Study Environment Assessment Action Plan June 2021 – June 2024

ITU's Action Plan for the study environment is aimed at strengthening the study environment over the coming years. The plan consists of three overall themes (1. Wellbeing, 2. Learning environment and 3. Physical environment) each with 3 action points. Each action point includes initiatives, projects, etc. of varying size and scope.

The Dean of Education's 'BEWISE – strategy for a thriving learning environment' serves as a strategic foundation for the Action Plan and for the ongoing involvement of stakeholders and initiation of actions promoting a good study environment. The strategy looks holistically at student wellbeing, i.e., social, mental, emotional, and physical aspects of wellbeing, as wellbeing is a prerequisite for personal and academic performance. The strategy is informed by data from ITUs Study Environment Assessment 2020 and 2021 as well as qualitative accounts from students and teachers.

Action Plan Process 2021

- In January and February 2021, data from ITU's Study Environment Assessment 2020 was discussed by Board of Studies (BoS) and a number of other internal stakeholders. Based on input from stakeholders on relevant challenges to act on, Board of Studies decided on which themes, sub-themes and action points to include in the Action Plan and DoE Support drafted the Action Plan accordingly.
- The draft Action Plan was discussed at BoS meetings in March and April and minor additions and changes were made.
- Next, the draft Action Plan was sent to the appointed responsible actors for consultation. All actors accepted the assigned responsibility but one theme, about power outlets, was removed from the Action Plan as it only concerned a small part of campus and as steps to solve the issue were already taken.
- In May 2021, the Action plan and the follow-up plan was discussed and approved by BoS.

Action Plan Process 2022

- ITU received new data from the Ministry of Higher Education and Science in January 2022
- In March and April, BoS discussed the new data and whether the new data required new actions or action points. Internal stakeholders were asked to give feedback on these issues as well.
- Some feedback from stakeholders, primarily SATs, was received. Issues mentioned were already addressed in existing action points. Action point owners noted that they still find that their action points address the issues raised in the new data and were asked to give updates on their progress considering the new data. No stakeholders suggested specific new action points for the action plan.
- Facilities Management (FM) participated in the BoS meeting in April as many issues raised concerned the physical environment. This constructive dialogue did not result in new actions but rather highlighted the work already being done regarding indoor climate, workspace for groupwork, etc.
- In May 2022, the Action Plan with minor updates was approved by BoS.

Plan for implementation and follow-up

Those appointed responsible for an action must:

1. present updates of individual action plans and progress of actions and initiatives etc. to the Board of Studies at least once in 2021. DoE Support will notify stakeholders.
2. provide DoE Support with updates on initiatives, status, and evaluation regularly until Spring 2024. DoE Support will update the published action plan.

Action Plan overview (see full and detailed action plan below)

	1. Well-being			2. Learning environment			3. Physical environment		
Sub-theme	1.1 Stress, loneliness, pressure, discouragement	1.2 Awareness on where to get help and information	1.3 Exclusion, bullying, harassment, and discrimination	2.1 Feedback	2.2 Workload	2.3 Research base	3.1 Workspace	3.2 Indoor climate	3.3 Wi-fi
WHO	Study Guidance	Study Guidance	Education Group	Dean of Education	Dean of Education	Dean of Education & HoSPs	Facilities Management	Facilities Management	IT Department
WHAT	'How to uni' course, online activities and study process conversations group targeting first year students and workshops for faculty teaching first year students.	Updating pages on ITU Student on where and how to get help and adding extra material about mental and social well-being and how to deal with these things as a student.	Activities include communication campaigns and student involvement to continue the creation & preservation of an inclusive, & respectful environment for all.	Increaser relevant feedback to students across all courses by 1) furthering the pedagogical training of TAs 2) creating awareness of the variety of feedback tools & methods	1. Communication about expected workload to students and staff

2. Activities targeting teachers to create dialogue and alignment of expectations to workload | Initiatives to raise student's awareness of the research methods, traditions and findings that their research programme is based on and encourage their research participation. | Utilize the reading room much better than the way it is furnished today. It would give approx. 30% more seats. | Implementation of sensors to measure CO_2 levels to enable relevant action to improve the indoor climate in individual rooms. | Awareness activities to increase the reporting of wi-fi issues., strengthen the dialogue between students and the IT Dept. & address wi-fi issues in the IT strategy. |
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Study Environment Assessment Action Plan June 2021 – June 2024

	Wellbeing *1.1 Stress, loneliness, pressure, discouragement*
Who is responsible for action and evaluation	Study Guidance (activities 1-3) and Dean of Education (DoE) (activity 4)
Involved actors/ departments	Study Guidance, Communications Department, DoE, Learning Support, Faculty, students, Dean of Education Support
Challenge	Addressing data about feeling discouraged, sense of belonging, stress, loneliness, feeling pressured, lack of support from fellow student, etc.
Purpose of action	Suggested actions are activities that promote self-efficacy, sense of belonging and/or perception of curriculum (it's meaningful to be here) of new students/1st year students.
Overall description of action	1.*'How to uni'* a course offered to students before they start (communication platforms, study year facts, expectations, reflections on own skills, group discussions with fellow students). 2.*'Online activities for 1st semester students'* targeting their self-reported challenges. 3.*Study process conversations* Group conversations facilitated by a study mentor during the first semester or second semester. Themes include wellbeing, academic coping, exam experience. 4.*'First Year Pedagogy for teachers - a workshop for faculty teaching first year students.* Transition from "high school" to university, challenges of first year students, how to conduct teaching for new students, etc.

