

Study Environment Assessment Action Plan June 2021 – June 2024

ITU's Action Plan for the study environment is aimed at improving 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. Within each action point, initiatives, projects, etc. at varying size and scope are described.

The Dean of Education's "Strategy for a healthy and 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 is informed by data from the Study Environment Assessment 2020 as well as qualitative accounts from students and staff. 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.

Action Plan Process 2021





- In January and February 2021, data from ITU's Study Environment Assessment 2020 was discussed by Board of Studies 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 Board of Studies 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 the Board of Studies.
- Actions can be adjusted and revised, and actions can be added, when we receive new data from the Ministry of Higher Education and Science in January 2022.

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	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.	Increase feedback to students across all courses by 1) securing mandatory skill developments workshops to TAs and 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 CO2 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.
Status 									


Study Environment Assessment Action Plan June 2021 – June 2024

	Wellbeing <i>1.1 Stress, loneliness, pressure, discouragement</i>	Wellbeing <i>1.2 Awareness on where to get help and information</i>	Wellbeing <i>1.3 Exclusion, bullying, harassment, and discrimination</i>
Who is responsible for action and evaluation	Study Guidance (activities 1-3) and Dean of Education (DoE) (activity 4)	Study Guidance	Education Group (EG)
Involved actors/ departments	Study Guidance, Communications Department, DoE, Learning Support, Faculty, students, Dean of Education Support	Study Guidance, Communications Department, SAT	Study Guidance, Communications Department (COMM), DoE Support and many others
Challenge	Addressing data about feeling discouraged, sense of belonging, stress, loneliness, feeling pressured, lack of support from fellow student, etc.	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.	Data from the survey shows that there are students who experience exclusion, bullying, harassment, and discrimination.
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/1 st year students.	Create awareness among all ITU students on where to find internal and external help facilities and initiatives.	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	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).	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	Activities include communication campaigns and student involvement to continue the creation and preservation of an welcoming, inclusive, and respectful environment for all.

	<p>2. <i>'Online activities for 1st semester students'</i> targeting their self-reported challenges.</p> <p>3. <i>Study process conversations</i> Group conversations facilitated by a study mentor during the first semester or second semester. Themes include wellbeing, academic coping, exam experience.</p> <p>4. <i>'First Year Pedagogy for teachers - a workshop for faculty teaching first year students.</i> Transition from "high school" to university, challenges of first year students, how to conduct teaching for new students, etc.</p>	<p>(stress and loneliness) and how to deal with these things as a student, will be added and developed on ITU Student.</p> <p>The new digital study start learning platform 'How to uni' will also support and strengthen the knowledge about helping facilities at ITU.</p>	
<p>What will be done, when and by whom?</p>	<p><u>Autumn21-autumn23</u> Study Guidance</p> <p>1. <i>'How to uni' - BSc-students</i> First pilot of this activity will be running in Autumn21.</p> <p>2. <i>'Online activities for 1st semester students'</i> targeting their self-reported challenges and receiving feedback.</p> <p>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.</p>	<p><u>Autumn21</u> Study Guidance</p> <p>ITU Student will be developed and elaborated throughout Autumn21. Deadline 31.1.2022.</p> <p>Students in SAT will give feedback throughout the process.</p> <p>This requires resources from employees responsible for ITU student platform and the student advisors. Approx. 100 hours.</p>	<p><u>Autumn21</u> COMM and Study Guidance: The campaign "We all have a responsibility" from autumn 2020 will be repeated when students are back at campus. The campaign includes physical posters and digital communication.</p> <p><u>Autumn 2021 and ongoing</u> A continuously focus on an inclusive introduction week and fresher weekend for all students.</p> <p>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</p>

	<p>3. <i>Study Process Conversations with a mentor (older student)</i> Concept being developed Spring22. Starting up Autumn22. This requires approx. 130 working hours + salary to study mentors.</p> <p>DoE 4. <i>'First Year Pedagogy for teachers - a workshop for faculty teaching first year students</i></p> <p>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.</p>		<p>sexual harassment committee and the ITU Student Council, are places where the dialogue can take place.</p> <p>EG, Study Guidance, Comm, DoE Support: Activities within this area need to be carefully considered and based on the involvement of stakeholders as well as different kinds of data. Hence, first step is to plan the involvement of tutors, student organisations and boards with student representation. Moreover, various quantitative and qualitative data from ITU related to this area will be gathered and analysed. This involvement and data gathering process will be facilitated by Study Guidance, COMM and DoE Support in autumn 2021. Second, based on input and activity ideas from the stakeholders in the involvement phase, EG will decide on next steps and an action plan for 1.3 will be drafted.</p> <p><u>Tentative</u> Comm and Study Guidance: A video-based campaign on a welcoming, inclusive, and respectful environment for all has been suggested by Comm and Study Guidance. Professional campaign videos are an essential part of the campaign thus the campaign can only be carried out with assistance from an external communication agency. Comm and Study Guidance have applied for internal funding. The campaign plan will be elaborated</p>
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<p>What is the expected effect of the actions and how will you evaluate the effect?</p>	<p>The activities support student motivation, well-being 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.</p> <p>Activities 1-3 will be evaluated among students and activity 4 will be evaluated by faculty participants.</p>	<p>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</p>	<p>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.</p>
<p>Status (will be updated regularly)</p>			
<p>Evaluation</p>			

