased preventive effort being misdirected from the main threat, or a risk of not even a preventive effort being made at all. Furthermore, threats of withdrawing funding that American universities depend on could result in universities losing the means to function and serve their purposes. Their involvement could also fuel the narrative that universities are not neutral, but rather too liberal and brainwash students. Consequently, they would risk damage to their reputation and being viewed as unreliable sources of information. All of these risks have to be weighed against the consequences of not partaking in the responsibility to prevent students from entering radicalization and violent extreme environments, which potentially could be crucial gaps in the preventive efforts.

A clear weakness in this study is the failure to include questions about the trust levels of the respondents. Some suggestions for future research on this topic would be to look more closely at the trust factor to see if this has an effect on how educators and other actors in society, who are now expected to help prevent radicalization and violent extremism, perceive this task.

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Appendices

Appendix 1: Invitation to the participants

(English below)

Hei!

For tiden skriver jeg min masteroppgave i Risikostyring ved Universitetet i Stavanger, hvor temaet for oppgaven er forebyggende tilnærminger til radikalisering og voldelige ekstremisme på universiteter. Jeg skal foreta en komparativ studie av Norge og USA for å sammenligne debatten om og responsen på å involvere sivilsamfunnet i det forebyggende arbeidet mot radikalisering og voldelig ekstremisme, med et fokus på sektoren for høyere utdanning. I denne forbindelse trenger jeg data fra undervisere fra universitet som er i kontakt med studentene gjennom sine forelesninger, for å høre deres perspektiv på dette temaet. Jeg vil derfor invitere deg som innehar slik posisjon på et universitet i Norge eller USA til å delta i denne spørreundersøkelsen.

Spørreundersøkelsen er **anonym**, hvor du ikke trenger oppgi noe kontaktinformasjon samt din IP-adresse vil ikke bli knyttet til dine svar ved bruk av Nettskjema.no. Det er helt **frivillig** å delta, samt avslutte spørreundersøkelsen dersom du ikke ønsker å fortsette. Det tar ca. **10-15 minutter** å fullføre spørreundersøkelsen.

For å delta i spørreundersøkelsen, trykk på linken nedenfor:

Norsk versjon: https://nettskjema.no/a/252775

Engelsk versjon: https://nettskjema.no/a/252292

På forhånd vil jeg takke så mye for at du ønsker å delta og bidrar til at denne masteroppgaven blir en realitet.

Hvis du har noen spørsmål, vennligst kontakt meg på mail:
hf.jonsson@stud.uis.no

Veileder: Professor Anja Dalgaard-Nielsen

Ha en god dag!

Vennlig hilsen
Hanne Frafjord Jonsson
Det teknisk-naturvitenskapelige fakultet
Universitetet i Stavanger

_____

(English)

Hello!

Currently I am writing my master thesis in Risk Science at the University of Stavanger in Norway, where the topic of the thesis is preventive approaches to radicalization and violent extremism at universities. The purpose is to conduct a comparative study of USA and Norway to compare the debate and response to involve civil society in the preventive work against radicalization and violent extremism, with a focus on the higher education sector. For this I need data from teachers who are in contact with the students through their lectures, to hear their perspective on this topic. I would therefore like to invite you who hold such a position at a university in USA or Norway to participate in this survey.

The survey is **anonymous**, where you are not required to enter any personal information and in addition your IP-address will not be connected to any of your answers by the use of Nettskjema.no. It is **completely voluntary** to participate, and you can withdraw from the survey at any time if you do not wish to continue. It takes approximately **10-15 minutes** to complete the survey.

To participate in the survey, click on the link below:

English version: https://nettskjema.no/a/252292
Norwegian version: https://nettskjema.no/a/252775

I would like to thank you in advance for participating, and help making this thesis become a reality.

If you have any questions, please do not hesitate to contact me:
hf.jonsson@stud.uis.no

Supervisor: Professor Anja Dalgaard-Nielsen

Have a great day!

