



Strategy for the study environment 2014–2016 – Road to better learning

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UNIVERSITY EDUCATION SERVICES

Introduction

Strategy 2016 puts education at the heart of the University agenda for the first time. UCPH is now implementing a number of initiatives, ranging from the “2016 education projects” to pedagogic and didactic skills enhancement of lecturers. However, implementing Strategy 2016 also requires far closer and more systematic focus on the study environment.

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The study environment constitutes the overall framework for student learning, and therefore for producing the academically strong, innovative, socially engaged and job-ready graduates that society needs. In order to create the best possible framework for academic learning, UCPH is adopting its first comprehensive strategy for the study environment.

UCPH has to be an attractive workplace, one where students want to study, and where they feel that their academic and personal skills are nurtured. The study environment creates the framework for the students’ personal development and provides the opportunity to develop other competences that promote career opportunities, e.g. involvement in voluntary work.

In addition to the desire to improve UCPH’s study programmes, three other factors necessitate improvements to the study environment:

1. Faster and successful completion

SU (the Danish students’ grants and loans scheme) and the Study Progress Reform increase the demands on students to study full time. As a result, the University has to scrutinise frameworks and assess whether they meet the new requirements. Are there enough group rooms and other forms of study space, access to catering in the even-

ing and sufficiently long opening hours? In short, a good study environment is essential for students to progress through their studies quickly and efficiently- feeling that their time has been well spent – and not drop out.

2. *Increased competition at home and abroad*

The University aims to attract the most talented students from Denmark and abroad and to increase the number of master's students. A good study environment is a competitive parameter, which means that this objective can only be realised if UCPH deliberately focuses on improving the framework conditions for learning and focuses more closely on the career perspective in its study programmes. Otherwise, students will look elsewhere.

3. *New demands from digital natives*

The students of today are referred to as digital natives because they spend much of their lives online. Despite significant IT investments, students report a big drop in user-friendliness when they transition from upper-secondary school to the University. They spend time navigating the many IT platforms rather than studying. UCPH should respond by offering students a level of IT provision that is at least on a par with that of upper-secondary schools. This also means that teachers need to have sufficient IT skills.

It is, however, not the job of the study environment strategy to make it easy to be a student at the University in an academic sense. Studying at UCPH has to be challenging and demanding. The purpose of investing in the study environment is to enable the students to fully realise their talents. Everyone must be able to nurture their talents in an informal and dialogical framework and the study environment should facilitate encounters between students and the University's top researchers.

What is a good study environment?

The study environment is defined as the framework for good learning. The study environment is designed to provide students with the best opportunities for study. This applies both to the physical frameworks and to the social environment for students and teachers, which in turn contributes to students' emotional well-being and their ability to tackle academic challenges.

Another characteristic of a good study environment is that students have a say in its development and help to shape it. The study environment is not a "ready-made" framework that students can just plug into – it is created and

renewed constantly through dynamic interaction between students, teachers and the programme administration.

A modern study environment also includes a virtual environment in which students use digital services to communicate with the University. It is crucial for the quality of the study environment that digital and communication services are easily accessible, easy to understand and are accessible from relevant platforms. Similarly, the administration's service and support for the study programmes and for student counselling are also important aspects of the study environment. However, the strategy does not include more student counselling and better administration. Instead, the University is adopting a separate student counselling and career guidance strategy, and the Study Progress Reform, as well as the satisfaction and well-being assessment (see below), will result in specific targets for administrative service.

The strategy focuses on three main tracks:

- The physical study environment
- The psychosocial study environment
- The digital learning environment, including communication with students

The strategy lays down overall objectives for the three elements of the study environment, as well as a range of specific aspects that the University will prioritise 2014–2016. However, the strategy does *not* cover what goes on in the classroom, i.e. the academic content and the pedagogic and didactic side of teaching.

The study-environment strategy will be translated into action plans with annual follow-up.

Adopting the University's first strategy in this area raises the study environment to the level of a strategic priority. The strategy will be followed by local action plans in the faculties in 2014, and by an action plan for activities managed by the University administration. The Academic Board on Education Strategy (KUUR), the Management Team (LT) and the University Board will follow up on the strategy annually.

Previous work on the study environment

The study environment falls under the remit of the Academic Board on Education Strategy (KUUR). The University has, of course, paid attention to the study environment in the past. In 2006, the Rector's Office, in cooperation with the Student Council, published "Mærk suset" (Feel the Rush), which outlined a number of initiatives focused primarily on the physical study environment. In the intervening period, the number of study plac-

es has almost doubled – from 6,000 at the end of 2007 to over 12,000 in 2013.

