

# Faculty of Social Sciences

## SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

### Subject-Level Review Executive Summary



HUG- OG FÉLAGSVÍSINDASVIÐ

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## Introduction

This report is an executive summary of the Subject-Level Review for the Faculty of Social Science at the University of Akureyri. The review was carried out in response to the requirement to conduct subject-level reviews within the institution-wide review undertaken by the Icelandic Quality board for Higher Education, under the authority of the Icelandic Government. Subject-Level Reviews are one of the main elements of the Quality Enhancement Framework for Icelandic Higher Education (QEF), as described in full in the Quality Handbook for Icelandic Higher Education (2nd edition, 2017, QEF2). This review closely follows Section 3 of the Handbook: Subject-Level Review including research.

The committee members were:

1. Dr Andrea Hjálmsdóttir Associate Professor
2. Dr Birgir Guðmundsson Assistance Professor
3. Dr Guðmundur Ævar Oddsson Assistance Professor
4. Dr Páll Björnsson Professor
5. Dr Þóroddur Bjarnason Professor and Head of Faculty
6. Daníel Gunnarsson 3<sup>rd</sup> year BA student
7. Kamilla Einarsdóttir 3<sup>nd</sup> year BA student
8. Sveinbjörg Smáradóttir 2<sup>nd</sup> year MA student

## Lessons learned from QEF1

The objectives and recommendations of the 2013 Subject-Level Review are fairly general and it is therefore not straightforward to measure progress.

Under the rubric of **learning and teaching**, it has certainly remained a priority of the faculty to (A1) provide a challenging and personal environment for learning and teaching and (A2) improve the quality of teaching.

The objective of (A3) improving facilities, technologies and services cannot be addressed at the faculty level, but UNAK has most certainly attempted to do so. In particular, (A5) the number of office staff, student counsellors and IT staff has increased since 2013.

The most directly measurable objective of (A4) lowering the student-teacher ratio of 13.7:1 has not been achieved. The faculty currently includes 16 faculty members in 14.2 positions. There were 518 students in the faculty in the academic year 2019–20, constituting a student-teacher ratio of 36.5:1. Instead of lowering the 2013 student teacher ratio, the ratio has thus more than doubled, which clearly shows that staffing has not kept up enrolment. This is a cause for concern.

Under the rubric of **research and innovation**, there have not been any developments within the faculty as such to provide better support or facilities for research.

At the UNAK level, several changes have been made that probably resulted in more expenditure for research support and research facilities. Such university-level changes have generally not been made in consultation with the faculty and their impact on the research environment of the faculty remains unclear.

The objective of increasing proportion of faculty members with a PhD, from 71% the number of permanent faculty members with PhDs, must be evaluated in context of the establishment of Police Science within the faculty in 2016 and the secession on Psychology in 2019. Out of the 16 current faculty members, 11 currently hold a PhD (70%). Several faculty members are currently pursuing PhD studies and 13 of 16 faculty members (81%) are expected to have a PhD by the end of 2020.

According to the 2013 Subject-Level Review, the faculty including Psychology yielded an average of 32.1 research points per faculty member in 2011. Recalculated without the Psychology faculty, the research points of the current Faculty of Social Sciences correspond to an average of 30.4 research points in 2012. The annual average of research points has continued to fluctuate around an average of 32.4, without a clear trend of increase.

The major change under the rubric of **social responsibility** has been the establishment of Police Science within the faculty. The police is an important social institution and police officers have important interactions with the general public, in particular during difficult times. Providing education for future Icelandic police officers and developing police science as an academic field in Iceland is therefore an important social responsibility that the faculty takes very seriously. This will be discussed in more detail in a separate review of the study programme in police science. As recommended in the 2013 review, the faculty has continued to (C1)

employ faculty with outside professional expertise, (C2) organise external research presentations, and (C4) offer course content related to social responsibility.

The faculty has generally been successful in (C3) the mission of educating people who establish careers outside the capital area. At the UNAK level, about 36% of the students come from the capital area or surrounding southwest region, while 42% of recent graduates live in the southwest. At the faculty level, 35% of the students come from the southwest and 37% live there after graduation. This suggests that the faculty does not contribute to a significant brain-drain from rural Iceland.

The section of the last subject-level review on **internal functioning and human resources** describes the substantial reorganization that occurred after the national economic collapse of 2008 and provides an optimistic appraisal of a new, efficient organisational structure with a smooth flow of information, improved planning procedures and monitoring of planning procedures, targeted marketing operations and financial efficiency. The faculty has continued to navigate an organizational environment of near-constant flux and the optimistic hopes of the 2013 Subject-Level Review have not materialized.

