



# UNIVERSITY OF ICELAND

Faculty of Food Science  
and Nutrition

SCHOOL OF HEALTH SCIENCES

SELF-REVIEW REPORT



January 2020





**UNIVERSITY OF ICELAND**

## Introduction

This report is an abstract of the Self-Review Report of the Faculty of Food Science and Nutrition at the School of Health Sciences, University of Iceland and is intended for public disclosure at the University's website.

In accordance with the Icelandic Quality Enhancement Framework at the University level in Iceland and the University of Iceland's Guidelines for the organization, schedule and process of institution-led review of faculties and interdisciplinary programmes, the Faculty of Food Science and Nutrition (henceforth the Faculty), School of Health Sciences (the School), University of Iceland (the University), carried out self-evaluation during the autumn semester of 2019. The results are presented in this report. A self-evaluation committee was established in March 2019.

The committee members were:

1. Ólöf Guðný Geirsdóttir, associate professor and Head of the FFSN, and Chairperson of the self-evaluation committee.
2. María Guðjónsdóttir, professor and Vice-Head of FFSN, and academic staff representative.
3. Auður Ingólfssdóttir, administrative officer at FFSN and administrative staff representative.
4. Sveinbjörg Halldórsdóttir, project manager at FFSN and secretary of the committee.
5. Guðrún Svana Hilmarsdóttir, Food Science PhD student representative
6. Vilborg Kolbrún Vilmundardóttir, Nutrition PhD student representative
7. Herdís Ásgeirsdóttir, Nutrition M.Sc. student representative
8. Dagbjört Inga Grétarsdóttir, Food Science B.Sc. student representative
9. Dofri Vikar Bragason, Nutrition B.Sc. student representative
10. Björn S. Gunnarsson, head of Research and Development at Mjólkursamsalan the Icelandic Dairy Company, former student and society representative (graduated with a PhD. Degree in 2005)

In the spring of 2019, the committee set up a time schedule for the self-review work and arranged meetings with experts from the Centre for Teaching and Learning, the Social Science Research Institute and the University central administration. Core statistics describing the Faculty including number of students, funding and research activities were provided by the central administration. The Centre for Teaching and Learning provided expert assistance in the revision of learning objectives and outcomes. The Social Science Research Institute provided results from student satisfaction surveys. Student focus meetings were also arranged to provide feedback on the FFSN study programs. The surveys were used to draw attention to potential challenges within FFSN, which were discussed in more detail with the student focus groups. This report therefore relies primarily on information that the self-review committee collected on student views and opinions in the focus groups. Three international external reviewers from three different fields of Health sciences, including food science and

nutrition (primary reviewer) reviewed the process of the self-evaluation work and the Faculty during the first week of October 2019.

The Self-Review Report is divided into three main parts. It firstly describes in detail the main Faculty characteristics including human resources, management structure, finance and short summary of students and study programmes. The faculties academic vision for both teaching and research is presented and local and international collaboration in teaching and research is discussed. Subsequently, student support is described. The second section includes a thorough description of the study programmes available within the Faculty. The section is divided by academic degrees (BS, MS and PhD) and the focus was to discuss in detail the structure and content of each study programme and, to identify their strengths and weaknesses. Importantly, student opinions on each study programme was collected through student surveys, focus groups and meetings and their views are presented and discussed separately for each academic degree. The third section presents a description on lessons learned from QEF1 and to what extent the Faculty was able to implement the main projects and goals set in 2013. Subsequently, it summarizes conclusions for Faculty research and teaching and highlights the learnings made from the current self-evaluation process.

## Faculty Characteristics

The Faculty of Food Science and Nutrition (FFSN) became an independent faculty within the School of Health Sciences in 2008. It is one of the smallest faculties at the University of Iceland, with only 9.87 full time equivalent positions and around 140 active students per year. FFSN is, however, highly research oriented and very productive in terms of peer-reviewed publications and number of PhD graduates.