The Board has a special pool of funding from which it has earmarked resources for the study environment since 2007. This year, for example, DKK 5 million went to the study environment, distributed between the faculties. DKK 750,000 was also allocated to the study environment pool, which funds student projects in the faculties. The study environment pool gives grants to a wide variety of student-initiated projects and improvements in the faculties. Although the amounts are small, the pool is of great significance to the students. The Iron Horse initiative on Frederiksberg Campus is one example. The University has also awarded an annual international study environment prize of DKK 75,000, sponsored by the Danish Bankers' Association. The project Education at its Best, which ran from 2010 to 2012, focused on the study environment and provided support for projects such as the Different Learning Environment (see the text box on page 10).

The faculties also implement initiatives and activities designed to improve the study environment. They do not have separate strategies for the study environment, but the area forms part of their overall strategies and/or is translated into specific projects, such as those supported by the study environment pool. Most faculties have also earmarked funds for the study environment in the past.

Mapping the study environment 2013

The study environment strategy and the choice of priorities reflect a mapping exercise carried out in autumn 2013 in the form of a student questionnaire. 714 students responded. In the autumn, focus group interviews were also conducted about the physical, psychosocial and digital learning environment and about communication with students. Thirty-nine students participated in focus groups on the physical study environment and 31 in focus groups on the psychosocial and digital learning environment. (See below for the satisfaction and well-being assessment sent to all students.) The Prorector for Education visited students in all of the faculties to engage them in dialogue and take a guided tour of their campuses. The Prorector also visited the Student House in Købmagergade. The faculties' strategic objectives for the study environment or specific initiatives have been incorporated into this work. It also refers to the national survey of study environments conducted in 2013 by the Danish Association of Masters and PhDs.

The mapping of the physical study environment began in summer 2013 on the Board's initiative. In September of the same year, University management decided to develop a comprehensive study-environment strategy cov-

“The Iron Horse” at SCIENCE, Frederiksberg campus, is a bicycle workshop run by volunteer students. The initiative, funded by the students' study environment pool, helps students repair their bikes. Many international students use the Iron Horse. The plan is to expand this activity with a bike-rental service for international students and cycling les-

ering all three themes. The work on the physical area is, therefore, the most advanced. In November, UCPH will conduct a new satisfaction and well-being assessment of all students, which will also cover statutory teaching environment evaluations (UMVs) and service goals. The results will be published in January. The assessment will generate knowledge about all three aspects of the study environment. It will be included in the work that follows in early 2014 to draft an action plan for initiatives at University level, local action plans and service goals at faculty level. A new student-counselling and career-guidance strategy will also support the study environment.

The steering committee for the study environment strategy

The steering committee that drew up the strategy consists of Ulf Riber Hedetoft (Dean of HUM), Marianne Rønnebæk (Faculty Director of SCIENCE), Hans Henrik Saxild (Associate Dean for Education in HEALTH), Cecilie Goll Knudsen (student and president of KUUR's Study Environment Committee) and Anni Søbørg (acting deputy director of University Educational Services). The chair is Lykke Friis, Prorector for Education Sekretariat: Gitte Duemose (education strategy advisor, University Educational Services).

Local differences – and overall progress

For the 40,000, or so, students at the University, student life takes place in a number of very different frameworks. The mapping exercise of the physical study environment described it as follows:

“Where South Campus and the Copenhagen Biocenter on North Campus/University Park have bright, spacious and modern interiors, the old buildings on City Campus exude history and tradition. Frederiksberg Campus has a gorgeous garden, which is a large part of its identity, while North Campus carries the legacy of the great physicists Niels Bohr and Hans Christian Ørsted.”

Diversity is a strength, but also a basic fact of life. The old municipal hospital that now houses the Faculty of Social Sciences is a listed building. This means that certain physical conditions cannot be changed. As a result, any strategy for the study environment cannot propose uniform solutions, but has to leave room for local variations. Nevertheless, in order to improve the quality of the study environment and become more student-focused, the University needs to have clear and visionary goals. The aim is for all students to notice improvements to their study environment.