Kindest regards,

Hanne Frafjord Jonsson
Faculty of Science and Technology
University of Stavanger
Norway

Appendix 2: Survey – Norwegian version

Involvering av universiteter i den forebyggende innsatsen mot radikalisering og voldelig ekstremisme

Spørreundersøkelse for undervisere ved amerikanske og norske universitet

Formålet med spørreundersøkelsen er å samle data til en masteroppgave som tar sikte på å sammenligne debatten om og responsen på å involvere sivilsamfunnet i det forebyggende arbeidet mot radikalisering og voldelig ekstremisme i USA og Norge. En rådende oppfatning er at yngre mennesker er mer utsatt for å bli radikalisert, og i forhold til dette blir universiteter viktige arenaer for forebygging. Masteroppgaven fokuserer derfor på undervisere ved norske og amerikanske universitet, som er i kontakt med studenter i deres forelesninger, og deres syn på at universiteter skal være involvert i forebyggingsarbeidet.

Spørreundersøkelsen består av 22 spørsmål, og det tar ca. 10-15 minutter å gjennomføre. Du kan trekke deg når som helst hvis du ikke ønsker å fortsette.

NB: Det er mulig å utdype dine svar ytterligere i tekstbokser på slutten av hver spørsmåldel hvis du ønsker. Vennligst bemerk at dine kommentarer kan blir sitert i oppgaven.

Det er helt frivillig å delta. Jeg vil forsikre deg om at all informasjon som samles inn fra denne undersøkelsen vil være anonym, og kun brukes til formålet med denne masteroppgaven. Ved å bruke Nettskjema vil du ikke være pålagt å oppgi dine personopplysninger, og din IP-adresse vil ikke kunne kobles til dine svar.

- o Jeg har lest og forstått informasjonen ovenfor, og samtykker til å delta i denne spørreundersøkelsen
- o Jeg ønsker ikke å delta i denne studien

På forhånd vil jeg si tusen takk for at du deltar og gjør denne masteroppgaven til en realitet

Del 1: Informasjon om respondenten

1. I hvilket land ligger ditt universitet?
   - o USA
   - o Norge

2. Hva er din stilling på universitetet?
   - o Professor
   - o Universitetslektor
   - o Amanuensis
   - o Førsteamanuensis
   - o Førstelektor/høyskolelektor
   - o Dosent
   - o Annet

3. Innen hvilke(et) akademiske felt(er) er du spesialisert og underviser i?
   Flere valg er mulig

   - Humaniora (historie, religion, litteratur, antropologi, filosofi, o.l.)
   - Naturvitenskap (biologi, kjemi, fysikk, ol.)
   - Samfunnsvitenskap (økonomi, politikk, sosiologi, ol.)
   - Profesjoner og anvendt vitenskap (business, journalistikk, ingeniør, teknologi, offentlig administrasjon, juss, medisin, o.l.)
   - Formel vitenskap (matematikk, datavitenskap, statistikk, informasjonsvitenskap, o.l.)
   - Annet

Del 2: Relevante begreper

'Radikalisering' og 'voldelig ekstremisme' er omstridte begreper med forskjellige definisjoner.

I denne sammenheng referer radikalisering til den gradvise prosessen inn i ekstremisme hvor studenter i økende grad adopterer politiske syn, idealer og tro som står i kontrast til de rådende kjerneprinsippene og konvensjonene i et samfunn, og/eller engasjerer seg i ekstreme aktiviteter som kan være ikke-voldelige eller voldelige.

Voldelig ekstremisme kan resultere fra radikaliseringsprosessen, og refererer her til å akseptere vold som et middel for å oppnå politiske, ideologiske eller religiøse mål.

I forhold til formålet med oppgaven, så er det her ikke avgrenset til bestemte former for radikalisering og voldelig ekstremisme (f.eks. høyre- og venstreorienterte, religiøse, osv.) men på generelt grunnlag.