The Faculty hosts six study programs, one BS program, one MS program and a PhD program for each of the food science and nutritional disciplines, respectively. The main aim of the study programs is to educate highly qualified specialists within Food Science and Nutrition, that can compete at an international highly competitive work market at the end of their studies. (Appendix 1, Table 1).

Among the 16 faculty members, 2 are in administration and in academic support, and 14 in academic tenure track or adjunct positions in 10.37 Full time equivalent positions (Appendix 1, Table 2). The gender distribution is even, at 8 are females and 8 are males, and together they cover a relatively broad spectrum of expertise within food science and nutrition. From the last self-review report the number of positions within the food science have been increased by 2 permanent positions being filled by young scientists, while older food science faculty members have retired or decreased their positions to make room for younger scientists. Within nutrition, one professor has retired, and two young scientists have been hired in part time positions instead. The age distribution is therefore currently balanced, although further recruitments are anticipated in the near future due to the prominent retirement of older faculty staff.

The Faculty is, in terms of undergraduate student number, one of the smaller faculties within the University with an average of 75 undergraduate students over the last four years in two study programmes (Appendix 1, Table 3). Recruitment of new students has been very

successful in the BS program in Nutrition, while lower recruitment has been achieved in the Food Science undergraduate program. However, the graduate programs (MS and PhD) in Food Science have been more popular than the nutrition graduate programs in the last years. This can partially be explained by the fact that the Food Science graduate programs are provided and taught in English and thus also attract international students. The progress of students through the BS programmes is quite satisfactory, with a retention rate of about 65% and completion rates of 79% and 96% for Food Science and Nutrition, respectively. Similarly, retention and completion rates are very good in the MS programmes. Over the last four years one PhD student on average has graduated per year within Food Science with an average completion rate of 75%.

In 2018 the total number of registered students within the Faculty was 145; 85 undergraduate students, 44 master's students and 21 PhD students.

### Strengths, Weaknesses, Opportunities and Threats (SWOT)

An analysis of the main strengths, weaknesses, opportunities and threats (SWOT) of FFSN was performed to assess the characteristics of the Faculty.

## SWOT ANALYSIS FFNS

	INTERNAL FACTORS	EXTERNAL FACTORS
POSITIVE	<p><b>STRENGTHS</b></p> <ul style="list-style-type: none"> <li>• High research activity – Leading researchers</li> <li>• Highly capable staff in both research and teaching</li> <li>• Interdisciplinary research and teaching</li> <li>• Strong connection and collaboration with institutes, industry and hospital</li> <li>• Few students, opportunities for personal study plans and better student service</li> <li>• Strong supporting services (internal/external)</li> <li>• High employability of students after graduation</li> <li>• High student satisfaction</li> </ul>	<p><b>OPPORTUNITIES</b></p> <ul style="list-style-type: none"> <li>• Increased collaboration and focus on environmental issues</li> <li>• Adaptation and application of new teaching methods</li> <li>• Collaborations in research and teaching both international and domestic</li> <li>• Renewal of staff within 4 years – new focus and opportunities</li> <li>• Intended building of joint house for the School of Health Sciences</li> </ul>
NEGATIVE	<p><b>WEAKNESSES</b></p> <ul style="list-style-type: none"> <li>• Lack of faculty staff– high workload</li> <li>• Few students</li> <li>• Lack of common location – wide geographical distribution <ul style="list-style-type: none"> <li>• Challenges in student access to teachers and staff</li> <li>• Challenges in faculty communications</li> </ul> </li> <li>• Financial model weaknesses</li> </ul>	<p><b>THREATS</b></p> <ul style="list-style-type: none"> <li>• Financial model threats</li> <li>• Small faculty – risk of overload and burnout</li> <li>• Recruitment issues</li> <li>• Changes in political environment</li> <li>• Research grant availability</li> <li>• Potential student dissatisfaction</li> <li>• Changes in joining facilities</li> </ul>