What will be done, when and by whom?	**Autumn21-autumn23** **Study Guidance** 1.*'How to uni' - BSc-students* First pilot of this activity will be running in Autumn21. 2.*'Online activities for 1st semester students'* targeting their self-reported challenges and receiving feedback. This requires 300 working hours, developing content + it-platform. If it is possible to allocate resources, this will be done autumn22 and Spring23. Finished autumn23. 3.*Study Process Conversations with a mentor (older student)* Concept being developed Spring22. Starting up Aumtumn22. This requires approx. 130 working hours + salary to study mentors. **DoE** *4.'First Year Pedagogy for teachers - a workshop for faculty teaching first year students* Dean of Education is responsible for this activity in collaboration with Learning Support and the Study and Career Guidance. Concept will be developed in autumn22 and experiences from 'How to uni' and the other activities for 1st year students will be taken into account. A pilot workshop will take place in spring22 at the latest.
What is the expected effect of the actions and how will you evaluate the effect?	The activities support student motivation, wellbeing, and persistence with the purpose of establishing the best fundament for our students learning, engagement and retention building on Vincent Tinto's theories. These elements are hard to measure, but hopefully we will be able to see some effect in the coming drop-out data or study environment assessments. Activities 1-3 will be evaluated among students and activity 4 will be evaluated by faculty participants.
Status (will be updated regularly)	Status from Study Guidance, November 2021: The action point is on target. How to uni (Digital Study Start) has been carried out in the study start 2021. Study process conversations for first year BSc-students with a mentor – is about to start up in November 2021. The mentoring project is a head of time.

Status from Study Guidance, spring 2022

Green for all parts, except: 'First Year Pedagogy for teachers - a workshop for faculty teaching first year students'. We have not yet started this project. A delay must be expected.

The planned activities and projects are still highly relevant in terms of the new data from the Study Environment Assessment. The current actions are activities that promote self-efficacy, sense of belonging and/or perception of curriculum for new students/1st year students. These activities prevent stress, loneliness, pressure, lack of support among students.

Which activities have been carried out since the latest status?
- 'How to uni'. New students. Pilot was running in 2021. Based on the experiences from 2021, we are developing 'How to uni' in collaboration with the Student Counselling Service. This new version on 'How to uni' will be ready for the new BSc students 2022.
- Study process conversations for first year BSc-students with a mentor. All new BSc-students have been invited to participate in two mentor-meetings since November 2021. Approx. 50 % of students participated.

Status from Study Guidance, Fall 2022: Green for all parts, except: 'First Year Pedagogy for teachers - a workshop for faculty teaching first year students' which is delayed. However, the work has now been initiated and future activities are planned (see below).

Which activities have been carried out since the latest status?

- **'How to uni'**. The new version on 'How to uni' is called 'How to Study'. All new BSc-students from 2022 were invited to engage in the online learning platform 'How to Study' in LearnIT, before their study start. 87% of the new students enrolled in 'How to Study'. 92% of these students had a look at the 4 modules. 66,5% of these students completed at least one module (out of four).
- **Study process conversations for first year BSc-students with a mentor**. All new BSc-students 2022 have been invited to participate in two mentor-group-meetings in Autumn 2022. 68 % of the new students participated in the first mentor-meeting.
- **'First Year Pedagogy for teachers - a workshop for faculty teaching first year students'.** Learning Support has produced a video on First Year Pedagogy for teachers based on readings of the university pedagogy literature and participation in the DK Uni network Førsteårspædagogik.

Future activities - 'First Year Pedagogy for teachers - a workshop for faculty teaching first year students'.

- December 2022: Learning Support and Study & Career Guidance (both SAP) will hold an internal workshop based on the video with the aim of internal knowledge sharing between domains (students' perspective and teachers' perspective on first year at ITU)
- Spring 2022: Workshop for faculty teaching first year students

	• Spring 2022: Publication of video with target group consisting of teachers and TAs teaching first year students as well as HoSPs of BSc study Programmes
	
	Status from Study Guidance, autumn 2023: green
	
	Which activities have been carried out since the latest status?
	• 'How to uni'. The new version on 'How to uni' is called 'How to Study'. All new BSc-students from 2023 were invited to engage in the online learning platform 'How to Study' in LearnIT, before their study start.
	• Study process conversations for first year BSc-students with a mentor. All new BSc-students 2023 were invited to participate in mentor-group-meetings throughout the study year 2023/24.
	• Workshop for faculty teaching first year students (Spring 2023)
	    ◦ A pilot workshop for all faculty at B-DDIT was held successfully in June 2023. The workshop was also offered to B-SWU who didn't have the resources to participate at the time.
	    ◦ Workshops for each BSc programmes will be offered during the spring 2024.
	• Publication of video with target group consisting of teachers and TAs teaching first year students as well as HoSPs of BSc study Programmes (Spring 2023).
	    ◦ The video has been published to teachers on the Teaching Guide on the Intranet in September 2023 and will be announced to all teachers during 2023.

