

# Summary of annual planning survey ITC Faculty

24 August 2020

# Research

# Questions and goals in research

**What should we do as a Faculty to increase international funding significantly?**

The University management's goal for 2021 is to increase EU research funding by 50% from the level of 2019.

**What should we do as a Faculty to increase the number of publications and improve their quality?**

The management's goal is to increase the number of publications at levels 2–3 in the [Publication Forum's rating](#) as well as the number of international joint publications.

# Research: means to achieve the goals

The following suggestions for achieving the research goals have been compiled and grouped from the answers to the two questions about research. The same means were repeated in both answers.

Time (approx. 20% of the comments)

Time to do research

- having more hourly paid teachers
- project managers / research assistants to work on applications
- research staff exempt from administrative duties
- doctoral researchers really teach max. 5%

Time for writing applications (1–3-month sabbaticals / application)

The teaching period system: a free period for conducting research

Time for research in teaching intensive fields

Research sabbaticals

Professors concentrating only on research (or only on teaching)

# Research: means

## Incentive schemes

Cash bonuses for high-quality publications, funding received, coordination of EU projects, even for a good try

Focusing support on the most successful research groups

Linking successful applications to positive career prospects

Linking research group resources to performance (more for good, less for bad)

## Recruitment

International recruiting

Scientifically promising / higher-calibre researchers / professors

Requiring international experience in the recruitment for tenured posts

Taking more experienced researchers also into account in long-term employment / recruitment of post-doctoral researchers

# Research: means

## Support

Resources for a grant writer / other help with research applications on the Faculty and even Unit level

Head-hunting of topics and researchers / groups

Shifting more responsibility for applications to administration

Language revision services

A sparring network and a mentoring system

Strengthening the role of supervisors

- encouragement of research applications in supervision
- in drafting work plans: Where do you take the time for research? How is the annual publication plan included in the work plan?
- encouragement and support, feedback on good performance
- publication and publication channel plans discussed in supervisory work and the work of doctoral researchers

Payment of Open Access fees (on Publication Forum levels 2–3)

Events: research seminars, multidisciplinary events

# Research: means

## Information

Information on funding calls

- Comprehensive data bank on 'all' funding calls
- Targeted information for ITC on relevant calls

Sharing good experiences

Good websites

Information to support career counselling

Thematic association of funding applications with research profiles

Information on suitable publication channels

- What are the suitable options?
- Impact of publications
- (Should we choose easy channels at levels 2–3?)

# Research: means

## networks

Support for international exchanges to Finland

Trips abroad

International cooperation

Central international networking roles of the Faculty's representatives

Support for the international networks of Principal Investigators

Networks of industry and societal actors

Participation in the EU's processes that develop funding programmes

Participation in large consortia



# Research: means

## organisation

Changes in organisation: new units and groups

Coordination of applications on the Faculty level, multidisciplinary cooperation instead of competition

Faculty's funding application strategy: what and when?

Clear, transparent processes for applying for time (eg research sabbaticals) and money (eg for hiring a research assistant).

Clear and permanent goals on whose basis researchers may prioritise their work

The Faculty's strategy in both publications and funding applications:

- Is the emphasis on quantity or quality?

Supporting projects that produce publications (cf. applied projects with businesses that do not)

Good infrastructure and making it known in Europe

# Teaching

# Questions and goals in teaching

## **What measures does the Faculty plan to take in 2021 to improve students' advancement in studies**

Raising the share of students graduating within the target time from 34% in 2019 to 40% by the end of 2024.

## **What measures does the Faculty plan to take in 2021 to make teaching more efficient?**

Reducing overlapping and under-utilised teaching provision by freeing up 10% of teaching resources for reallocation and especially shortening retention times: review of courses and coursework as well as the systematic development of networked teaching cooperation.

## **What measures does the Faculty plan to take in 2021 to increase the offering of non-degree education?**

Increasing the supply of continuous learning and Open University studies so that we can flexibly respond to the changing skills needs required in working life and to open new avenues for becoming a degree student.

# Themes related to teaching (1/7)

The themes related to teaching have been compiled and grouped from the answers to all three questions. Some themes were repeated.

## **Recruitment and admission of students**

Marketing of education

Admission paths

Admission criteria

Number of admissions

## **Supervision**

Study guidance

Academic guidance and counselling

Supervision of theses

A student-friendly attitude

# Themes related to teaching (2/7)

## Supporting students' well-being and coping

### Motivation, encouragement, rewarding

Of students, teachers and degree programmes

## Curriculum design

Diverse development of the programme and specialisation portfolio

Suitable number of courses

Flexible, versatile and alternative completion methods

- reconciliation of working and studying

Relating the requirements of study units to objectives

- using the full assessment scale
- demands and extent of theses

Smooth study paths

An indicative order of studies

A web-like map of study paths

# Themes related to teaching (3/7)

## Curriculum design

Recognition of prior learning and learning acquired elsewhere

Cooperation between research and degree programmes

- productising current courses from research results

Cooperation with employers

- future skills needs

Developing the teaching in Open University and continuous learning in co-operation with the teaching in degree education, considering the objectives and resources;