### Main Strengths

The Faculty is highly research oriented, leading to very high research activities of the academic staff, who many are leading researchers within their field of expertise. The connection between research and teaching is strong on all educational levels, and especially in the graduate programs, where most graduate project work is performed in collaboration with leading international and domestic research institutes, the University Hospital, other faculties at the University and/or industry. The wide expertise of the academic Faculty members also allows for highly interdisciplinary research and teaching. The interdisciplinary nature of the

research at FFSN is also related either directly or indirectly to all United Nations Sustainability Development Goals (SDGs). Due to the small size of the Faculty, more flexibility and personalization of study plans are achievable for the students than in larger faculties. The FFSN also possesses strong supporting services, both within the Faculty (FFSN administrative officer and project manager) and in collaboration with the School of Health Sciences and the main University support offices. Recent student satisfaction surveys indicate that the students are generally satisfied with the FFSN programs, although improvements of the FFSN activities are revised continuously.

Since 2016 all first-year undergraduate students in food science and nutrition have as many courses together as possible at Læknagarður where the FFSN administration and Head have their offices, in order to increase students' access to teachers and faculty administration. A social room for students has also been established at Læknagarður, where students can meet between classes, assist each other on homework and projects and socialize. This has had a very positive effect on the student morale, as well as student support from the Faculty.

### **Main weaknesses**

The main weaknesses and obstacles in the FFSN activities can be categorized into three main categories:

1. **Lack of faculty staff.** According to University rules, all academics with high research activity can reduce their teaching obligations. Of the 9.87 full time equivalent academic positions within the FFSN, the majority of teachers have reduced teaching obligations (Table 3), which means that teaching is often done in overtime or by PhD-students, who are often quite good at teaching, but the curriculum is neither stable, financially optimal nor sustainable. This puts strains on the Faculty to implement curriculum improvements, in addition to providing students with the learning environment they deserve.
2. **Lack of common location.** As in 2014, the main challenge in terms of management is that the FFSN program is housed in several separate locations, approximately 15 km apart and teaching is in six places scattered within this 15 km radius.
  - a. The nutrition program facilities are located at the Landspítali University Hospital, which is a major advantage in terms of teaching and training within nutrition sciences and clinical nutrition, and the University hospital has facilitated an interdisciplinary research collaboration within the hospital. The nutrition education and research with nutritional clinical laboratory work is mostly conducted at the Landspítali facilities, as well as the conduction of randomized controlled intervention trials.
  - b. The food science program and facilities are located at the Matís Ltd., Food and Biotech R&D headquarters at Vínlandsleið 12-14 in the east part of Reykjavík. Matís is a governmental public limited company formed in 2007 after a merger of three governmental research institutes servicing the food industry. This collaboration and shared facilities give the department access

to facilities, research equipment and supporting staff that could not be matched if the food science program was housed at the University campus.

Despite obvious advantages in the terms of teaching and training, the dispersion in location of faculty members at the University Hospital and Matís reduce the connections between faculty members. In addition, the downside of the Faculty being hosted in different locations far apart is that there is less catalysts for common interdisciplinary projects and coordination of teaching activities, as the faculty members do not meet on a daily basis. However, faculty members strive to minimize these barriers through regular faculty meetings and are active in common policy making within the Faculty, as well as in the School of Health Sciences and University management councils.

3. **Few students.** The small size is both the main advantage and disadvantage of the Faculty. The financial model is built partially on the research activities and partially on students finished ECTS, which puts severe pressure on the Faculty to attract more students to the programs. To meet this demand the Faculty hired in a Project manager, who's main duties involve faculty promotion, in November 2018. This promotion work led to a successful substantial increase in new student recruitments for the 2019-2020 academic year (69 accepted new BS students in the academic year 2019-2020 compared to approximately 37 in the year before). This promotion work will be continued to add more students in the years to come.