Evaluation	

	Wellbeing *1.2 Awareness on where to get help and information*
Who is responsible for action and evaluation	Study Guidance
Involved actors/ departments	Study Guidance, Communications Department, SAT

Challenge	Some students do not know where to go and whom to contact at ITU for help in relation to mental wellbeing (e.g., stress, loneliness), social aspects, discrimination, and similar issues. Help facilities are perceived difficult to find online.
Purpose of action	Create awareness among all ITU students on where to find internal and external help facilities and initiatives.
Overall description of action	The Study and Career Guidance will elaborate and develop on the already existing and permanent pages on ITU Student, describing where and how to get help. Furthermore, extra material about mental and social well-being (stress and loneliness) and how to deal with these things as a student, will be added and developed on ITU Student. The new digital study start learning platform 'How to uni' will also support and strengthen the knowledge about helping facilities at ITU.
What will be done, when and by whom?	**Autumn21** **Study Guidance** ITU Student will be developed and elaborated throughout Autumn21. Deadline 31.1.2022. Students in SAT will give feedback throughout the process. This requires resources from employees responsible for ITU student platform and the student advisors. Approx. 100 hours.
What is the expected effect of the actions and how will you evaluate the effect?	It is expected that more students will be able to find the help they need in order to deal with mental and social well-being. The effect might be seen in the data from the next Study Environment Assessment
Status (will be updated regularly)	Status from Study Guidance, November 2021: Parts of this action point is slightly delayed. Focus in making it more visible to students where to find help: A new activity: The Student advisors have visited all classes of new BSc and MSc students to inform students on important study related regulations and at the same time talking about the possibilities in the Study and Career Guidance.

	Materiel about stress and loneliness on ITU student is being developed. It might be difficult to find time to involve SAT in the process. Feedback from SAT can wait until spring 22.
	Status from Study Guidance, spring 2022 Green for all parts, except: Developing ITU Student with information on 'stress and loneliness'. This project has been delayed. New deadline week 34. This way there is time enough to involve students from SAT in the process. *Which activities have been carried out since the latest status (November 2021)?* From Fall 2022, the Study and Career Guidance will participate in Teaching Seminars for new teachers at ITU, making sure that teachers are aware of the help students can get in the Study and Career Guidance. This way they can help students in the right direction when needed. Status from Study Guidance, Autumn 2022: Green *Which activities have been carried out since the latest status (Spring 2022)?* • Materiel about stress and loneliness on ITU student has been developed. The new websites have been discussed in SAT and SAT-members were invited to give feedback. • In November 2022, The Study and Career Guidance has collaborated with Student Council to create awareness of the counselling possibilities in 'Studenterrådgivningen' who supports students by offering free counselling service. Status from Study Guidance, autumn 2023: green *Which activities have been carried out since the latest status?* Nothing new, but see status action point 1.3
Evaluation	

	Wellbeing *1.3 Exclusion, bullying, harassment, and discrimination*
Who is responsible for action and evaluation	Education Group (EG)

Involved actors/ departments	Study Guidance, Communications Department (COMM), DoE Support and many others
Challenge	Data from the survey shows that there are students who experience exclusion, bullying, harassment, and discrimination.
Purpose of action	ITU must on all levels from students, teachers and staff to executive management continue the creation and preservation of a welcoming, inclusive, and respectful environment for all.
Overall description of action	Activities include communication campaigns and student involvement to continue the creation and preservation of an welcoming, inclusive, and respectful environment for all.
What will be done, when and by whom?	**Autumn21 and ongoing** **COMM and Study Guidance:** The campaign "We all have a responsibility" will be repeated every year. The campaign includes physical posters and digital communication. **Autumn 2021 and ongoing** **Study Guidance**: A continuously focus on an inclusive introduction week and fresher weekend for all students. **COMM and Study Guidance:** A professional video-based campaign on a welcoming, inclusive, and respectful environment for all has been developed with assistance from and external communication agency and is from 2021 and onwards part of the introduction for all new students. The campaign has also been targeted current students. As suggested by the Board of Studies, it is important to have a dialogue with students on these issues. All boards with student representatives: SAT, Board of Studies, the sexual harassment committee and the ITU Student Council, are places where the dialogue can take place. Dean of Education Support has and will continue to collect and analyze data, e.g., course evaluations and study environment assessments, with specific attention to inclusion to ensure that future inclusion initiatives are data-based. This area is expected to be in focus for a longer period and not just until next Study Environment Assessment.