4. Har du tatt opp noen av de følgende begrepene i din undervisning?
   Flere valg er mulig

   - Ekstremisme
   - Voldelig ekstremisme
   - Radikalisering
   - Terrorisme
   - Ingen

5. Hvor utbredt oppfatter du at problemene med radikalisering og voldelig ekstremisme er i landet ditt universitet ligger?
   dvs., Norge eller USA

   o Ikke et problem i det hele tatt
   o Lite problem
   o Moderat problem
   o Stort problem
   o Vet ikke
   o Ønsker ikke å svare

6. Hvor utbredt oppfatter du at problemene med radikalisering og voldelig ekstremisme er på universitetet du jobber?
dvs., I studentmiljøet på universitet du jobber

   o Ikke et problem i det hele tatt
   o Lite problem
   o Moderat problem
   o Stort problem
   o Vet ikke
   o Ønsker ikke å svare

7. Har du opplevd noen hendelser med personlig bekymring for ekstremisme og radikalisering hos studenter?

   o Ja
   o Nei
   o Vet ikke
   o Ønsker ikke å svare

Hvis du ønsker å utdype noen svar ytterligere fra del 2, vennligst skriv i tekstboksen under:

Del 3: Spørsmål om å forebygge radikalisering og voldelig ekstremisme

8. Tror du at det er mulig å forebygge radikaliseringsprosesser?

   o Ja
   o Delvis
   o Nei
   o Vet ikke
   o Ønsker ikke å svare

9. På en skala fra "helt uenig" til "helt enig", hvor enig er du med følgende påstand:
   "En viktig del av å bekjempe terrorisme er ved å forebygge radikalisering og voldelig ekstremisme"

   o Helt uenig
   o Uenig
   o Noe uenig
   o Hverken enig eller uenig
   o Noe enig
   o Enig
   o Helt enig
   o Ønsker ikke å svare

10. Er du kjent med generelle strategier eller handlingsplaner utarbeidet av nasjonale myndigheter som tar for seg forebygging av radikalisering og voldelig ekstremisme i landet hvor universitetet ditt ligger?

- o Ja
- o Delvis
- o Nei
- o Vet ikke
- o Ønsker ikke å svare

Hvis du ønsker å utdype noen svar ytterligere fra del 3, vennligst skriv i tekstboksen under:

Del 4: Spørsmål om å involvere universiteter i den forebyggende innsatsen

11. Som en underviser ved et universitet, synes du at du bør ha noe ansvar hvis du mistenker at en student blir radikalisert

- o Ja
- o Delvis
- o Nei
- o Vet ikke
- o Ønsker ikke å svare

12. Vil det etter din mening være hensiktsmessig å involvere universitetene i det forebyggende arbeidet mot radikalisering og voldelig ekstremisme?

- o Ja
- o Delvis
- o Nei
- o Vet ikke
- o Ønsker ikke å svare

13. På en skala fra "helt uenig" til "helt enig", hvor enig er du med følgende påstand:
"Forebyggingsarbeidet mot radikalisering og voldelig ekstremisme som en del av å bekjempe terrorisme bør være sentralisert til nasjonale sikkerhetsaktører og politi"

- o Helt uenig
- o Uenig
- o Noe uenig
- o Hverken enig eller uenig
- o Noe enig
- o Enig
- o Helt enig
- o Ønsker ikke å svare

14. På en skala fra "helt uenig" til "helt enig", hvor enig er du med følgende påstand:
"Forebyggingsarbeidet mot radikalisering og voldelig ekstremisme som en del av å bekjempe terrorisme bør også involvere lokale nivå, slik som kommuner, sosiale tjenester, familier og skoler"

     o Helt uenig
     o Uenig
     o Noe uenig
     o Hverken enig eller uenig
     o Noe enig
     o Enig
     o Helt enig
     o Ønsker ikke å svare

15. Er det noen politiske, religiøse eller ideologiske bevegelser eller grupper som du anser som en stor risiko for å tiltrekke seg studenter inn i ekstremistiske miljøer?

16. Hva vi letter din mening være hovedfordelene ved å involvere universiteter i det forebyggende arbeidet mot radikalisering og voldelig ekstremisme (hvis noen)?

17. Hva vi letter din mening være hoved ulempene ved å involvere universiteter i det forebyggende arbeidet mot radikalisering og voldelig ekstremisme (hvis noen)?