### **Main opportunities**

Research with international leading research partners can be further strengthened by current academic staff and recruitment of new staff. Within the next 4 years four members of the academic staff will retire due to age, opening positions for new researchers and new focus points. This work has already begun with the recruitment of 3 adjunct positions in FFSN within the last 2 years. One of these adjunct positions include a specialist in life cycle assessment (LCA) of food production, sustaining the connection to the United Nations Sustainability Development Goals (SDGs) even further.

FSN requires that new academic staff obtains an education in higher learning. This has led to the implementation of more versatile and novel teaching methods during FFSN classes. The relatively small classes also open up for more active learning methods, such as case-based learning, project work, flipped classroom etc. which is more difficult in larger classes.

A special effort has been put into joining courses between the two disciplines for first year B.Sc. students to make them understand the interdisciplinary nature of food and nutritional sciences and to give them a stronger feeling of belonging to a class. This work will be continued and strengthened even further.

New opportunities then lie in the intended building of a common house for the School of Health Sciences in connection to the University Hospital. By joining the Faculty members in one location and shortening the distance to other faculties within the School of Health Sciences offer new and more effective ways of interdisciplinary research and teaching both

within FFSN and between FFSN and other faculties. This will have an especially high impact on FFSN of the faculties in the School of Health Sciences, both due to the small current size of the Faculty and its currently widespread location of staff.

### **Main threats**

The main threats of FFSN are connected to the small number of staff and students.

- Since the financial model is to a large part based on the number of students and ECTS that they finish the low number of students, especially in the undergraduate programs are of special concern for FFSN. Recently initiated promotion work does though seem to attract new students to both the food science and nutrition disciplines and the promotion work will be continued to increase the student numbers even further.
- Few academic positions and high expectations on teaching and research obligations increase the risk of work overload, stress, burnout, sick-leaves and difficulties in combining a personal and a professional life. This has been seen in recent work satisfaction surveys performed at the University. This risk of course is present for all faculties at the University. However, the small size of the FFSN faculty increases this risk even further. The working conditions and work satisfaction of FFSN staff will be continuously monitored closely in order to minimize this risk. Evening out workload between academic faculty will also be a variable that is deeply considered during recruitment of new staff.

The political environment in Iceland, as well as in Europe can then have a serious effect on the FFSN activities, including focus points and research grant availability, governmental aid to the University, international affairs and several other issues. The current government supports environmental issues strongly, but healthcare and education to a lower degree. There are therefore both opportunities and threats associated with the political environment at each point in time. The interdisciplinary nature of Food Science and Nutrition, and the continuous global need for nutrition food does stabilize this environment slightly. However, no guarantees exist in politics.

Building a joint house for the School of Health Sciences also poses some threats to FFSN. Due to the small size of the Faculty there is a risk for that any special needs of the Faculty will go unheard in planning and designing the new house. FFSN include both wet-lab and dry-lab activities, which some need very special facilities, including laboratories for chemical, physical microbiological, and sensory evaluation of food, storage and cooling/freezing rooms, teaching facilities, interviewing rooms, clinical facilities etc. Many of these facilities can be used together with other faculties, such as pharmacy, medicine etc. and FFSN encourages such joint applications when possible.

To try to make the FFSN needs heard the FFSN has active representatives in all major committees within the University and the School of Health Sciences, including the planning committees for the new facilities.



## Summary and Main Conclusions for the Faculty

### Lessons learned from QEF1

Since the last self-evaluation report was submitted in 2014 numerous positive developments have taken place. Most of the six issues identified in 2014 report have been addressed, at least partially.

1. *Both graduate and undergraduate students worry about their job prospects.*

Currently, the market calls for more food scientists and nutritionists. A continuous need for clinical nutritionists, however, exists at the University hospital and at other health institutions. Higher focus on innovation and product development in the Food science programs also offers the possibility of students engaging in entrepreneurship and start-up companies. The study programs have also been given wider focus and been made more interdisciplinary, producing more job opportunities of students upon graduation.