What is the expected effect of the actions and how will you evaluate the effect?	The activities might contribute to a decrease in students reporting to have experienced exclusion, bullying, harassment, and discrimination in the next Study Environment Assessment. The effect of the activities might also be reflected in other quantitative and qualitative accounts from students on whether they perceive the ITU study environment as a welcoming, inclusive, and respectful environment.
Status (will be updated regularly)	<u>Status from EG, November 2021:</u> The action point is on target. • The campaign "We all have a responsibility" has been repeated in September 2021. • Introduction week and fresher weekend 2021 have had a strong focus on inclusion. • The SAT groups have at meetings in June 2021 discussed the student involvement in these issues. There are many different perspectives on how to get a good dialogue. • DoE Support has conducted a survey on CS-students' study and learning environment at ITU focusing on programming experience and other inclusion-related themes. DoE Support has and will continue to collect and analyze data, e.g., course evaluations and study environment assessments, with specific attention to inclusion to ensure that future inclusion initiatives are data-based. • A new video-based campaign on a welcoming, inclusive, and respectful environment for all has been developed and implemented as part of the introduction for new ITU students and the campaign has also been targeted the older students. <u>Status from EG, spring 2022:</u> The action point is on target *Which activities have been carried out since the latest status?* • In 2022 the Study Guidance gets assistance from an external professional consultant company specialised in inclusion and in working with students and universities. This is done to further ensure the focus on an inclusive start for new students at ITU. • The sexual harassment committee plans to reach out to all student organisations to ensure that they know where and how to get help and advice on what to do both regarding sexual harassment or other kinds of harassment or discrimination. <u>Status from Education Group, Autumn 2022:</u> Green *Which activities have been carried out since the latest status (spring 2022)?* • All BSc and MSc tutors (app. 70 tutors) have been trained to plan an inclusive study start and have implemented it at the study start 2022.

	• The sexual harassment committee has reached out to Student Council and offered to join meetings in Student Council and in other student organizations to ensure that they know where and how to get help and advice on what to do both regarding sexual harassment or other kinds of harassment or discrimination. Status from Education Group, Autumn 2023: green *Which activities have been carried out since the latest status (autumn 2022)?* • The previously mentioned activities are now part of the normal operations and have been repeated, for example as part of the introductory programme for new students. • The campaign (formerly known as: "We all have a responsibility") has been revised by communication and student council and will run again with a new slogan in October 2023. Revised information and a simplified process for how to get help if students have experienced discrimination etc. has been developed and will be launched on ITU student in October 2023.
Evaluation	

	Learning environment *2.1 Student-centred teaching and feedback*
Who is responsible for action and evaluation?	Dean of Education (DoE)
Involved actors/departments	Heads of Study Programme (HoSPs), Learning Support (LS), teachers, DoE Support, Course Staffing Coordinator (CSC)
Challenge	Student-centred learning is integrated in ITU's pedagogical principles and permeates the approach and competence development of teachers. However, some questions on feedback receive bad to medium scores from some study programmes in the Study Environment Assessment.

Purpose of action	To increase useful feedback to students across all courses.
Overall description of action	1. Competence development of Teaching Assistants (TAs) by supplementing and expanding the existing TA workshop with mandatory and paid workshops to all new TAs. This will not only develop and strengthen TAs' pedagogical and technical teaching competencies and qualify them for more types of teaching tasks, including feedback activities, but will also allow teachers to work smarter and delegate more assignments to TAs and thus free time for feedback activities. 2. Continued focus on creating awareness among teaching staff of the importance of feedback and of the variety of feedback tools and methods that can be used during teaching.
What will be done, when and by whom?	**1. Competence development of TAs** **Autumn21** **CSC** will make a budget for the skills development and construct a model in which extra hours are allocated to all new TAs and dedicated to mandatory workshop participation. Moreover, practical issues with HR should be resolved. **Autumn21** **LS** will develop a workshop for new TAs. The workshop will to a considerable extent build on the themes, approaches and learning experiences from the existing Teacher Assistant Workshops but will focus even more on themes like active learning, facilitation, and feedback in a digital or hybrid teaching and learning context. LS will involve HoSPs, Faculty and TAs in the development of the workshop. The workshop will be mandatory for new TAs from the spring semester 2022. Participating TAs will be asked to evaluate the workshop. A pilot workshop for new TAs in spring 2022 is the first step. The ambition is to make this a permanent workshop activity for new TAs after the pilot in Spring 2022 and to hopefully expand the activity to include mandatory skills development workshops to all TAs. However, this requires additional permanent resources for TAs, hence an approval to increase the TA budget from Finance and Executive Management is needed. **2. Continued focus on feedback among teaching staff** **Ongoing** **LS** will continue to communicate the learning value of student feedback in the Teacher Development Programme and the many other workshops provided to teaching staff. LS will also continue to create awareness of and inspire Faculty to use the variety of feedback tools and methods and will point to the resources available in the Teaching Guide.
What is the expected effect of the actions	The students get more useful feedback for progressing and motivating their study efforts and sense of belonging. This will potentially be reflected in future study evaluations and course evaluations.