Under the rubric of **international learning and research environment**, the faculty has continued to (E2) invite teachers and research collaborators from abroad and (E4) encourage students and faculty to utilise exchange agreements with universities abroad, and (E5) use sabbaticals to strengthen ties with universities abroad.

No concentrated effort has been made to (E3) strengthen the international dimension of MA studies, but the faculty's participation in the newly established UNAK PhD programme has a strong international dimension.

The general recommendations for discussion among staff and students are still valid and reflected in the work of the current subject-level review committee.

The overall conclusion is that the faculty has managed to maintain status quo in a period of near-constant organizational flux and uncertainty, while the establishment of Police Science has brought new challenges and opportunities. The task of the future is to build on the strengths of the faculty and address the weaknesses as outlined in this subject-level review.

## Human resources

There are currently 16 faculty members in the Faculty of Social Sciences, employed in 14.2 full-time position equivalents (FTEs). In the academic year 2019–20,

approximately 56% of all teaching units were taught within the regular teaching responsibilities of permanent faculty members. About 35% were taught by sessional teachers and 9% by faculty overtime.

The low turnover rate is both a strength and a potential weakness of the faculty. It has provided much-needed stability in the organizational turmoil that has surrounded the faculty from its foundation in 2002. It has also resulted in relatively high proportion of senior faculty with organizational experience and well-established agendas for research and teaching.

However, the low turnover rate has also to some extent maintained the skewed gender distribution of the early days of the faculty with males occupying 10 of the 16 positions (63%) and 9.5 of the 14.2 FTEs (67%). Furthermore, this has led to an unacceptable gender imbalance by rank, as males occupy 5 of the 6 full professor positions (83%) and 5.5 of the full professor FTEs (90%).

Of the seven hires over the past fifteen years, two have been males with a PhD, while four of the five females hired have not had a PhD. This has further skewed the gender distribution in the lower academic rank, with women occupying five of the seven positions (71%) of assistant professors and adjunct lecturer. Furthermore, women occupy three of the four part-time positions, the only temporary position and the only position of adjunct lecturer.

Such an unequal gender distribution across academic rank is a persistent problem at universities in Iceland and abroad and cannot be viewed as a temporary problem that will even out over time. The tendency to recruit women into more marginalised positions and their slower advancement in formally gender-blind system of promotion calls for an explicit strategy and sustained effort towards gender equality in academia. This holds particularly true for the UNAK Faculty of Social Sciences.

The age distribution of the faculty also poses various challenges. In the short term, the high median age and lack of faculty under the age of 40 can contribute to a more pronounced generational gap between students and teachers, as well as generational gap in academic knowledge and academic outlook between the UNAK faculty and other institutions.

In the longer run, most current faculty members will approach retirement within the next 15 years, potentially leading to considerable disruptions in faculty organisation, institutional memory and the continuity of study programmes.

In general, the Faculty of Social Sciences is understaffed and overworked. The 2013 goal of lowering the student-teacher ratio from 13.7:1 in 2013 has not been achieved. On the contrary, the student-teacher ratio increased from 13.7:1 in 2013 to a whopping 36.5:1 in January 2020.

Furthermore, the massive increase in the number of distance students has brought substantial additional administrative and pedagogical challenges for teachers and staff. This is particularly due to the fact that on-campus and distance students are taught within the same class as part of UNAK's overall "flexible learning" approach. As discussed in detail in chapter 7.7, this has led to changes where very few students come to class and interactions between instructors and students are quite limited.

## Management of Research

The faculty is characterized by a wide range of research and substantial external research funding. Quantitative measures indicate that research productivity has remained stable and above the UNAK average, while research impact has steadily increased. There is nevertheless considerable room for improvement.

The faculty is on average more productive than UNAK as a whole, particularly in terms of peer-reviewed publications. However, it should be noted that according to the point system of Icelandic public universities, the average research productivity of the faculty is lower than at the Faculty of Sociology, Anthropology and Ethnology at the University of Iceland. Further comparisons with other faculties of social science in Iceland and abroad are necessary.

Over the past ten years, faculty members have been actively involved in a wide range of funded research projects, including several large-scale and well-funded international projects. Furthermore, faculty members have served as principal investigators of 27 projects involving a total of almost a hundred collaborators with total funding of more than three million euros and national funding of more than 300

million Icelandic kronas. The funds for such projects have been provided by a wide range of international and domestic sources.