2. *The whole framework from recruitment of PhD students, their education and thesis evaluation need to be monitored closely to ensure that their education and training meets high academic standards and the evaluation of their work is rigorous and independent.*

Since the writing of the last self-evaluation report the FFSN has along with the School of Health Sciences implemented a stronger frame for the Ph.D. programs and for closer quality monitoring of the Ph.D. studies. The Ph.D. programs in the School of Health Sciences, including FFSN, have obtained the ORPHEUS certification of excellent practices in their Ph.D. programs. The recruitment of new Ph.D. students has become stricter, including requirements of detailed research and funding plans, student interviews with the doctoral study committee, requirements of handing in progress reports every 6 months, mid-term evaluations and more. This stronger frame has already led to higher quality and efficiency of the Ph.D. programs in FFSN. In addition, the FFSN has one of the highest productivities of Ph.D. students per academic staff at the University (19 graduated Ph.D. students in the last 5 years).

3. *Graduate student contracts need to be harmonized and a more structured approach is needed for making them aware of their rights and obligations.*

The strengthening of the Ph.D. framework has also led to several improvements in the M.Sc. programs, including a joint application form for the M.Sc. research project, stricter guidelines from and closer monitoring of students by the FFSN graduate study committee, the recruitment of a postgrad studies manager at the School of Health Sciences and more. A M.Sc. study handbook, including guidelines, students' and supervisors' rights and obligations and other relevant information, is also made available to all graduate students upon their study start. Continuous revisions of the handbook and relevant application forms are performed.

4. *Revision of courses needs to be more structured so complaints about repetition in course material do not go unnoticed.*

Several courses at the undergraduate level have been combined for both disciplines to make the teaching more effective and to educate students on the interdisciplinary possibilities between the two disciplines. Course descriptions and material in all FFSN study programs

have been reviewed and their revisions are ongoing. The revisions include the implementation of new teaching methods, prevention of repetition and reaching a higher quality of the study programs overall.

5. *Undergraduate students need to have access to facilities where they can meet and interact as is the case for many of the more established faculties at the University.*

As mentioned before has a student social room been established at Læknagarður, where they can meet and discuss teaching, socialize and assist each other for projects and homework. This work is therefore finished. Special care will be given to provide the FFSN students a similar facility when a new house for the School of Health Sciences will rise.

6. *Centralized surveys and interviews among 2nd year students suggest that they feel dis-integrated from their studies and lack motivation.*

Some of these issues have been resolved by the introduction of the student social room and by the combining of undergraduate courses between the disciplines. More effort has also been successfully laid into introducing discipline specific research topics in the 1<sup>st</sup> and 2<sup>nd</sup> year undergraduate courses to increase the integration between research and teaching and to increase student motivation. This issue is though under constant revision and improvement.

## Teaching and Learning

Main conclusion from the external committee is that, the main threats are related to the small number of students, and the fact that the financial model of the University is based on that, especially for undergraduate education. As there are too few students in the courses FFSN has made efforts to promote and make the education more well known in the society, resulting in a much increased number of students recruited during 2019. Also, there are problems that students do not stay in the program and that students are not involved in the development of programs.

Outcomes of SWOT analysis for teaching and learning are presented in Table 19. The main strengths related to the dedication of the faculty, but the weaknesses mainly related to the few students. Most of these weaknesses can be turned into opportunities, but threats facing teaching and learning concern lack of operational funding and small number of faculty which makes programme vulnerable and unsustainable.

## Management of Research

FFSN and students are active researchers and the research conducted is of high quality. The Faculty is currently involved in many research projects, both domestic and international and the average research output of faculty members has in recent years far exceeded that of others in SH and the University. Publications in academic peer-reviewed journals are emphasized and participation in international research projects encouraged. Coordination between research and learning is emphasized.

