



UNIVERSITY OF ICELAND

Faculty of Political Science

SCHOOL OF SOCIAL SCIENCES

SELF-REVIEW REPORT



June 2020





UNIVERSITY OF ICELAND

Introduction

This report is an abstract of the Self-Review Report of the Faculty of Political Science at the School of Social 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 programs, the Faculty of Political Science (the Faculty), School of Social 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. Maximilian Conrad, Professor and Head of Faculty, chair;
2. Eva Marín Hlynsdóttir, Associate Professor (spring 2019)/Sigurbjörg Sigurgeirsdóttir, Associate Professor (autumn 2019), representatives of the MA program in Public Administration;
3. Eva Heiða Önnudóttir, Associate Professor, chair of the Faculty's Science Committee and representative of the PhD program;
4. Gyða Margrét Pétursdóttir, Associate Professor, chair of the study committee for the MA program in Gender Studies;
5. Silja Bára Ómarsdóttir, Associate Professor, chair of the study committee for the MA program in International Affairs;
6. Stefanía Óskarsdóttir, Associate Professor, chair of the study committee for the BA program in Political Science;
7. Valgerður Anna Jóhannsdóttir, Assistant Professor, chair of the study committee for the MA program in Journalism as well as member of the study committee for the MA program in Media and Communication Studies;
8. Freyja Steingrimsdóttir, representative of the faculty's alumni;
9. Tinna Björk Helgadóttir, MA student in Public Administration, representative of graduate students
10. Vífill Harðarson, BA student in Political Science, representative of undergraduate students
11. Sigrún Daníelsdóttir Flóvenz, Project Manager at the School of Science.

The self-review process began in early 2019 and was concluded with the submission of the final draft of this report in June 2020. The faculty's self-review committee was formally appointed at the faculty meeting of the Faculty of Political Science on March 7, 2019 and held a total of five formal meetings. In addition, the self-review committee met with the Quality Committee of the University of Iceland on June 5, 2019. The first and third chapters were written by the Head of Faculty, who also coordinated the work on the various subchapters in chapter two. The work on writing the latter was divided between the chairs of the respective study committees for the faculty's various programs, as listed above. Furthermore, the

authors of this report were supported by one representative (each) of the faculty's current undergraduate and graduate students as well as one representative of the faculty's graduates.

The analysis presented in this report is in large part based on information provided by the School of Social Sciences via the Social Science Research Institute of the University of Iceland, including student satisfaction surveys and focus group interviews with graduate and undergraduate students conducted specifically for the purpose of this report. In addition, the analysis draws on the results of three rounds of focus group interviews that the Faculty of Political Science conducts with all undergraduate students in their first year of study. Finally, the analysis also draws on insights that the different authors gained from student representatives on the various study committees.

A first draft of this report was submitted to a team of three international experts, composed of Dr. Rasmus Antoft, Dean of the Faculty of Social Sciences at Aarhus University, Prof. Christofer Edling, Dean of the Faculty of Social Sciences at Lund University, and Prof. Gro Ellen Mathisen, Dean of the Faculty of Social Sciences at the University of Stavanger. The international experts visited (among others) the Faculty of Political Science from November 26 to 29, 2019. During this time, they met with the self-review committee, other faculty members, and representatives of the student body (without any faculty members present). Following these meetings, the international experts submitted their written report on the faculty on January 13, 2020. The findings of the international experts were discussed in the faculty meeting on February 13, 2020 and taken into consideration in finalizing the self-review report and, in particular, the action plan that is a central part of this self-review process.

The Self-Review Report is divided into three main parts. Chapter 1, *Faculty of Political Science – Faculty Level*, provides general information relating to the Faculty, including its management structure and organisation of teaching, an overview of the present study programmes, information relating to human resources, an overview of Faculty finances, and information on the number of students and student satisfaction. Also provided is a summary of the Faculty's academic vision, the Faculty's research impact, and its international collaboration. A description of measures relating to student support follows, including information on the student orientation available, on the dissemination of information on students' rights and obligations, and on support services.

Chapter 2, entitled *Study Programmes*, outlines and discusses each of the Faculty's study programmes and provides information on their objectives, structure, admission requirements, numbers of students, study progression, gender balance, and employability. Also discussed are surveys on student satisfaction and the outcome of the student focus groups, along with issues relating to teaching and learning, workload, and teaching methods.

Chapter 3, *Summary and Main Conclusions for the Faculty*, is a summary of the main conclusions for the Faculty as a whole, based on the action plans of the previous chapters, and is the main component of the current report.