and how will you evaluate the effect?	
Status (will be updated regularly)	Status from DoE, November 2021: Some of the actions in this action point are slightly delayed. 1: Course Staffing Coordinator has been in close dialogue with HR and others to solve several administrative challenges connected to allocating extra permanent resources for the workshop participation/skills development of TAs. A final solution has not yet been found. A pilot workshop focusing on active learning, feedback, etc. has not yet been developed but is still expected to take place either in spring 2022 or in autumn 2022, however, practical, and financial issues must be handled first. The Education Portfolio Report 2021 includes a focus point on teaching assistants, thus, EG and DoE are dedicated to strengthening and developing this area. 2: On track Status from DoE, spring 2022 The original action 1 is postponed indefinitely, and a new action is suggested. Action 2 is on track. *Which activities have been carried out since the latest status (November 2021)?* 1: An improved introductory course for TAs has still not been developed due to practical and administrative challenges of the TA area, that several ITU actors are working on solving. Instead, LS will host a TA networking workshop focusing on community-building and knowledge-sharing on situations and dilemmas connected to being a TA. The workshop will include discussions of feedback and feedback loops between students, TAs, and course managers. The networking workshop is expected to take place autumn 2022. 2: On track. The importance of feedback and the varieties of feedback methods are continuously communicated by LS to teachers. Status from DoE, autumn 2022: Green, both actions are on target and are progressing according to plan. *Which activities have been carried out since the latest status (spring 2022)?* • A TA networking event organized by LS took place in November. The event was an opportunity for teaching assistants (TAs) to further their pedagogical training and for sharing their teaching experiences with TA peers. Focus of the event was to develop TA communication & feedback with students by building on the skill of asking questions. • Moreover, a new TA-project uncovers the value TAs add to the learning environment for both students and teaching staff, identifies challenges in the current set-up for recruiting, on-boarding, developing, and retaining TAs and makes recommendations for improved TA processes. This will hopefully contribute positively to student-centred teaching and feedback across courses. • The importance of feedback and the varieties of feedback methods are continuously communicated by LS to teachers in various workshops and written materials. Status from DoE, autumn 2023: Green

	Which activities have been carried out since the latest status: • The first part of the TA-project has been finalized. A TA implementation project commenced in September. The project aim is to further develop and implement the recommendations for improved TA processes from the first project. TAs are part of the teaching team of many courses and contribute positively to student-centred teaching and feedback across courses. • The importance of feedback and the varieties of feedback methods are continuously communicated by DoE and LS to teachers in various workshops and written materials.
Evaluation	

	Learning environment *2.2 Workload*
Who is responsible for action and evaluation?	Dean of Education (DoE)
Involved actors/ departments	Heads of Study Programme (HoSPs), Course managers, teachers, Learning Support (LS), DoE Support
Challenge	The Study Environment Assessment shows that workload is unevenly distributed across study programs.
Purpose of action	To make clear the expected workload pr ECTS, both for faculty and students
Overall description of action	1. Communication about expected workload to students and staff 2. Activities to create dialogue and alignment of expectations on this issue targeting faculty.

What will be done, when and by whom?	**Autum21** **DoE and DoE Support** develop a single common fact slide—about the expectations to workload and that it may be experienced differently from student to student and even from course to course—that can be shown at the start of every course. The slide will be discussed and approved by HoSPs and Learning Support. The slide is distributed to Course Managers ready for application at the beginning of the Fall semester 2021. **HoSPs** remind Faculty at Semester Workshops about the expectations to workload and the importance of taking a student-centered approach, i.e., and understand the student loads more systemically (see strategy for a thriving learning environment). Faculty teaching different subjects is encouraged to coordinate activities to even workload peaks and valleys. Faculty also engages with the students to learn about their individual pressures and challenges and to plan and communicate intentions openly.
What is the expected effect of the actions and how will you evaluate the effect?	Aligned expectations of workload across programmes. Partially implementation of the strategy for a thriving learning environment: Faculty members who are teaching different subjects coordinate activities to even workload peaks and valleys for students, which increases their wellbeing and performance. This will be reflected in future study and course evaluations.
Status (will be updated regularly)	Status from DoE, November 2021: The action point is on target. DoE and DoE support has worked with formulating a single common fact slide about workload. But due to the complicity and number of factors involved discussing and explaining workload it has been decided **not to develop a common single fact slide** but investigate other initiatives that could communicate to students and teachers about workload. Moreover, workload has been and is currently discussed in various settings in the A21 semester: *It is addressed by the ITU strategy for a thriving learning environment *It is discussed in BoS as part of the 30 ECTS registration requirement *It has been discussed at a 'ask me anything' meeting with DoE and students arranged by Student Council *Deans digest Issue 12 together with Student Council about workload November 15th *It is in general discussed by HoSP and teachers in programme specific semester workshops before each semester Status from DoE, spring 2022: The action point is on target. New data: Workload is still very unevenly distributed across study programmes. Stress-related questions receive bad to medium evaluations. There is no quick fix to solve issues related to workload as student perceptions and handling of workload differ. Dean of Education and support continues to focus on workload and related issues and to find ways of managing these. Workload should be seen in the context of Balanced learning and other drivers of a thriving learning environment. Actions since the last status include:

	- Mandatory assignments are currently being discussed by Heads of Departments, HoSP and Education Group. DoE Support have analysed all course evaluation data to provide data to inform these discussions. - Workload is an important aspect of the discussion about revising the ITU progression requirements in workshops facilitated by students with student, faculty and management participants - Tentative: DoE will investigate various study activity models for monitoring the size and distribution of student workload and consider the pros and cons of using such models for planning and aligning expectations about workload in and across courses. Status from DoE, autumn 2022: Yellow, actions are taken place but there is still room for improvement. *Which activities have been carried out since the latest status (spring 2022)?* - The most important activity since the last status is the lowering of the registration requirement to 22.5 ECTS. This gives students an opportunity for more flexibility and self-management when planning their studies which is expected to contribute positively to perceived and actual workload. - DoE and Education Group have initiated discussions on workload and alignment of expectations with HoD and HoSPs. The CS HoD and the BSWU HoSP have been asked to identify actions to increase wellbeing and retention at BSWU and to secure a better fit between BSWU and KCS, which also include student workload expectation alignment. Moreover, data and perceptions of workload have been collected and discussed in SAT CS. *Future activities:* - In spring 2023, DoE will host a workshop for all HoSPs about workload. In the workshop, HoSPs will share and discuss tools and practices for monitoring, aligning and visualizing student workload. Status from DoE, autumn 2023: Yellow *Which activities have been carried out since the latest status:* - In Spring 2023, there was a workshop for all HoSPs about workload. - The lowering of the registration requirement has been successful and new steps will be taken to ensure even more flexibility and wellbeing for students in their study planning. - Considerations of student workload in recent study programme revisions.
Evaluation	

	Learning environment *2.3 Research base*
Who is responsible for action and evaluation?	Dean of Education (DoE)
Involved actors/ departments	Heads of Department (HoDs), HoSPs, Faculty, DoE Support.
Challenge	Indications of low awareness of research base among students, mainly 1st year students. In most study programs questions on "I know some of the research or developments projects at my institution" and "some of what we do resemble research" receive bad to medium evaluation.
Purpose of action	To strengthen students' awareness and interest of research in teaching and evoke a desire for getting involved in research or pursuing a research career.
Overall description of action	A development process with workshops and activities encouraging faculty to discuss, exemplify, and continuously develop the concept of research-based teaching 'the ITU way'.
What will be done, when and by whom?	**Autumn21-spring22** **DoE and DoE Support** DoE support facilitates dialogue-based and inspirational workshops for selected faculty to share understandings and explore and discuss examples of research-based teaching methods. The output will form the base of collecting and bringing new ideas on how to design, plan, and carry out research-based teaching methods and activities to all teaching staff. **HoSPs and faculty** will be involved in the process and will be invited for meetings or workshops to discuss, exemplify, and continuously develop the concept of research-based teaching 'the ITU way'.
What is the expected effect of the actions	ITU students know ITUs research base from the beginning of their study and can over time, see the value of, and can carry out different types of research in their courses independently and in collaboration with fellow students, TAs, and faculty in the classroom, online or

and how will you evaluate the effect?	in labs. This is reflected in future study assessments and might also be tracked in the number of student participants in research projects.
Status (will be updated regularly)	Status from DoE, November 2021: The action point is on target. In autumn 2021, DoE has presented her conceptual approach to research-based teaching and learning at ITU to HoSPs and to new faculty at the Teaching at ITU seminar. Research-based teaching is also a focus point in the Education Portfolio Report 2021 and in the discussions taking place in connection to ITUs current institutional accreditation process. Thus, new initiatives involving management, teaching staff and other stakeholders at ITU are expected to take form during the next six months. Status from DoE, April 2022: The action point is on target with some adjustments and delays. Heads of Departments and Education Group have discussed research-based learning definitions and practices at various meetings and have concluded that well-established practices exist, but that they need to be better communicated to students. To increase student's awareness of ITU research, research-based learning and where to get involved in research, DoE proposes to revise the earlier suggested activities and timeline a bit. Three types of activities and their tentative timing: • From autumn 2022: Quality policy revisions (add student contact to research environments to standards on research base) • From spring 2023: Inspirational material for teachers on research-based teaching activities and students' contact with the research environment (e.g., idea catalogue, video cases etc.) • From spring 2023: Communication and awareness activities for students (e.g., in class, ITU Student, events) Status from DoE, autumn 2022: Green, the action point is on target. The adjusted time plan for the activities mentioned in the last status seems realistic. *Ongoing activities (Autumn 2022ff)* • The Quality policy is currently being revised and among the suggested changes are adding student contact to research environments to the standard on research base. *Future activities:* Relevant supplements and alternatives to the VIP/DVIP ratio will be discussed during spring 2023 and pilot tests might be conducted during 2023. • Activities and inspirational material for teachers and students on research, research-based learning and student involvement in research are currently being discussed and developed, e.g., 'involving thesis students in research'-initiatives. Status from DoE, autumn 2023: Green *Which activities have been carried out since the latest status (autumn 2022)?*

	• Activities and inspirational material for teachers and students on research, research-based learning and student involvement in research have been developed and will be accessible at Teaching Guide and ITU Student in October. • In October and November, the Dean of Education and Learning Support will join faculty meetings in all three departments to present some basic theoretical approaches to research-based teaching and learning as well as some inspirational cases from ITU. They will also facilitate groupwork about teachers' experiences with research-based teaching and communication to students in different stages of their learning journey.
Evaluation	

Physical environment	
3.1 Workspace	
Who is responsible for action and evaluation?	Facilities Management (FM)
Involved actors/ departments	FM
Subtheme/challenge	Lack of workspace for both group work and individual study preparation.
Purpose of action	To ensure more campus workspace for ITU students
Overall description of action	Utilize the reading room much better than the way it is furnished today. It would give approx. 30% more seats. Booking of Skyboxes: Create an app/booking system so students can book workspace/Skybox from other locations. As part of the reopening of campus after COVID19 lockdown, management has implemented a temporary booking system. BoS will await the evaluation of this system and consider proposing a permanent system if evaluations are positive.