Hvis du ønsker å utdype noen svar ytterligere fra del 4, vennligst skriv i tekstboksen under:

Del 5: Spørsmål om å forebygge radikalisering og voldelig ekstremisme på universiteter

18. Er du kjent med universitetenes egne strategier eller handlingsplaner som omhandler forebygging radikalisering og voldelig ekstremisme i studentmiljøet, gitt at universitetet har dette?

   o Universitetet har ingen strategier eller handlingsplan som tar opp dette
   o Ja
   o Delvis
   o Nei
   o Vet ikke
   o Ønsker ikke å svare

19. På en skala fra "helt uenig" til "helt enig", hvor enig er du med følgende påstand: *"Universitetene bør i sin forebyggende innsats mot radikalisering og voldelig ekstremisme ha et ansvar for å rapportere bekymringer om radikaliserte studenter til relevante sikkerhetsaktører"*

   o Helt uenig
   o Uenig
   o Noe uenig
   o Hverken enig eller uenig
   o Noe enig
   o Enig
   o Helt enig
   o Ønsker ikke å svare

20. På en skala fra "helt uenig" til "helt enig", hvor enig er du med følgende påstand: *"Universiteter bør i sitt forebyggende arbeid mot radikalisering og voldelig ekstremisme ha et ansvar om å gjøre generelle og universelle innsatser for å forebygge radikalisering og voldelig ekstremisme i studentmiljøet"*

   (I denne sammenheng menes generell innsats å ikke bare begrense innsatsen mot de studenter som man er bekymret for, men å rette innsats mot alle studenter / hele studentmiljøet).

   o Helt uenig
   o Uenig
   o Noe uenig
   o Hverken enig eller uenig
   o Noe enig
   o Enig
   o Helt enig
   o Ønsker ikke å svare

Hvis du ønsker å utdype noen svar ytterligere fra del 4, vennligst skriv i tekstboksen under:

I 2015 introduserte britiske myndigheter "Prevent Duty" (forebyggingsplikt), som stiller et juridisk krav til at lærere (blant mange andre "spesifiserte myndigheter") skal

1) Kunne identifisere elever som kan være sårbare for radikalisering og vite hva de skal gjøre når de er identifisert, og

2) Bygge elevenes motstandskraft mot radikalisering ved å fremme grunnleggende britiske verdier og gjøre dem i stand til å utfordre ekstremistiske synspunkter

(Britiske verdier er definert som demokrati, rettsstat, individuell frihet og gjensidig respekt og toleranse for ulike religioner)

21. Hva tenker du om å ha en slik juridisk plikt I undervisningen på universitetet?

Deler av en handlingsplan mot radikalisering og voldelig ekstremisme utarbeidet for universitets- og høyskolesektoren i Norge fra 2018 lister opp tiltak som sikter mot å

- Styrke det inkluderende arbeidet
- Stimulere til enda mer debatt og fri meningsutveksling
- Utvikle universelle demokratiske og akademiske verdier (slik som ytringsfrihet, religionsfrihet, dialog, respekt, kritisk resonnement, osv.) gjennom etisk refleksjon og bevisstgjøring av verdier

22. Hva er ditt syn på slik forebyggende innsats?

Tusen takk for at du deltok i spørreundersøkelsen!
Husk å klikk "Send" når du har gjennomført spørreundersøkelsen

Hvis du har noen ytterligere kommentarer eller tanker du vil utdype, vennligst skriv i tekstboksen under:

Appendix 3: Survey – English version

Involving universities in the preventing effort against radicalization and violent extremism

Survey for teachers at American and Norwegian universities

The purpose of the survey is to collect data for a master thesis that aims to compare the debate on and responses to efforts to involve civil society in the preventive efforts against radicalization and violent extremism in USA and Norway. A prevailing view is that younger adults are more vulnerable to become radicalized, and in this respect universities become important arenas for prevention. The thesis thus focuses on the perspectives of the teachers at American and Norwegian universities, who are in contact with the students in their lectures, to see how they view having universities involved in the prevention work.