However, within the Icelandic context the Rannís grants awarded by the Icelandic Centre for Research are considered a benchmark for research productivity. UNAK researchers have generally neither had a high ratio of Rannís applications nor a high success ratio in such applications. Faculty members have only principal investigators in five such successful grant applications over the past 10 years.

Small amounts of research money under the control of individual faculty members can contribute to substantial increases in research productivity through increased flexibility for e.g., hiring student assistants for small projects, minimal data collection costs, and small travel costs. Many universities, including the University of Iceland, provide all faculty members with research accounts. Such accounts are furnished with small amounts of seed money from the University and faculty members can also deposit research grants. UNAK should establish research accounts for all faculty members in addition to the current internal research fund.

Sabbaticals are a vital aspect of maintaining and developing professional capacity, in particular in a small, geographically isolated university such as UNAK. While the UNAK Sabbatical programme is more developed than at many universities abroad, it is much more restrictive than at the University of Iceland, both in terms of availability and levels of financial support. The allocation of Sabbaticals based on prior research productivity can certainly be a powerful incentive for many faculty members, but it can also initiate a vicious circle where less established researchers are less likely to obtain Sabbaticals that they need to increase their research productivity.

The wide range of research produced by the faculty reflects the diversity of the faculty itself, as well as a commitment to academic freedom against efforts to develop a single overarching research strategy. Further analysis of research strengths and weaknesses is necessary, as well as a comprehensive evaluation of the impact of faculty research.

## Teaching and learning

The faculty offers BA-degree programmes in Media Studies, Modern Studies, Police Science and Social Sciences, a BA-level diploma in Police Science, MA programmes in Social Sciences Research and Media and Communication Studies and a MA-level diploma in Media and Communication Studies. In addition, the study programme for exchange students is located within the faculty. There are currently two PhD students within the faculty.

It is an important priority to obtain accreditation in humanities and clarify the institutional arrangements of humanities within UNAK. This involves the faculty's study programme in Modern Studies, humanities scholars in the Faculty of Education, and the current and proposed study programmes in Icelandic as a second language.

The offering of methods courses should also be re-examined. At present, the UNAK administration controls two university-wide methods courses. The wisdom of organising such courses with several hundred of students from widely different backgrounds enrolled in very different study programs might be questioned on pedagogical grounds. In addition to those two courses, the faculty offers a qualitative methods course, an upper-level statistics course, a course on critical thinking and a course on applied research design within the Social Sciences study programme. Furthermore, the Social Sciences Forum I and II could be viewed within a framework of tools and methods.

Distance education is an important part of the mission of UNAK and the Faculty of Social Sciences. In particular, it offers students in rural and remote areas an opportunity to obtain a university education without leaving their home community. This can be very important for the individuals involved as well as the communities suffering from brain-drain through higher education. While less clearly related to the mission of the university, distance education can be advantageous to people who cannot commit to on-campus studies. This may include people with full-time jobs, demanding family circumstances, or physical or mental challenges.

UNAK has instituted a form of blended learning that does not distinguish between on-campus and distance students. Recorded lectures and online assignments are the



dominant form of instruction. This form of blended learning has eroded the quality of education offered at the faculty and should be abandoned.

With very few students attending lectures and on-campus instruction being replaced by the uploading of lectures in more courses, the concept of “flexible education” seems to have lost its meaning. The faculty does not offer students a choice between traditional in-class instruction and distance education but rather a form of MOOC education where students have the option of attending recording sessions. Furthermore, the dwindling number of student and faculty residents undermines the positive community impact in Akureyri.

Students who live in Akureyri must be given the opportunity of a “campus experience” with fellow students in a classroom, discussions outside the classroom, one-on-one interactions with faculty, hands-on research opportunities and other aspects of academic campus life. This is the core group that maintains other forms of instruction.

Technology should be used to allow interested distance students to approximate a “campus experience” in real-time through live lectures, discussions, and online collaboration. This is particularly important for students in rural and remote areas who wish to study full-time but are unable or unwilling to move from their home community.

A different type of technology and pedagogy should be used to develop online study programmes for students who are unable or unwilling to participate in real-time instruction. Such time-lapse education is particularly important for students who have time consuming work or family obligations and are unable to study full-time.