However, FFSN does not have a research plan or strategy, nor does it publish a report on programme research. This is at least in part a function of the University, but the Programme should have its own research priorities and plan, as stated in external report

### Follow-up Processes

The implementation of the Action Plan will be a standing item on meetings of the Faculty Board and similarly Faculty Head will report on the progress regularly to the School Board. Faculty Head reports formally to the School Dean on the status of the implementation and plans for next year together with other relevant QA matters no later than 1 December and this will be followed up in the School Board. The School Dean will subsequently make use of this report in a status report for all Faculties in the School, which will be submitted to the Quality Committee no later than 15 January. The Quality Committee writes a short report to the Rector no later than 1 February, which will subsequently be discussed in a meeting between the Chair of the Quality Committee, the Director of Quality Management and Rector, Vice-Rectors. Deans of Schools and the Managing Director of the Central Administration.

## Appendix 1. Key Figures.

**Table 1. Overview of present Study Programmes within the Faculty**

Name of Study Program	Cycle <sup>1</sup>	Degree	Credits (ECTS)
MAT261 Food Science	1.2	BS	180 ECTS
MAT441 Food Science	2.2	MS	120 ECTS
MAT561 Food Science	3	PhD	180 ECTS
NÆR261 Nutrition	1.2	BS	180 ECTS
NÆR441 Nutrition	2.2	MS	120 ECTS
NÆR561 Nutrition	3	PhD	180 ECTS

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

**Table 2. Faculty members as of 1 March 2019 and sessional teachers 2018, number (No.) and full time-equivalent (FTE)**

	Male		Female		Total	
	No.	FTE	No.	FTE	No.	FTE
Professors	6	4.50	3	3.00	9	7.50
Associate Professors	1	0.37	1	1.00	2	1.37
Assistant Professors	1	1.00	0	0.00	1	1.00
Adjunct Lectures	0	0.00	2	0.50	2	0.50
Total	8	5.87	6	4.50	14	10.37
Sessional teachers	9	0.27	43	1.67	52	1.94

**Table 3. Total number of students, number of entrants, retention rate for first year, and completion rate (4-year mean).**

Program	No. of students			No. of entrants <sup>3</sup>	Retention rate %	No. of graduates	Completion rate <sup>4</sup> %
	Total no.	Full time <sup>1</sup>	Part time <sup>2</sup>				
MAT261 B.Sc.	27	17	8	8	65	6	79
MAT441 M.Sc.	20	14	6	6	83	8	94
MAT561 Ph.D.	8	5.5	-	1.75	-	1	75
NÆR261 B.Sc.	48	31	13	18	64	13	96
NÆR441 M.Sc.	16	11	4	6	100	5.5	84
NÆR561 Ph.D.	5	4	-	1	-	-	-

<sup>1</sup> > 22.5 ECTS completed. For Ph.D. students > 1 ECTS completed.

<sup>2</sup> 1-22 ECTS completed.

<sup>3</sup> For all programmes except Ph.D., no. of students completing at least one examination in first term.

<sup>4</sup> 2-year rate for diploma, 4-year rate for B.A./B.S., 3-year rate for M.A./M.S., 5-year rate for Ph.D.

**Table 4. Research output of Faculty members, based on the Evaluation System for the Public Universities in Iceland, expressed by mean total research points (A) and mean research points from peer-reviewed publications only (B) per FTE.**

	2015		2016		2017		2018		Mean	
	A	B	A	B	A	B	A	B	A	B
Faculty	44.9	36.4	64.5	48.0	38.9	30.5	46.4	33.0	48.7	37.0
School	39.7	29.0	40.6	29.6	34.7	24.1	37.7	27.6	38.2	27.6
University	37.8	24.7	37.1	25.1	34.8	22.8	37.8	26.4	36.9	24.9

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

	Actions	How	Deadlines	Responsible party
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### 1. FACULTY LEVEL