	Learning environment <i>2.1 Student-centred teaching and feedback</i>	Learning environment <i>2.2 Workload</i>	Learning environment <i>2.3 Research base</i>
Who is responsible for action and evaluation?	Dean of Education (DoE)	Dean of Education (DoE)	Dean of Education (DoE) and Heads of Study Programme (HoSPs)
Involved actors/ departments	Heads of Study Programme (HoSPs), Learning Support (LS), teachers, DoE Support, Course Staffing Coordinator (CSC)	Heads of Study Programme (HoSPs), Course managers, teachers, Learning Support (LS), DoE Support	HoSPs, Faculty, DoE Support, Heads of Department (HoDs)
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.	The Study Environment Assessment shows that workload is unevenly distributed across study programs.	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 increase useful feedback to students across all courses.	To make clear the expected workload pr ECTS, both for faculty and students	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	1. Competence development of Teaching Assistants (TAs) by supplementing and expanding the existing TA workshop with mandatory and paid workshops to all new TAs.	1. Communication about expected workload to students and staff 2. Activities to create dialogue and alignment of expectations on this issue targeting faculty.	A development process with workshops and activities encouraging faculty to discuss, exemplify, and continuously develop the concept of research-based teaching 'the ITU way'.

	<p>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.</p> <p>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.</p>		
<p>What will be done, when and by whom?</p>	<p>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</p>	<p>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.</p> <p>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).</p>	<p>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.</p> <p>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'.</p>

	<p>workshop will be mandatory for new TAs from the spring semester 2022. Participating TAs will be asked to evaluate the workshop.</p> <p>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.</p> <p>Estimated budget for TA Skills Development spring 2022*: 165 TAs = <u>DKK 125.918</u> Estimated budget for TA Skills Development pr. year** 165 TAs – DKK 125.918 + 215 TAs – DKK 164.075 = <u>DKK 289.993</u> *using numbers from spring 2021 as a reference. **using numbers from autumn 2020 and spring 2021 as references.</p> <p>2. Continued focus on feedback among teaching staff <u>Ongoing</u> LS will continue to communicate the learning value of student feedback in the Teacher Development Programme and the</p>	<p>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.</p>	
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	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 and how will you evaluate the effect?	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.	<p>Aligned expectations of workload across programmes.</p> <p>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.</p> <p>This will be reflected in future study and course evaluations.</p>	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 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)			
Evaluation			

	Physical environment <i>3.1 Workspace</i>	Physical environment <i>3.2 Indoor climate</i>	Physical environment <i>3.3 Wi-fi</i>
Who is responsible for action	Facilities Management (FM)	Facilities Management (FM)	IT Department (IT Dept.)

and evaluation?			
Involved actors/ departments	FM	FM	
Subtheme/challenge	Lack of workspace for both group work and individual study preparation.	Many students comment that the indoor climate at ITU could be better: poor ventilation and cold auditoriums.	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 more campus workspace for ITU students	To create a better indoor environment	To ensure better wi-fi at ITU
Overall description of action	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 CO2 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)	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.

		<p>suggestion 20-22 C. We have raised the temperature to aim for 23 C in the Auditoriums due to complaints.</p> <p>We do not recommend higher temperatures as these have been associated with negative impacts on e.g., learning.</p>	
<p>What will be done, when and by whom?</p>	<p>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.</p>	<p>May 2021 FM is implementing sensors to measure CO2 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.</p> <p>FM will be implementing the rest of the upgrades in the coming months in 2021.</p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>The IT Dept. will continue to address the importance of securing good and stable wi-fi</p>

			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?	30% more seats in the Study Hall.	As we have no CO2 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.	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)			
Evaluation			

Other follow-up activities related to the Study Environment Assessment that has not been included in the Action Plan

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.

Cleaning: As a response to the comments on poor cleaning and covid-19 requirements, FM have examined the quality reports made on the cleaning performance on both locations of ITU. FM conclude that the current level of cleaning is adequate and in the high end of the defined performance scale. FM will continue to monitor the quality reports.

Noise: FM measures noise levels in the atrium using a permanently installed noisemeter (db meter) which measures the noise at all times and keeps a log to help us regulate where possible. According to FM it is almost impossible to take significant steps in reducing the general noise level in the atrium, due to the construction of the building.

Design and user guides: FM/AV-team is working on descriptions and user guides, which are updated (more) regularly, as well as updating the website as a response to comments on malfunctioning/non-user-friendly guides for the AV. This is also in tune with and part of an ongoing improvement of AV in teaching spaces.

Poor corridor light at atrium: FM will Implement a solution for conversion of light to raise lux from 250 to the requirement of 500 lux. FM will also rebuild management so that an overall saving on operations is achieved.

Power outlets: There are not enough power outlets to charge laptops in two specific rooms at EHK. Normally at ITU, all classrooms and auditoriums have one power outlet per seat but a reference group in the Campus project prioritized flexibility in the setup of tables over power outlets. In 2F13 the users of the room have requested power outlets. FM is currently working on a redesign solution with the relevant parties from the departments and hopes to install some power outlets in 2F13.