Strategic priorities

The physical study environment

1. Sufficient number of study places and group rooms with relevant facilities
2. Maximum use of existing room capacity and web-booking for vacant rooms
3. All students to have access to “regional rooms”, which are either dedicated solely to their specific study programme or shared with related programmes

The psychosocial study environment

4. Study start for master’s students (both Danish and international) similar to that already provided for bachelor students
5. Greater academic and social integration between teachers and students
6. Signs in English and relevant digital infrastructure in both Danish and English
7. All new students are invited to the matriculation festivities, including international students and those who have not previously studied at UCPH
8. Student Mentor Network in all faculties for international students

The digital study environment and communication with students

9. Analysis of various students’ progress and behaviour through the university (known as a service journey or touch-point analysis) to help optimise services
10. IT systems that work together as well as possible and meet student needs
11. Development of an app (“My UCPH”) that includes self-service, study messages and information about social and academic events.
12. Optimisation of existing IT services. Introductory courses for all bachelor and master’s students about digital services, the roll-out and publicising of programme pages in Danish and English, and the dissemination and optimal use of the learning platform Absalon and other digital services.
13. Study of interaction between the University’s digital services and social media
14. The current governance structure for the study environment at both department and faculty level must be evaluated in relation to the parameters of simplicity and transparency.

The physical study environment

Objective: All students to have a sense of belonging to their physical study environment. The campus areas vary greatly. Students also have different

needs when it comes to improving physical facilities. However, the overall goal is that the University will optimise all physical frameworks so as to provide the best possible support for learning.

A professional workplace on campus

Modern student life consists of exposure to varied teaching methods, which are based on different forms of learning and promote a range of study activities outside the classroom: individual reading, group work, exam reading, debating with fellow students and teachers, etc. Different types of learning place different requirements on the physical study environment. For example, the reform of the LAW programme places a greater emphasis on group work, so more group rooms are needed.

Group rooms and study places

Students need study places and professional facilities for group work: “Some treat it like going to work – Panum is a workplace” (focus groups). It is therefore essential that the facilities are satisfactory in terms of number/range, location and quality. And there is room for improvement: “The big minus is the buildings themselves. They just haven’t moved with the times in terms of either quantity or quality” (focus groups).

Conducted in autumn 2013, the “Survey of the physical study environment at the University of Copenhagen” shows that when it comes to their use of the University’s facilities, the main priorities for students are places for quiet study, a comfortable indoor climate and appropriate opening hours. Professional workplaces also need to offer facilities like plug sockets, Wi-Fi, catering and printing.

Students at UCPH feel that there are not enough places either for study (e.g. reading places, group rooms and other academic meeting facilities) or to meet socially. There is a shortage of both group rooms and study places. As a result, many students at UCPH choose to stay at home or use the facilities at other Copenhagen educational institutions, where they can be sure to find a space. This is despite the fact that they would actually prefer to spend more time on campus. Clearly, this is unsatisfactory both for the students and for the University and the study programmes, as the lack of campus life impacts on the social and academic study environment.

In October 2013, the University’s 40,000 students had access to a total of: 12,429 places to work and study. Of course, not everyone needs or wants a place.

Students on all campuses cite **KUB Nord** (University Library North) on North Campus as an example of a good study environment. It meets all of the basic needs – catering, plug sockets, Wi-Fi. The varied work zones are clearly marked so that students can find the kind of space they need (for discussion, to work in peace, etc.). On several sites, a greater focus on work zones and more variation in study places would be welcome.

Status of places to study	Places
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UCPH (reading places and group rooms, including study places for thesis writing, computer spaces, etc.)	9,296
Places to work and study in faculty and departmental libraries	3,133
Total	12,429

Note: “The physical study environment at UCPH in numbers”, Campus Services, 2013.

The quality of the study places is a further consideration. Basic standards, e.g. for air quality and light, must be met. The University must support a culture of active presence, with long opening hours, access to a canteen or kitchen facilities, and amenities such as plug sockets, especially in study places and classrooms. Work also needs to be done on issues like, atmosphere, interiors, inventory, peace in which to work, etc.

Meeting places

It is also important for the quality of the study environment that there are places where students can gather informally for coffee, discussion and social events – in other words, places where they can meet other students from their own or related study programmes. Many programmes have a coffee shop or some other facility that meets these needs. These places also make a significant contribution to the culture of active presence, which in turn contributes to students’ learning and to the development of their personal skills.

From dead space to living space

UCPH can also get more out of its existing facilities. Several campus areas have found ways in which space can be better utilised. “Dead space” can be turned into “living space”. For example, the Marble Hall at Frederiksberg Campus has now been transformed into a workplace for students. “All of a sudden, there was furniture – so now we sit there and work,” says one student. Other ways of ensuring better use of existing facilities include different types of interiors, better communication and greater visibility of existing facilities for students (e.g. the opportunity to use classrooms as study places when they are not being used for classes or exams). There is also a need for better information about where and when rooms are not in use.