The survey consists of 22 questions, and takes approximately 10-15 minutes to complete. You can withdraw at any time if you do not wish to continue.

Note: It is possible to elaborate on your thoughts if you wish in textboxes at the end of each part. Please note that your comments might be quoted in the thesis.

It is completely <u>voluntary</u> to participate. I would like to reassure you that all the information collected from this survey will be <u>anonymous</u>, and used for the purposes of the research only. By using Nettskjema, you will not be required to enter your personal information and your IP-address will not be connected to your answers.

- o I have read and understood the above information, and I consent to participate in this survey
- o I do not wish to participate in this study

Thank you so much in advance for participating and making this master thesis become a reality.

Part 1: Information about the respondent

1. In which country is your university situated?
   - o USA
   - o Norway

2. What is your position at the university?
   - o Professor
   - o Lecturer
   - o Assistant professor
   - o Associate professor
   - o Senior lecturer
   - o Other

3. What academic field(s) are you specialized and teach subject in?
   Multiple choices are possible

   - Humanities (history, religion, literature, anthropology, philosophy, etc.)
   - Natural Sciences (biology, chemistry, physics, etc.)
   - Formal Sciences (mathematics, computer science, statistics, information sciences, etc.)
   - Social Sciences (economics, politics, psychology, sociology, etc.)
   - Professions & Applied Sciences (business, journalism, engineering, technology, public administrations, medicine, law, etc.)
   - Other

Part 2: Relevant concepts

'Radicalization' and 'violent extremism' are contested concepts with different definitions.

In this context, radicalization refers to the gradual process into extremism where students increasingly adopts political views, ideals and beliefs that are in contrast with the prevailing core principles and conventions in a society, and/or engages in extreme activities that can be non-violent or violent.

Violent extremism can result from the radicalization process and refers here to accepting violence as means to achieve political, ideological or religious goals.

For the purpose of this thesis, it is not delimited to particular forms of radicalization and violent extremism (e.g., right- and left wing, religious, etc.), but on a general basis.

4. Have you addressed any of the following concepts in your lectures?
   Multiple choices are possible

   - Extremism
   - Violent extremism
   - Radicalization
   - Terrorism
   - None

5. How widespread do you perceive the issues of radicalization and violent extremism to be in the country of your university?
   i.e., Norway or USA

   o Not an issue at all
   o Small issue
   o Moderate issue
   o Large issue
   o Don't know
   o Do not want to answer

6. How widespread do you perceive the issues of radicalization and violent extremism to be in the university you work at?
i.e., the student environment at the university you work at

- o Not an issue at all
- o Small issue
- o Moderate issue
- o Large issue
- o Don't know
- o Do not want to answer

7. Have you experienced any incidents with personal concern for extremism and radicalization with students?

- o Yes
- o No
- o Don't know
- o Do not want to answer

If you have any further thoughts from part 2 you would like to expand on, please write here:

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┌─────────────────────────────────────────────────────────┐
│                                                         │
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Part 3: Questions about preventing radicalization and violent extremism

8. Do you think it is possible to prevent radicalization processes?

- o Yes
- o Partly
- o No
- o Don't know
- o Do not want to answer

9. On a scale from "totally disagree" to totally agree", how much do you agree with the following statement:
"An important part of countering terrorism is through preventing radicalization and violent extremism"

- o Strongly disagree
- o Disagree
- o Somewhat disagree
- o Neither agree or disagree
- o Somewhat agree
- o Agree
- o Strongly agree
- o Do not want to answer

10. Are you familiar with general strategies or action plans prepared by national authorities addressing prevention of radicalization and violent extremism in the country of your university?

   o Yes
   o Partly
   o No
   o Don't know
   o Do not want to answer

If you have any further thoughts from part 3 you would like to expand on, please write here:

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Part 4: Questions about universities being involved in the preventive effort

11. As a teacher at a university, do you think you should have any responsibility if you suspect a student is becoming radicalized?

   o Yes
   o Partly
   o No
   o Don't know
   o Do not want to answer

12. In your opinion, would it be appropriate to involve universities in the prevention work against radicalization and violent extremism?