- co-education
- basic study units and thematically varied entities

# Themes related to teaching (4/7)

## Teaching provision

Scheduling

Flexibility of study completion, independence of time and place

- digitisation

Review of the number of study units and having an appropriate number

Reducing the interruption of study unit completions: offering a 'B' completion method

Using the summer teaching period

Analysing the teaching and completions methods:

- identifying and removing bottlenecks

# Themes related to teaching (5/7)

## Resources

Sufficient resources to develop and implement study units, teaching and supervision

Teacher teams

Cooperation within the Faculty and Tampere Universities community and between universities

- introductory courses
- methodology / methods
- participation in thematic networks

Reusing teaching materials, using existing materials

Finding a balance between teaching-intensive periods and periods that require less teaching

Utilising digitisation and automation

Development of completion methods

- utilising peer learning and support

Developing the forms of assessment

- straightforward verifying of learning assignments and exams



# Themes related to teaching (6/7)

## Resources

Cooperation between research and teaching

- eg researchers supervising theses
- students earning some credits as special work / projects that are done in research groups

Cooperation between Professors of Practice and degree programmes

- eg projects

Flexible budgeting to enable additional teaching resources and ad hoc implementations

Drafting work plans as part of curriculum design, teaching and the promotion of well-being at work

- training the use of teaching tools, pedagogical training

# Themes related to teaching (7/7)

## Reports, follow-up

Monitoring students' progress in studies

Analysing the reasons for delayed graduation

## Systems and tools

User-friendly and informative study information systems

Activation tools

Activating, interactive platforms for online and remote teaching

# HR planning

# . How should long-term planning be reflected in HR and how can it be promoted?

Longer-term employment relationships (incl. fixed-term ones and post doc posts that are as long as possible), Faculty should take risks even though not 100% sure of continued project funding

More permanent employment relationships, getting into the tenure track leading in a permanent position earlier than now

Short overlapping jobs in the recruitment of successors to ensure the transfer of information

Permanent positions from the perspective of continuity and competence management, eg university lecturer posts that combine teaching and research: part of the funding from teaching (core funding), another part from research projects.

Considering long-term trends and profiles -> what to focus on, what kind of expertise is needed? Noticing changes in the operating environment, including recruitment and how recruitment is targeted, not always recruiting new people in the same field automatically

Making the joint recruitment principles clear and transparent in the Faculty

# . What is the significance of the staff structure? How should we develop it?

The role of tenure track posts in ensuring future competence (There were also concerns about the tenure track: does the requirement for further scientific qualifications make tenured persons unable to participate in administration; does the burden fall on others?)

The role of experienced teachers and researchers to ensure quality and the impact of operations, post doc posts

Promoting diversity eg gender and age distribution, internationality (However, not as an absolute value because competence and potential are decisive in recruiting.)

Internationality: not only is international recruiting important but also vice versa: are our own people able to compete internationally, is networking enabled?

Encouraging inter- and multidisciplinary, more wide-ranging cooperation

NB, also conflicting views: professor-led research groups vs. more permanent teaching staff

# **. Positive employer image and the recruitment of competent personnel (from Finland and abroad)**

High-quality cutting edge teaching and research

Good working environment: eg opportunities to do research, infrastructure, salaries, incentives, funding for travel and development; good, equal and inclusive work community and HR policy

Well-functioning external communications, for example, websites and social media ambassadors

# . How can we promote the stability and predictability of employment relationships?

Permanent and longer-term employment relationships in fixed-term jobs, eg starting the tenure track earlier

Fragmentariness of project funding -> How to make it more stable? Bridge funding?

Clarification of career prospects to personnel, open principles

Also comments that changing personnel ensures the renewal of the University

# . How can we examine work loads and promote the equal distribution of work?

Making meta work visible (Teachers and researchers do much administrative work, which is not necessarily known.)

There should be no conflict between the work plan and actual work; the work plan was often regarded as red tape

Supervisory work, intervention in excess work burden cases

Sufficiently open discussion about tasks and the time spent on doing them (individual experiences also vary)

Individual responsibility and freedom was also emphasised, incentives for results



# General questions

# General questions

## Other projects and realignments of operations we should carry out in our Faculty 2021

Making the position and funding of research centres clearer

Ergonomics and well-being at work

Good websites

Teaching and support of technical writing skills

More cooperation within the Faculty

Tools for digital / online teaching

Recruiting more people: teaching, research and support personnel

Faculty-level research platforms

Career counselling (for people in the tenure track)

# General questions

How can we encourage everyday work in our Faculty in order to reach the goals set by the University? What would motivate you?

Time and peace for working

Cash incentives

Career prospects

Funding for recruiting new people

Good work community, encouragement and appreciation, and feedback on work well done

# General questions

## How can we increase the benefits arising from our multidisciplinary Faculty?

Joint events, multidisciplinary seminars, researcher meetings, events for presenting research

Opportunities for encountering -> cooperation -> joint projects

Information: what are colleagues doing in other Units?

We need an encouraging atmosphere.

Multidisciplinary cooperation arises from the people; it cannot be dictated

There is no need for multidisciplinarity.