The MA programme in Social Sciences Research has been tailored to the needs and research interests of individual students. It has emphasised one-on-one mentoring where faculty members accept MA students on the basis of shared research interests and each student has an MA committee that defines learning outcomes and coursework. As such, this MA programme has several affinities with the organization of many PhD programmes. At the same time, students in the programme are sometimes quite isolated. Possibilities of a stronger institutional structure to support students should be explored.

Finally, the institutional arrangements of UNAK doctoral studies have created several ambiguities for the Faculty of Social Sciences.

The Faculty of Social Sciences does not teach sociology at either the bachelor's or the master's level. Furthermore, the faculty has never claimed to have sufficient capacity to offer doctoral studies in sociology, but rather that sociology can be an important component of an interdisciplinary programme in arctic and regional studies.

The office of doctoral studies appears to use the term "sociology" rather loosely, perhaps without adequate attention to disciplinary requirements, the disciplinary background of advisors or disciplinary content of studies. The faculty has not been consulted on this.

UNAK doctoral students with advisors within the faculty are not formally affiliated with the faculty. While the faculty has tried to welcome doctoral students with main advisors within the faculty, these weak institutional arrangements can potentially lead to isolation and missed opportunities for mentorship and support.

## Admissions and graduations

Equality of access in higher education is an important societal objective. However, funding for higher education is not unlimited and public universities particular have struggled with the competing demands of rising student numbers and stagnant public funding.

Public universities in Iceland have generally admitted all students with a high school diploma (stúdentsspróf), although in some study programmes the number of students has been culled after the first semester, either informally through demanding exams or formally through competitive restrictions on the number of students allowed to continue. In recent years, the University of Iceland has however experimented with entrance exams in some study programmes.

The Faculty of Social Sciences has adopted a point system for choosing between applicants that has been accepted in principle for 2020 by the UNAK administration, with the exception that applicants with a high school diploma must be given priority over non-traditional students. The results of this point system must be monitored carefully, and the system adjusted accordingly. Furthermore, the faculty should consider giving prospective on-campus and real-time distance students priority over prospective time-lapse students.

There is interest within the Faculty of increasing the diversity of the student body through creating channels of admission by accreditation of life experiences and prior learning is pursued as well at an experimental and research project levels. Members of the faculty lead an Erasmus project on the „Accreditation of prior experiential learning in European Universities“ (APELE), the overall aim of which is focus on the group with a non-traditional path to university. Furthermore, accreditation of experimental learning of an individual can, given certain evaluation procedures, serve to decrease the number of courses the person in question needs for a certain degree. A pilot study on the possibilities of such an accreditation has been done within the Media Studies programme and the issue is likely to be on the agenda in future discussion within the faculty.

The average number of enrolments in Media Studies, Modern Studies, and Social Sciences has remained stable over the past ten years. Only a third of the students enrolled and only half the students who complete the first year of studies eventually graduate. The number of students trying for admission into Police Science has tripled total enrolments.

It is important to note that student attrition is inevitable and even desirable in a university system with very low thresholds of enrolment. Some students do not have the commitment to university studies and others have limited capacity for such studies. Furthermore, when UNAK aggressively promotes “flexible education” as an alternative for students who cannot commit to regular university education, some enrolled students inevitably find out that circumstances preventing them from full-time on-campus studies also prevent them from distance studies.

The graduation rate in the Faculty of Social Sciences is nevertheless a cause for considerable concern. Only a third of the students who are accepted and pay the enrolment fee in the first semester eventually graduate and only half of those who complete their first year of studies. This represents a massive waste of time and resources, both for the students and the faculty.

The faculty must analyse this situation more fully. It is possible that the marketing of “flexible education” has drawn in large numbers of students with unrealistic expectations of being able to finish a BA degree in three years while holding a full-time job, managing demanding family responsibilities and/or dealing with physical or mental

challenges. It is also possible that the many students have failed to cope with the isolation and need for self-discipline that has accompanied the transformation from on-campus studies to online studies under the guise of “flexible education”.

However, the faculty must also seriously consider the possibility that endogenous factors may contribute to the high drop-out rate. This may include factors such as the actual curriculum, possibilities for student-faculty interactions, and the structure of study programmes.

Abandoning the concept of “flexible education” and rebuilding parallel programmes of on-campus and distance education could increase graduation rates, in particular if distance students were strongly encouraged to complete their studies within a longer timeframe. The possibility of a five-year BA programme for distance students should be considered.