What will be done, when and by whom?	**May 2021** **FM** is remodelling the reading room to utilize it much better than the way it is today. This will increase seats by approx. 30% FM expects to be done before the autumn semester 2021.
What is the expected effect of the actions and how will you evaluate the effect?	30% more seats in the Study Hall.
Status (will be updated regularly)	Status from FM, November 2021: The action point is on target. FM has added extra space than originally planned, as an opportunity arose to do so: * 40 additional seats have been added to Study Hall * 5A10 and 5A32/34 has been added to the pool of meeting/group rooms available to students Booking of skyboxes We are back in the old booking setup. Half of the skyboxes are "first come first serve" and the remaining can be booked by students in the reception. FM has no plans to change this setup at the moment. The action point is suggested to be closed as FM cannot create any more room at the moment and as the current room capacity seems to fit well with student needs. *BoS, Nov. 2021:* BoS want the issue on the booking system (students booking skyboxes) opened again. The students agree there is not enough space for group work during the day on weekdays. Their experience is that the issue was not pandemic-related. Status from FM, spring 2022 No new developments on this action point, but making sure that we optimize the available space for group work is a continuous process, and it always a central focus for FM. Status from FM, Autumn 2022: Green • We have completed all actions agreed upon. However, optimizing the available space is always a part of daily FM operations.

	• Recently, we have agreed upon an area on the 1st floor on Rued Langgaards Vej to be dedicated to a "space for having a quiet break" with armchairs and screens to block out visual disturbances. Student Council provides noise cancelling headphones for using here. Status from FM, Autumn 2023: Green *Which activities have been carried out since the latest status:* • We have completed all actions agreed upon. However, optimizing the available space is always a part of daily FM operations. • The area on the 1st floor on Rued Langgaards Vej dedicated to a "space for having a quiet break" with armchairs and screens to block out visual disturbances does not work very well as furniture is moved around. It is FM's experience that it is hard to prevent this unless you have fixed furniture.
Evaluation	

	Physical environment *3.2 Indoor climate*
Who is responsible for action and evaluation?	Facilities Management (FM)
Involved actors/ departments	FM
Subtheme/challenge	Many students comment that the indoor climate at ITU could be better: poor ventilation and cold auditoriums.
Purpose of action	To create a better indoor environment

Overall description of action	Implementation of sensors to measure CO_2 levels to enable relevant action to improve the indoor climate in individual rooms. ITU normally ventilate all rooms for educating according to Arbejdstilsynets (The Danish Working Environment Authority) suggestion 20-22 C. We have raised the temperature to aim for 23 C in the Auditoriums due to complaints. We do not recommend higher temperatures as these have been associated with negative impacts on e.g., learning.
What will be done, when and by whom?	**May 2021** **FM** is implementing sensors to measure CO_2 levels in relevant areas, which will enable relevant actions plans for the individual rooms in terms of bettering the indoor climate. Sensors are currently helping us in the study hall, auditorium 0, 1 and 2, and are to be implemented in the remaining teaching spaces and skyboxes. FM will be implementing the rest of the upgrades in the coming months in 2021.
What is the expected effect of the actions and how will you evaluate the effect?	As we have no CO_2 sensor data yet, we have no action plan either. When they are implemented fully and we have some months of relevant data, we will analyse and adjust, if necessary.
Status (will be updated regularly)	Status from FM, November 2021: The action point is on target. Censors to measure CO_2 have been installed in all auditoriums, skyboxes etc. FM is already using new data to analyse indoor climate FM is implementing censors in all teaching- and student- relevant spaces, making us able to monitors both temperatures and CO_2 levels, and make adjustments much smarter. However, ventilation is a tricky business, and it is requires constant monitoring and adjusting, and may not be felt as a huge improvement overnight. FM need to familiarize ourselves with the new data and how data is impacted by other influencing factors. Consider this a work in progress and a long term solution for a better indoor climate in student relevant areas. Status from FM, spring 2022 Analyzing available data is part of daily operation in FM. Generally, the data is well below recommended levels for teaching environments. However, indoor climate is never static. It will vary depending on a number of different factors in play and may also be felt differently. In these cases, FM is depended on "individual" and specific input in terms of the room, time of day etc. to fm@itu.dk.