   o Yes
   o Partly
   o No
   o Don't know
   o Do not want to answer

13. On a scale from "totally disagree" to totally agree", how much do you agree with the following statement:
   "The prevention work against radicalization and violent extremism as part of countering terrorism should be centralized to national security actors and police"

   o Strongly disagree
   o Disagree
   o Somewhat disagree
   o Neither agree nor disagree
   o Somewhat agree
   o Agree
   o Strongly agree
   o Do not want to answer

o

14. On a scale from "totally disagree" to totally agree", how much do you agree with the following statement:

"The prevention work against radicalization as part of countering terrorism should also involve actors at local levels, e.g., municipalities/counties, social services, families and schools"

- o Strongly disagree
- o Disagree
- o Somewhat disagree
- o Neither agree nor disagree
- o Somewhat agree
- o Agree
- o Strongly agree
- o Do not want to answer

15. Are there any political, religious or ideological movements or groups you consider to be a great risk of attracting students into extremist environments?

16. In your opinion, what would be the main advantages of involving universities in the prevention work against radicalization and violent extremism (if any)?

17. In your opinion, what would be the main disadvantages of having universities as prevention actors against radicalization and violent extremism (if any)?

If you have any further thoughts from part 4 you would like to expand on, please write here:

Part 5: Questions about preventing radicalization and violent extremism at universities

18. Are you familiar with the universities own strategies or action plans addressing prevention of radicalization and violent extremism in the student environment, given that they have any?

    o The university does not have any strategies or action plans concerning this
    o Yes
    o Partly
    o No
    o Don't know
    o Do not want to answer

19. On a scale from "totally disagree" to totally agree", how much do you agree with the following statement:
    "Universities should in the prevention work against radicalization and violent extremism have a responsibility of reporting concerns of radicalized students to relevant security actors"

    o Strongly disagree
    o Disagree
    o Somewhat disagree
    o Neither agree nor disagree
    o Somewhat agree
    o Agree
    o Strongly agree
    o Do not want to answer

20. On a scale from "totally disagree" to totally agree", how much do you agree with the following statement:
    "Universities should in the prevention work against radicalization and violent extremism have a responsibility to make general, universal efforts to prevent radicalization and violent extremism in the student environment"

    (In this context, general efforts means not delimiting the efforts to the students of concern, but all students / the student environment as a whole).

    o Strongly disagree
    o Disagree
    o Somewhat disagree
    o Neither agree nor disagree
    o Somewhat agree
    o Agree
    o Strongly agree
    o Do not want to answer

If you have any further thoughts so far from part 5 you would like to expand on, please write here:

In 2015, the UK government introduced the "Prevent Duty" which legally requires teachers (among many other 'specified authorities') to
1. Be able to identify students that may be vulnerable to radicalization and know what to do when they have been identified, and
2. Build the students resilience to radicalization by promoting fundamental British values and enable them to challenge extremist views

(British values are defined as democracy, rule of law, individual liberty and mutual respect and tolerance of different religions)

21. How would you feel about having such legal duty in your teaching at the university?

Parts of the Action Plan for radicalization and violent extremism prepared for the university and college sector in Norway from 2018 lists some measures that aims to:

- Strengthen the inclusive work
- Stimulate even more debate and free exchange of opinions
- Develop universal democratic and academic values (e.g., freedom of speech, religious freedom, dialogue, respect, critical reasoning, etc.) through ethical reflection and raising consciousness about values

22. What is you view on these preventive efforts?

Thank you for participating in this survey!
When you have completed the survey, remember to click "Send"

If you have any comments or thoughts you would like to expand on, please write them in the textbox below.