## Appendix 1. Key Figures.

**Table 1. Overview of Study Programmes within the Faculty of Social Sciences**

Study Programme (ECTS)	Cycle <sup>1</sup>	Degree	Credits
Media Studies	1.2	B.A.	180
Modern Studies	1.2	B.A.	180
Social Sciences	1.2	B.A.	180
Police Science	1.2	B.A.	180
Police Science for prospective officers	1.1	B.A. Dipl.	120
Police Science for current officers	1.1	B.A. Dipl.	120
Media and communications	2.2	M.A.	120
Social Sciences	2.2	M.A.	120
Media and communications	2.1	M.A. Dipl.	30

<sup>1</sup> See National Qualification Framework for Higher Education No. 530/2011.

**Table 2 Number and Full-Time Equivalents (FTE) of Faculty of Social Sciences**

	Male		Female		Total	
	No.	FTE	No.	FTE	No.	FTE
Professors	5	5	1	0.5	6	5.5
Associate Professors	3	2.5			3	2.5
Assistant Professors	2	2	4	3.7	6	5.7
Adjunct Lectures			1	0.5	1	0.5
<b>Total</b>	<b>10</b>	<b>9.5</b>	<b>6</b>	<b>4.7</b>	<b>16</b>	<b>14.2</b>
<i>Sessional teachers</i>	13	1.3	10	0.4	23	1.6

**Table 3. Retention and graduation rates of students enrolled 2010–2016**

	Enrolled	Dropout	Current	Graduated	Rate*
<i>All students</i>					
Media Studies	210	128	10	72	36%
Modern Studies	128	84	14	30	26%
Social Sciences	138	94	10	34	27%
<b>Any programme**</b>	<b>463</b>	<b>294</b>	<b>33</b>	<b>136</b>	<b>32%</b>
<i>Excl. 1<sup>st</sup> year attrition</i>					
Media Studies	132	50	10	72	59%
Modern Studies	79	35	14	30	46%
Social Sciences	86	42	10	34	45%
<b>Any programme**</b>	<b>289</b>	<b>120</b>	<b>33</b>	<b>136</b>	<b>53%</b>

\* Graduation rate is calculated as Graduated/(Enrolled-Current).

**Table 4. Average total research points (rannsóknastig), 2012–2018**

	UNAK	School	School without faculty	Faculty
2012	22.2	20.4	15.0	30.4
2013	23.0	24.8	22.8	28.7
2014	23.5	25.4	17.2	41.0
2015	20.1	21.4	17.5	29.1
2016	27.4	26.4	24.3	30.2
2017	24.6	25.3	19.6	37.2
2018	28.8	31.5	31.9	30.7
<b>Average</b>	<b>24.2</b>	<b>25.1</b>	<b>21.3</b>	<b>32.4</b>

Based on the Evaluation System for the Public Universities in Iceland

## Appendix 2. Action Plan for Teaching and Learning and Management of Research in QEF2

### Actions for strengthening faculty administration

#	Objectives	Actions	Deadline	Responsibility
1	Increase efficiency and transparency of faculty administration	Reconsider the overall management structure and propose regulations	2020	Chair, committee, faculty meeting
2	Balance efficiency against specific needs of the curriculum development and student issues	Reconsider form of Curriculum and Evaluation Committee	2020	Chair, committee, faculty meeting
3	Strengthen administration and collaboration in police education	Reconsider administrative structure of Police Science	2020	Chair, committee, faculty meeting

### Actions for strengthening human resources

#	Objectives	Actions	Deadline	Responsibility
1	Sufficient faculty members in all study programmes	New position in Media Studies	2021	Rector, Dean, Chair
2	Stronger leadership for Police Science	Explore possible position of director	2021	Rector, Dean, Chair
3	Achieve gender balance among senior faculty	Support women in achieving promotion	2024	Dean, Chair, programme directors
4	Ensure generational continuity and renewal	Recruit junior faculty members	2024	Rector, Dean, Chair

## Actions related to research

#	Objectives	Actions	Deadline	Responsibility
<b>I. Strengthening the research atmosphere within the faculty</b>				
1	Increasing awareness of research within faculty	Faculty meeting announcements	2020	Chair
2	Discussing research and exploring potential collaboration	Regular get-together events	2020	Chair
2	Expanding research networks	Informal meetings	2020	Individual faculty members
<b>II. Strengthening individual research productivity</b>				
4	Dedicating time for writing and research	Organise informal sessions	2020	Volunteer organiser
5	Increased flexibility for research costs	Establish research accounts	2020	Rector and Dean
6	Increasing professional development opportunities	Expanding sabbaticals to more faculty members	2022	Rector and Dean