Faculty Characteristics

The Faculty of Political Science is one of six faculties within the School of Social Sciences. The faculty is mid-sized in comparison to other faculties in the School and University. It is quite broad with regard to the disciplines represented, as underlined by the disciplinary variety of the programs offered, in particular at the master's level. In addition to general Political Science, the faculty teaches Public Administration, Gender Studies, International Affairs, Media and Communication Studies, and Journalism and Mass Communication. The faculty also participates in a joint degree program in West Nordic Studies. The diversity of the fields covered by the faculty – both in terms of teaching *and* the research done by faculty members – should by all means be seen as a strength, all the more so given the modest size of the Icelandic academic community and the relatively small number of students (by international comparison) studying in Iceland. It should also be pointed out that despite its relatively small size, the faculty is well represented in the international scientific community, as evidenced by publications in international peer-reviewed journal and participation in international conferences.

The faculty offers a variety of programs at the undergraduate and postgraduate levels (Appendix 1, Table 1). At the undergraduate level, the faculty offers a 180-ECTS-credit BA program in Political Science. BA students can also choose to combine their studies in Political Science with either a major or a minor in another discipline. The faculty also offers a 60-ECTS-credit minor in Gender Studies, which can be combined both with a major in Political Science or in another discipline. At the graduate level, the faculty offers MA programs and postgraduate diploma programs in the fields of Gender Studies, International Affairs, Journalism and Mass Communication, Media and Communication Studies, general Political Science, and Public Administration. In addition, the faculty participates in a joint degree program in *West Nordic Studies* with the University of Akureyri, the University of Nordland (Norway), University of Greenland, and University of the Faroe Islands. In this program, the faculty accepts exchange students from the other participating universities into its courses and offers its own students the option of taking courses at the other universities. PhD programs are offered in Political Science and Gender Studies.

As of 1 March 2019 (Appendix 1, Table 2), there were a total of 17 faculty members (15.75 FTE). Currently, sixteen faculty members have tenured or tenure-track positions, and one Assistant Professor is hired on a temporary basis. There are 7 Professors, 8 Associate Professors and 2 Assistant Professors (previously Adjuncts). During 2018, the number of sessional teachers was 59 (FTE 6.40). At this point, the faculty has a fairly decent gender balance among its permanent faculty: seven faculty members are men (41%) and ten are women (59%). Among the sessional instructors, the faculty has an almost completely equal gender distribution, namely 29 men and 30 women. A large majority of full professors are male (six out of seven), but all eight associate professors are female. Regarding the age structure of the faculty, it has to be noted that only one faculty member is under 40, while more than half (nine out of 17) are 50 years or older. Five of the seven professors are 60 years or older, while only one is under 50 – which means that a considerable share of the professors will retire in the medium term.

By far the biggest programs in terms of student enrolment are the BA program in Political Science (four-year mean of enrolment of 216 students), and the postgraduate diploma program in Public Administration (144 students) (Appendix 1, Table 3). Among the MA programs, the *Master of Public Administration* program (MPA) is by far the biggest (95 students) followed by the MA programs in *International Affairs* (44 students). Retention rates are possibly a reason for concern in the BA program in Political Science as well as in the MA program in *Journalism and Mass Communication* (42% in the former, 40% in the latter). This is particularly so in the case of the BA program, where enrolment has unexpectedly dropped dramatically before the 2019-2020 academic year. The total number of students enrolled in 2019 was 197 at undergraduate level, 371 in post-graduate diploma programs, 212 in Master's studies and 9 in the two PhD programs.

Summary and Main Conclusions for the Faculty

Lessons learned from QEF1

A number of measures was agreed on the basis of the last subject-level review in QEF1. Most importantly, these measures included (a) the further development and better coordination of the quality of teaching at the faculty, not least in terms of the *demands* placed on and the *service* provided to students; (b) the development of more diverse and innovative teaching methods; (c) the revision of course catalogues, i.e. the courses on offer in the faculty's various programs; (d) measures to increase potential students' interest in studies at the faculty; and (e) more data collection and increased data accessibility with regard to teaching methods, students and student progression.

Since then, considerable work has been invested in carrying out these steps in order to achieve the goals identified in the last self-review process. Maybe most importantly, the faculty has undergone a fundamental review of its learning outcomes, both at the level of entire study programs and at the level of individual courses. This work was carried out in coordination with the university's *Centre for Teaching and Learning*. Learning outcomes for the faculty's programs and courses are now designed with an emphasis on (a) knowledge/understanding, (b) skills, and (c) competences. In addition, learning outcomes now have to be formulated in such a way as to spell out the kinds of tasks students should be able to perform upon completion of a given course. This step was also taken, in consultation with the Centre for Teaching and Learning, as a means to increase the link between the content of the various courses and the forms of assessment used in them. This certainly also contributes to making learning outcomes more transparent and comparable, thus serving the specified goal of better coordination of demands placed on and service provided to students.