Ch. 1.2	Faculty Characteristics			
1	Joining Faculty facilities	School of Health new building	Estimated 2025	FFSN meeting, Dean of SHS & UoI main administration
2	Combine courses between disciplines – better use of academic staff	Many first-year courses combined for the two disciplines -ongoing work	2021	FFSN meetings
3	Recruit new faculty	Renewal of faculty due to retirement of older staff	2023	FFSN meeting & Dean of SHS
4	Recruit sessional teachers	Teaching grants used to add more sessional teachers	2021	FFSN dean
5	Attract 10% more students to FFSN	Continuing promotion work	2021	FFSN project manager
6	Attract 20% more students	Continuing promotion work	2022	FFSN project manager
7	Support to research project proposal writing	Applying to project proposal writing funds (Sóknarstyrkir), teaching obligation reduction, support services at SHS and FFSN	2025	FFSN dean
Ch. 1.3	Academic Vision			
1	Increase interdisciplinary student research projects	<b>Policy making:</b> Increasing collaboration between faculty members of the two disciplines within FFSN	Ongoing. Re-evaluated in 2025	FFSN faculty council
2	Increase M.Sc. research projects with salary	Take M.Sc. salaries into account during project proposal writing	2025	FFSN dean
3	Increase innovation and entrepreneurship related student projects	Increase collaboration with EIT food, initiate courses in entrepreneurship, e.g. ecotrophelia	2022	FFSN faculty council
4	Strengthen collaboration with international and domestic research institutes	Supporting continuing networking, and research activities Ongoing work.	2025	FFSN dean

5	Strengthen connection to the UNU SDGs	Increased collaboration with UNU-FTP	2022	FFSN faculty council
6	Increase focus on environmental effects of food production and consumption	By recruiting an environmental specialist	2020	SHS dean FFSN dean
<b>Ch. 1.4</b>	<b>Student Support</b>			
1	Make FFSN support services more visible and attractive to students	Revise FFSN home page and make it easier to navigate	2020	FFSN Project manager
2	Strengthen information flow from FFSN and UoI	Information strategy, to students distributed by e-mail, social media, homepage, personal communication	2021	FFSN Project manager
3	Encourage the student association to participate in FFSN policy making,	Host meeting with FFSN and Hnallþóra and discuss the role and responsibilities of both parties for student support.	2020	FFSN dean
4	Increase administrative support to FFSN administrative responsibilities	Clearer definitions of administrative responsibilities and collaboration with administrative services of SHS	2021	FFSN dean SHS dean
5	Provide student support for the use of new IT solutions, including Inspera, Canvas etc.	Increase contact and support from SHS IT personnel	2021	FFSN dean
6	Initiate a mentoring system for undergraduate students	Collaboration with student association	2022	FFSN project manager

## 2. STUDY PROGRAMMES

### BS Programmes in Food Science and Nutrition

<b>Ch. 2.1.1</b>	<b>Students</b>			
1	Increase course organization, where needed	Revise study and reading material	2021	FFSN project manager
2	Extra teaching support in difficult elementary courses	Provide extra lessons in topics like chemistry	2019	FFSN dean
<b>Ch. 2.1.2</b>	<b>Teaching and Learning</b>			
1	Revision of B.Sc. study programs	Continuous revisions of study programs according to student satisfaction surveys and discussions	2025	FFSN dean

2	Increase connection between elementary courses from other faculties and FFSN discipline specific learning objectives	Increase communication between FFSN staff and students	2022	FFSN dean
3	Increase variation in teaching methods and assessment	Increase collaboration with the University Centre of Teaching and Learning in providing annual short courses for the FFSN faculty staff	2022	FFSN project manager
<b>Ch. 2.1.3</b>	<b>Coordination between teaching and research</b>			
1	Revise study material according to advances	<b>Faculty Policy:</b> Stay up to date on technological advances within the field and include that in teaching material	Ongoing. Re-evaluated in 2025	FFSN project manager FFSN faculty council
2	Continued research and teaching integration in early B.Sc. studies	Make sure that more experienced FFSN staff are teaching in B.Sc. courses	Ongoing. Re-evaluated in 2025	FFSN project manager FFSN faculty council