Appendix 4: Code scheme 1

Variable	Value	Measure	Variable description
1 **Country**	USA	0	The country of the university the teacher works at
	Norway	1	
2 **Feedback kind**	Positive	1	The response is in favor for the approach in question. Example: *"Mener dette er viktig og en del av universitets samfunnsplikt"*
	Neutral	2	The response has an indifferent attitude to the approach in question Examples: *"Not sure it would work in the US (free speech perhaps overdone here)"* *"Skeptisk"*
	Negative	3	The response is not in favor for the approach in question. Example: *"I do not support this. There is too much potential for bias."*

Appendix 5: Code scheme 2

Variable	Value	Measure	Variable description
1 **Country**	USA	0	The country of the university the teacher works at
	Norway	1	
2 **Advantages**	Wide outreach	1	Possible to reach out to many students. Example: *"Når mange"*
	Relevant arena/group	2	Appropriate target groups (young individuals) who may be at risk and likely place where these issues may occur Example: *"Many students are at an age when they are more likely to become radicalized"*
	Raise awareness	3	Bring attention to the issue and that it is real Example: *"Raising awareness. Not only towards the students, but also inwards, at faculty level and outwards, at community level"*
	Early detection	4	Possible to identify early sign of radicalization and violent extremism Example: *"may identify cases earlier than national authorities"*
	Critical thinking	5	Teaches the ability to analyze and evaluate available observations, facts and evidence of issues to form judgements Example: *"Trening i kritisk tenkning vil motvirke radikalisering og voldelig ekstremisme"*
	Open discussions	6	Students can voice their opinions and listen to others' opinions, learn different perspectives Example: *"Universitetet bør vera en arena for drøfting av ulike synspunkt, og øving i diskusjon»*
	Knowledge-based approach	7	Universities generate and impart knowledge, reliable information Example: *"Education is a key tool to challenging radical theories"*
	Proximity to students	8	Teachers are in daily life naturally close to students through lectures Example: *"Direct observation of student behavior and responses"*
	Safe space	9	A trusted arena where students feel included and safe, and not discriminated or harassed Example: *"Universities have the potential to be a voice of reason and a place of trust"*
3 **Disadvantages**	Ill-prepared teachers	1	University teachers are not ready and do not have the abilities to perform the prevention task Example: *"Universities are not trained to do this"*
	Additional workload	2	University teachers have a lot to do already, and it is difficult to take on more tasks Example: *"Vi har mange oppgaver å forholde oss til allerede"*
	Impinge rights and trust	3	Hamper the rights of students and teachers like freedom of speech and academic freedoms, affect trust between the student-teacher relationship Example: *"Limiting free speech"*

	Irrelevant arena	4	Radicalization and violent extremism do not occur here, fits better at other arenas Example: *"I would rather focus our efforts on racism and accessibility for all than investing a lot of effort in preventing something that, as far as I can tell, isn't happening at my university"*
	Stigma and exclusion risk	5	Certain groups and opinions can be made suspicious and left out Example: *"Fare for overdrivelser? Fare for stigmatisering av grupper?"*
	Affect independency	6	The universities' autonomy and independency from the state can be threatened Example: *"At universitetene kan presses inn i utdanningsprogrammer som er definer av staten eller andre samfunnsaktører, og dermed miste sin uavhengige posisjon i forhold til denne tematikken"*
	Teacher-safety	7	Teachers may be exposed to retaliation Example: *"Faculty/Staff would be targets for retaliation"*
	Fuel extremist narratives	8	Wrongful perceptions of universities by extremist environments might be amplified Example: *"it would be seen as taking a political stance and further contribute to the narrative that universities are 'brainwashing/radicalizing' students"*
	Unclear distinction	9	A blurry border between being radical to radicalized, which can lead to misjudgments of students Example: *"Who decides what is radical or extreme?"*
	Impair funding	10	Fear of losing funding from different sources Example: *"Directly involving universities in political controversies, when many public funded universities rely on their state governments for funding"*
	Wrong focus	11	Focus should remain education Example: *"Universitetene kan ikke ha dette som hovedfokus, vi har andre hoved-oppgaver"*
	Reversed-effect	12	Instead of preventing the issues, the preventive work could unintentionally foster grounds for radicalization and violent extremism Example: *"It could cause a reverse action (push-back)"*
	Affect neutrality	13	The neutral political stance of universities could be perceived as skewed Example: *"A university should be open to everyone and extreme views on a particular topic could affect neutrality"*