Priorities for the physical study environment 2014–2016

The mapping project concludes that if “UCPH wants students to stay on campus before, during and after classes, for both academic and social purposes, the current facilities need to be improved, in terms of both quality and quantity/capacity”.

The following priorities have been identified:

1. *Sufficient number of study places and group rooms with relevant facilities*

In the Faculty of Social Sciences, traditional classrooms are being transformed into reading rooms during the exam period, in order to make better use of the space. The tables are divided into single reading places with a lamp and a chair. According to both students and the faculty, this is a great success.

Better – and in some places, more – places to work and study. Without a more widespread culture of active presence, the study environment will not improve. Work needs to be done on both temporary, quick solutions (e.g. setting up workplaces in dead space) and more long-term solutions (e.g. the study environment in new buildings).

2. *Maximum utilisation of existing room capacity and the possibility of web-booking vacant rooms.*

By September 2014, the faculties will review their square footage and assess whether dead and neglected space can be used for student-related activities. Work also needs to be done on developing web-booking for vacant rooms.

The faculties should replace student-run areas if they are compelled to take them over.

3. *All students are to have access to a “regional room” – either for their specific study programme or along with related study programmes.*

Regional rooms are places where students can meet fellow students, as well as students from related study programmes, for social activities and coffee. The rooms can also be used for academic events.

Regional rooms:

“The absolute room” at the Niels Bohr Institute is a space for students to gather, read and drink coffee. At SOCIAL SCIENCE, “Jacques D” is the regional room for political science students, while psychology students congregate in “The Killer Rabbit”. UCPH has a variety of student-run facilities. Some of these are too small. For example, LAW has nearly 5,000 students but only two student rooms, with a total capacity of 400.

The psychosocial study environment

Objective: The immediate study environment for all students should be participatory and social, provide a basis for good learning, facilitate involvement in the University’s inter-faculty study environment and help students make the most of the opportunities available. The study environment concept makes no distinction between Danish and international students – there is one single study environment at UCPH, not two. However, account is, of course, taken of the fact that international students need to be introduced to Denmark.

Good study culture

The students in the focus groups are proud of their University and see it as part of their identity. When describing what they understand by a good study environment, the terms “community and closeness” recur again and again. The close social interaction takes place in the study groups with fellow students, while larger interdisciplinary social events cultivate the wider community between study programmes and across UCPH. Students would like to engage in both.

The focus groups also point out that students have high expectations of themselves and each other: “You seldom want to be the first to leave the reading room during exam periods.” The Danish Association of Masters and PhDs’ survey of the study environment at universities, conducted in autumn, also shows being a student can be lonely. Of the almost 1,000 university students that responded to the survey, 407 students were from UCPH, including 273 from the humanities, 65 from the natural sciences and 69 from the social sciences. In terms of the UCPH students, the study shows that:

- Approximately 25 % have only one or no friends on their study programme
- Approximately 25 % are rarely or only occasionally confident enough to make their views known in class
- Almost half rarely or never put their hand up in class
- More than half participate in only a few or no social events

Of course, in a lecture attended by several hundred students, most will not raise their hands, and many may have good friends outside the study programme. Nevertheless, the results indicate that lecturers, students and management must assume even more responsibility for promoting an inclusive study culture. Whilst the necessary contingency planning to respond to stress and mental health problems needs to be in place, the main aim is to support a study culture in which students do not end up feeling lonely and stressed. The results of the 2014 satisfaction and well-being assessment will provide further insight into stress and loneliness, both at the University as a whole and in the local study environment. The results will be incorporated into work on action plans.

Transition to the master’s programme

Students often describe the experience of starting on a master’s programme as “fragmentary”. Often, they are no longer part of a single cohort, but move between different subjects. Master’s students who studied for their bachelors at other universities are left to their own devices to an even greater extent. The students think that more targeted introductory events would help to facilitate the transition. A concerted effort to provide a better start on master’s programmes would fit with the University’s strategic priority of increasing recruitment.

Teachers and students meeting in academic and social contexts

The University aims to be a place that nurtures talent. Its position of academic strength will be used to give students the experience of being part of a challenging academic community that strives for high standards. Top researchers teach at the University, and the students are involved in the aca-

HUM’s project “**The Different Learning Environment**” focuses on the study environment as a whole. The aim is to create sense of community between lecturers and students via events that bring together the academic and the social aspects of student life. To co-ordinate these activities, an administrative “department facilitator” has been appointed, along with several subject-based facilitators.