	In the auditoriums, we are continuing to work on the perceived cold. We have a theory that it may be due to the air enters behind your legs (sitting in the auditorium), creating a draft. We are currently looking into two different solutions that could help this issue. Furthermore, we are planning to implement a solution where users in the individual teaching rooms can adjust the temperature themselves. It will be available in the auditoriums first. Status from FM, Autumn 2022: Green, no outstanding actions *Which activities have been carried out since the latest status (spring 2022)?* • We are continuously trying to make the indoor climate better, and we are working on a solution for the perceived cold in the auditoriums. We are still working on what could be a solution to improve the situation. • We have asked students and other users to report to us fm@itu.dk about issues related to indoor climate. We have not received many individual reports, but we always follow up on the input we receive. • For now, the auditoriums are cold due to the restrictions on public institutions to only have 19 degrees in general. Status from FM, Autumn 2022: Green, part of everyday operations, no outstanding actions
Evaluation	

	Physical environment *3.3 Wi-fi*
Who is responsible for action and evaluation?	IT Department (IT Dept.)
Involved actors/ departments	

Subtheme/challenge	Unstable and poor wi-fi is experienced from time to time in some parts of campus, especially in hallways and in the fourth and fifth floors, according to SAT and Board of Studies. However, according to the IT Dept. there are only very few reported errors from users and the surveillance of the Wi-Fi access points do not show many problems either. IT is more than willing to work on a well-functioning wi-fi but needs data on exactly when and where problems occur to act.
Purpose of action	To ensure better wi-fi at ITU
Overall description of action	Awareness and communication activities to increase the reporting of wi-fi issues to the IT Dept. as they occur and to strengthen the dialogue between students and the IT Dept. on IT-related needs. Address the importance of securing good and stable wi-fi in the new IT strategy.
What will be done, when and by whom?	**Autumn 2021** **The IT Dept**. will make sure that posters with QR codes are displayed at the right places around campus and provide additional posters, if needed. The IT Dept. will continue to create awareness on how to prevent and report wi-fi-issues, e.g., by occasionally remind students and staff via ReadIT about the importance of reporting wi-fi and other IT issues and how easy this is done using the QR codes. Moreover, the importance of the student's hardware for a good wi-fi experience will also be stressed. The IT Dept. will be happy to resume the regular meetings with the Student Council if this is in the interest of the Student Council appointed in the summer 2021. At these meetings, student's IT-related needs can be discussed. The IT Dept. will continue to address the importance of securing good and stable wi-fi as a part of the Basic IT-infrastructure track in the IT strategy process.
What is the expected effect of the actions and how will you evaluate the effect?	The activities are expected to increase the reporting of wi-fi issues as they occur in order to solve these issues as soon as possible and to prevent similar issues. Data on reporting errors and user satisfaction can be used for evaluation. Moreover, the IT Dept. hopes to strengthen the dialogue with students on IT-related issues and to put an end to the narrative of poor wi-fi at ITU, which will be reflected in student feedback from surveys, Board of Studies, and the Student Council.

Status (will be updated regularly)	Status from IT, November 2021 The action point is on target. **Hiring of a student worker to strengthen communication with students** In September, the IT department hired a student worker to strengthen the communication with students experiencing WiFi connectivity issues. The main focus of this initiative is to get in touch with students, that have issues connecting to ITU WiFi, but for some reason refrain from contacting the IT department to get the issues resolved. We believe that reaching out in a proactive way will help students to address the issues, through technical assistance. This will help address issues that otherwise would have remained unsolved. The student assistant also has the task of maintaining a good dialogue with the Student Counsil **Restructuring of the internal network infrastructure** During spring 2021, we replaced nearly all Wi-Fi Access Points at Rued Langgaards Vej. The new Access Points have introduced greater bandwith capabilities, more security features, and support for the new Wi-Fi 6 standard (which is supported by most new Wi-Fi devices). The replacement procedure went well, but as students began to return to ITU, we experienced problems causing connectivity issues for many users. We worked with Wi-Fi vendors and consultants to solve the issues we experienced. As a means to address the problems described, we started a thorough redesign of the internal network structure in October. This work will continue throughout November. When the redesign has been implemented, we will have better segmentation of our network, and we will have expanded the number of devices ITU's network will be able to handle simultaneously. **Checked the distribution of posters with QR codes at Campus** We have checked that QR codes are displayed at the right places around campus, and we have provided additional posters where they were missing. We will promote the use of posters with QR codes to our students via ReadIT soon. If students use these QR codes, it will help us address which parts of Campus have the most Wi-Fi connectivity issues. Status from IT, spring 2022 We are cooperating with the Student Council on a better system for reporting Wi-Fi problems. It has been decided that the Student Council will encourage students to report problems, and students are very welcome to report problems in person at the IT Helpdesk in 2C. Finally, it has been decided that we will meet regularly to discuss possible solutions. *Which activities have been carried out since the latest status (spring 2022)?*

	- IT has worked on the WiFi environment and done a full assessment and tuning. Several changes were made. We have asked some 25 students regarding their experience, and they were in general satisfied. According to them, the WiFi is now working better than ever. Continued focus on reporting errors to IT is crucial. Status from IT Dept., Autumn 2023: The IT Department has not reported back.
Evaluation	