#### MS Programmes in Food Science and Nutrition

<b>Ch. 2.2.1</b>	<b>Students</b>			
1	Decrease drop out in nutrition studies (e.g. sports nutrition) due to student isolation	Increase connection between students through providing common facilities, e.g. in new School of Health building	2025	Faculty meeting and SHS dean
2	Strengthening of M.Sc. orientation	Interviews and orientation meetings with students at study start	2020	FFSN graduate study committee
3	Increased quality control on M.Sc. projects	Revision of admission criteria, progress reports, final thesis and presentations	2020	FFSN graduate study committee
4	Firmer structure of M.Sc. programs	Implement joint rules for M.Sc. studies at SHS	2021	FFSN graduate study committee SHS graduate study manager
5	Introduce specialized University support services for M.Sc. students	Connections to the University Centre for graduate studies	2020	FFSN project manager
<b>Ch. 2.2.2</b>	<b>Teaching and Learning</b>			
1	Increase entrepreneurship and	Provide courses in entrepreneurship, start-ups, and product	2022	FFSN faculty committee



	start-up knowledge of students	valorisation, e.g. through EIT food collaboration		
2	Provide more variation in clinical settings in nutrition studies	Increased connection to other health care institutions	2025	FFSN faculty committee FFSN project manager
3	Interdisciplinary M.Sc. projects	FFSN policy: Increase collaboration between disciplines within FFSN and with external specialists	Ongoing. Re-evaluated in 2015	FFSN faculty committee
<b>Ch. 2.2.3</b>	<b>Coordination between teaching and research</b>			
1	Continuing support to research and teaching in M.Sc. projects and courses	Continue collaboration with domestic and international institutes, industry and health care institutions	Ongoing, re-evaluated in 2025	FFSN faculty committee
2	Increase exposure of M.Sc. student research projects and activities	Media, social media, FFSN day, Science fares, articles in news or public journals	2022	FFSN project manager SHS PR manager

#### PhD Programmes in Food Science and Nutrition

<b>Ch. 2.3.1</b>	<b>Students</b>			
1	Strengthening of Ph.D. orientation	Interviews and orientation meetings with students at study start	2020	SHS doctoral study committee FFSN faculty council
2	Improve integration of Ph.D. students and staff (FFSN, Mátis, Landspítali, etc.)	Contracts with hosting institutions securing Ph.D. integration in staff activities, access to facilities and infrastructure	2020	FFSN Head Collaboration committees
3	Introduce specialized University support services for Ph.D. students	Connections to the University Centre for graduate studies	2020	FFSN project manager
<b>Ch. 2.3.2</b>	<b>Teaching and Learning</b>			
1	Increased quality control on Ph.D. projects within FFSN	Revision of FFSN admission criteria, progress reports, mid-term evaluations, final thesis and presentations	2020	FFSN dean
2	Firmer structure of Ph.D. programs	Revision of joint rules for the ORPHEUS validation	2021	SHS doctoral study committee SHS graduate study manager

3	Increase ratio of FFSN staff with higher education diplomas	All staff encouraged to obtain education in higher education pedagogy from the University Centre of Teaching and Learning	2025	FFSN faculty committee
<b>Ch. 2.3.3</b>	<b>Coordination between teaching and research</b>			
1	Offer more interdisciplinary research projects	Increase collaboration between faculty members of the two FFSN disciplines, as well as to external specialists	Continuous - Revise status 2025	FFSN graduate study committee FFSN council
2	Ensure stable Ph.D. salary during studies	Ensure total financial coverage for Ph.D. studies from research projects	2021	FFSN dean

### 3. Management of Research

<b>Ch. 3.3</b>				
1	Maintain a high research output	Continuing support to provide high research output	Revise status 2025	FFSN dean
2	Strengthen project management and progress monitoring	Get SHS support, assisting FFSN faculty staff to research activities and fund management	2020	FFSN dean
3	Re-evaluations of human resources needs	New recruitment of staff due to retiring FFSN staff in next 4 years. New research focus opportunities, while also maintaining core activities	2023	FFSN faculty committee SHS dean
4	Research strategy	Plan and strategy for faculty research	2023	FFSN faculty committee SHS science committee