At HEALTH, student-run “base groups” receive a little financial support from the faculty to organise events that bring together lecturers, experts and students.

ademic discussions. Meetings between researchers and students are essential for developing talent, for the students' experience of being part of an academic community, and therefore also for students completing their study programmes.

In some faculties and on some study programmes, students spend a lot of time with their lecturers, which tends to resemble a master-apprentice relationship. Researchers also participate in social events and arrange academic gatherings along with the students. However, some meetings with academic staff are more difficult. Specifically, lecturers' offices can be in another building that is inaccessible to their students. The physical separation can, however, be overcome through specific events and activities. The challenge is both to work with the culture and with the barriers inherent in the physical environment.

Where students have fewer classes, academic and social events, researcher lunches, field trips or similar events become even more essential to fostering academic and social integration and ensuring the development of a positive relationship between lecturer and student. A good example of this is the project "The Different Learning Environment", run by the SAXO Institute in the Faculty of Humanities.

Integration of international students into the study environment

UCPH has nearly 2,000 incoming exchange students p.a., and is making a determined effort to recruit the best international students to its master's programmes. At the moment, the University of Copenhagen has approximately 3,800 full-degree students. International students have the same experience of UCPH's physical study environment as Danish students, both in terms of lack of places to work and study, and their wishes for facilities and services on campus.

However, international students find it particularly difficult to find their way around UCPH, both in relation to administrative matters and in the physical environment. A need has therefore been identified for better signs in English. Students have also expressed a desire for more information about social and academic events. In order to feel welcome at UCPH, international students want physical frameworks that facilitate meetings with other students, both Danish and international.

There are several challenges in the digital area, e.g. parts of KUnet, including self-service (which is used to register for courses and check exam results), are not available in English. Immediate improvements are needed in these areas.

To welcome international students and help them integrate into the local study environment, HUM has a voluntary mentoring scheme, "**The QA Programme**", funded by the Board's Study Environment Pool. The programme assigns international students a mentor who will meet them at the airport and help with the practical aspects of moving to a new country. Anyone who has been at the University for more than a semester can become a mentor. Mentors develop intercultural and project skills. The programme also organises social events, including trips for Danish and international students.

There is also a need for better integration of international students into the programmes. International students find it difficult to feel that they can gain access to the Danish social study environment. The mentor programme for international students at HUM is a good example of how Danish and international students can work together on joint activities for their mutual benefit. This type of programme is also found in other faculties.

International students on the University's study programmes also help to create an international environment that is of great benefit to students who do not take part of their degree abroad. It allows them to gain a global perspective via the international environment at UCPH. This is known as "internationalisation at home". The potential for the internationalisation of the study programmes needs to be better exploited.

The following psychosocial priorities have been identified:

4. *Study-start programmes for all master's students (Danish and international), similar to those already provided for bachelor students.*

Induction programmes for master's students, both Danish and international, similar to the comprehensive study introduction programmes currently offered to bachelor students.

5. *Closer academic and social integration between lecturers and students*

A concerted effort must be made to ensure that lecturers and students meet and spend time together in the study environment at academic and social events – e.g. through projects in which lecturers and students organise activities together.

6. *Signs in English and relevant digital infrastructure in both Danish and English*

The fact that parts of KUnet and the self-service system for students are not available in English needs to be resolved quickly.

7. *All new UCPH students to be invited to the matriculation festivities.*
This includes both students new to UCPH and international students.

8. *Student mentor network at all faculties for international students*
All international students must have access to a mentor network. The mentor networks should be co-ordinated with Student House's efforts to integrate international students. The mentoring scheme could also

The Student House in Købmagergade is run by approximately 170 volunteer students from the University. Focusing on the city's many international students, it organises a range of practical, social and academic events that aim to make life as an international student easier and more fun. It is important to note that Danish students develop and run the events, and in doing so facilitate meetings between Danish and international students.

In Psychology, newly matriculated students take part in "Introduction to UCPH's IT systems" (including Absalon), as part of four general study-start events during the first month of the study.

usefully be extended to all students. With the increasing pressure to complete studies on time, it may be beneficial for all students to have access to an older student as a mentor.

The digital learning environment and communication with students

Objective: Students have a need for a coherent and user-friendly digital learning environment that supports study completion and is based on their needs. Students have ready access to reliable information that is timely and relevant to their studies.