## Actions related to undergraduate programmes

#	Objectives	Actions	Deadlines	Responsibility
<b>I. Distinguish between on campus, real-time distance and time-lapse students</b>				
1	Distinguish between different types of students	Define on-campus, real-time distance or time-lapse students	2021	Individual faculty members
2	Tailor courses to the needs of different types of students	Common core and different components for types of students	2021	Individual faculty members



## II. Strengthening real-time BA programmes

3	Allow on-campus students and real-time distance students	Real-time attendance in every course at least once a week	2021	Individual faculty members
4	Provide meaningful real-time learning experiences	Real-time discussion sessions/assignments in all courses	2021	Individual faculty members
5	Maintaining a minimum number of real-time students	Possibly giving real-time students priority in enrolment	2021	Rector, Dean, Chair
6	Community support for on-campus studies	Mini-conference on on-campus studies	2021	Chair

## III. Strengthening time-lapse BA programmes

7	Allow more flexibility in study time for students who work full-time	Offer five-year BA programmes	2021	Rector, Dean, Chair
8	Provide meaningful learning communities for time-lapse students	Rethink on-campus sessions and assignments	2021	Individual faculty members

## V. Course offerings

9	Strengthen the logic of cross-listed core courses	Re-evaluate the cross-listing across study lines	2020	Curriculum committee
10	Increase the number of electives available across study lines	Re-evaluate the number of electives across study lines	2020	Curriculum committee
11	Strengthen the research methods curriculum	Re-evaluate the methods courses	2020	Ad-hoc committee
12	Strengthen methods and writing component of courses	Reclassify courses with strong writing or research component	2020	Curriculum committee
13	Improve mapping of learning outcomes	Define fewer learning outcomes	2021	Curriculum committee

## Actions related to graduate programmes

#	Objectives	Actions	Deadline	Responsibility
1	Restructure MA programme	Revise the structure of the programme on the basis of programme experiences	2021	Director of MA programme
2	Integrate doctoral studies at faculty level	Revise the institutional separation of PhD students and academic faculties	2020	Rector, Dean, Chair
3	Revisit the disciplinary requirements of a PhD in Sociology	Open a dialogue with the Icelandic Sociological Association	2021	Chair, sociologists

## Actions related to admissions and graduations

#	Objectives	Actions	Deadline	Responsibility
1	Understand the effects of admissions point system	Analyse portfolios of applicants	2020	Chair, Programme Directors
2	Consider giving priority to on-campus and real-time distance students	Faculty discussion	2021	Faculty meeting
3	Map patterns of student attrition	Analysis of Registrar data	2020	Chair, Student registry
4	Understand reasons for students dropping out	Surveys and interviews	2021	Chair, Programme Directors
5	Make adjustments based on information about attrition	Recommendations based on relevant information	2021	Chair, Faculty meeting

### **Actions related to support for students**

<b>#</b>	<b>Objectives</b>	<b>Actions</b>	<b>Deadline</b>	<b>Responsibility</b>
1	Support mental health of students	Offer psychological services	2021	Rector
2	Support students with children	Collaborate with Akureyri municipality	2021	Rector

### **Actions related to collaboration and international context**

<b>#</b>	<b>Objectives</b>	<b>Actions</b>	<b>Deadline</b>	<b>Responsibility</b>
1	Encourage use of student exchange programmes	Encourage	2020+	Individual faculty members
2	Encourage use of faculty exchange programmes	Encourage	2020+	Chair
3	Encourage use of Sabbaticals for collaboration	Encourage	2020+	Chair
4	Clarify framework for faculty conferences	Discuss with administration	2021	Rector, Dean, Chair
5	Consider implications of the educational background of faculty members on collaboration	Discussion	2021	Faculty meeting
6	Identify benchmark institutions and develop indicators	Committee work	2021	Chair, Programme Directors

## Actions related to community involvement

#	Objectives	Actions	Deadline	Responsibility
1	Acknowledge faculty community involvement	University website	2020	Rector, Dean, Chair
2	Incentives for faculty community involvement	Change in regulations	2021	Rector, Dean, Chair
3	Encourage student community involvement	Encouragement	2020	Individual faculty members
4	Encourage student projects relevant to community engagement	Encouragement	2020	Individual faculty members