The focus-group interviews about the digital study environment show that students are frustrated with the number of different IT systems. These systems often have their own user interface and logic. Students find it frustrating that the systems are effectively isolated from and unrelated to each other. One example is course registration, which entails finding the course in the course catalogue, remembering the title and number, and then registering it in a different system (self-service). It detracts from the user-friendliness that it is not possible to generate an overview of the course catalogue, so that the student can see at glance which courses are available.

Students say that it is difficult to find relevant information. They can get lost in a forest of sub-sites at University, faculty and departmental level. One student from the focus groups said: “Sometimes the information you’re given is a bit weird. It’s as if they aren’t telling us the important things.”

The University must no longer be perceived as one big, unmanageable bulletin board where students give up searching for the information that they need. Instead, communication with students must be considered from a holistic perspective and seen through the students’ eyes. A distinction must be made between “need to know” and “nice to know”. Students should not have to navigate between numerous different IT systems. There must be a few user-friendly systems available that meet the IT standards the students are used to from upper-secondary school.

There is therefore a need to conduct an analysis of how students’ progress through the University, from matriculation to graduation. This is known as a service journey, and identifies the points at which students experience problems with IT services and communications. A holistic perspective needs to be adopted, based on students’ experiences and needs.

A seamless digital study environment and recipient-oriented, personalised communication with so many students is a highly ambitious objective. A prioritised action plan is needed that distinguishes between short- and long-

In September, a number of quick projects – known as “**gazelles**” – were launched to make immediate improvements to the University’s IT services for students. The gazelles, which will conclude by Christmas, include simple sign-in to KUnet’s self-service, personal timetables and better student transcripts.

term goals. The analysis of the service journey will provide the necessary insight to prioritise such long-term projects. In the short term, a number of minor improvements can be implemented immediately, and benefits can be reaped from other initiatives in the recent past.

To improve the quality of the digital study environment and communication with students, the following initiatives will be prioritised:

9. Analysis of how various students' progress through and behave in the University (a service journey or touch-point analysis), with a view to optimising services.

The analysis should pinpoint exactly where and when students experience particular problems with digital services and communication. This knowledge will be used to improve IT services and communication in the University and provide the basis for a holistic perspective based on the students' experience.

10. IT systems that are as integrated as possible and meet students' needs. Attention needs to be paid to the consistency and user-friendliness of IT systems. New systems must not be deployed without being user-tested.

11. Development of an app ("My UCPH") that incorporates self-service, study messages and information about social and academic events.

The app can provide a single access point to parts of the relevant systems and information.

12. Optimum utilisation of existing IT services

Introductory courses on digital services for all bachelor and master's students. Roll-out and publicising of the programme pages in Danish and English, as well as the dissemination and optimal use of the learning platform Absalon and other digital services.

13. Study of interaction between the University's digital services and social media

Facebook is widely used by students, including in a study context. A study will be made of how the University can make the best use of social media.

Governance structure for the study environment

Many different forums at the University participate in work on the study environment. To ensure consistency and reduce overlap, there is a need to re-

In Theology, a new **dialogue forum** has been set up involving the Dean and students. The idea is to encourage positive and direct contact between management and students about the study environment. An umbrella organisation, with representatives of the two study councils, the bar, canteen and the magazine Arken has also been set up. The Dean also supports the study councils by employing a student responsible for their accounts. This enables the other students to spend their time organising social and academic events or running the magazine instead of worrying about the bookkeeping.

consider the current governance structure. A transparent and simple governance structure for the study environment is an objective in itself.

The experience from the Prorector's round of visits to the faculties revealed that some students are unsure about to whom they should convey their suggestions for improvements to the study environment. This only reinforces the idea that "nobody listens to students". Most faculties already have forums where students can engage in dialogue with management, but there is a need to continuously communicate with students and remind them about these forums.

A large number of small and short-term projects are run in the study environment area, including student projects funded by the study environment pool. It is positive for the study environment and for student involvement in activities to let the "thousand flowers bloom", but a transparent organisational structure is also needed. There is, therefore, a need to improve the organisation of the study environment, to ensure that the topic remains on the agenda in the main forums and that money is earmarked for it. Students should, of course, be at the table whenever the study environment is discussed.

14. Current governance structure for the study environment at institutional and faculty level to be evaluated for simplicity and transparency.

The University's Education Strategic Council (KUUR), which is responsible for the study environment strategy, will conduct the evaluation of the governance structure.