Regarding the second goal/measure, and in line with the university's overall policy, the faculty furthermore tries to enhance the quality of its teaching by encouraging new faculty members (and giving them the opportunity) to enhance their pedagogical training. For instance, new faculty members have a reduced teaching load (50%) during their first year. In addition, a new program adopted at the level of the university (which is currently in a one-year trial phase) now offers faculty members the opportunity to reduce their teaching load in order to take pedagogics courses, either at the Centre for Teaching and Learning or at other institutions,

whether domestically or abroad. Both of these measures are designed not least to allow teachers to diversify their teaching methods.

Despite this, the student satisfaction surveys still reveal that students tend to be less satisfied with the diversity of teaching methods employed at the faculty. In this regard, there is a certain gap between students' perception and the work invested in and the progress achieved at the faculty. It needs to be investigated critically whether more needs to be done – or should be done – in order to increase the diversity of teaching methods even further.

The quality of the BA program in Political Science is furthermore controlled by continuing to carry out focus groups with first-year students in order to gauge student satisfaction and get a more qualitative image of potential problems. Work to redesign and improve the distance-learning component of the MA program in Public Administration is also currently underway; this includes the use of lectures and teaching videos catering to the needs of distance students, but also the option of direct student-teacher interaction/discussion via the internet; this work is financed by the School of Social Sciences and the Teaching Development Fund. Considerable progress has also been made in developing the faculty's methodology teaching, both at the undergraduate and graduate levels. A course in Qualitative Methods for MA students was introduced in the spring of 2016 and has run successfully since then. At the BA level, the faculty invested considerable time and effort into a thorough revision and restructuring of its methodology teaching. This work was carried out by the study committee in charge of the BA program in 2018-2019, and resulted in this part of the BA program now comprising a total of four courses, including research design as well as quantitative and qualitative approaches. In sum, one can therefore say that the faculty's programs have improved considerably since the faculty's last self-review.

Regarding the third measure adopted in the wake of the last self-review, the faculty has made the revision of the course catalogues of its various programs a central part of the work of the respective study committees. These committees are composed of three faculty members and up to three student representatives. This composition not only caters to the more fundamental normative view that students should have an institutionalized channel for input regarding the content of their studies; it also serves the more instrumental goal of gauging potential sources for dissatisfaction with particular aspects of the different programs, as student representatives participate directly in the development of the different programs. The study committees meet on a regular basis and usually begin their work on the course catalogue for the upcoming academic year in mid- to late September.

On a more ambivalent note, it has to be stated that efforts to increase interest in the faculty and its teaching programs have had mixed results. Despite an initial increase since the last self-review, thanks to an increased emphasis on social media and promotional materials (in particular short videos), the faculty is currently facing a drop in enrolment. To meet this challenge, the study committee for the BA program is currently exploring possible explanations for this development and identifying strategies to create more interest for the faculty and its programs.

Regarding the last measure the university places considerable emphasis not only on gauging student satisfaction with the various teaching programs, but also on monitoring students'

progression in their respective programs. This provides a sound basis for assessing the quality of the faculty's programs and identifying possible problems – all the more so since the survey-based quantitative assessment is complemented, at least at the BA level, by qualitative materials collected in focus groups. It can therefore be concluded that the faculty has come a long way both in terms of generating the kind of data that the last self-review asked for, but also in processing the findings from such data.

Teaching and Learning

As the last paragraph of the previous section has already suggested, student satisfaction is emphasized strongly in the faculty. Student satisfaction surveys are carried out at all levels, and the results are monitored closely and communicated regularly to the faculty, usually at faculty meetings shortly after they become available. Actions in response to student satisfaction surveys are taken if and when necessary. Given that student satisfaction has dropped recently, and as mentioned above, the faculty has created working group to look into the reasons and possible remedies, not least in terms of an improved marketing strategy.

At the faculty level, teaching evaluations are used to assess how students assess individual courses and the performance of their teachers. While these teaching evaluations are primarily quantitative, they also involve a number of open questions in which students can give examples and/or formulate concrete suggestions for improvements. In addition to these teaching evaluations, which are administered prior to the examination period, mid-semester evaluations were introduced a few years ago as a way for students to communicate more immediate concerns and/or problems that they are experiencing in their courses, and for teachers to come up with quick solutions if necessary and possible. The results of the teaching evaluations (at the aggregate level) and student satisfaction surveys are discussed both at the level of the faculty meeting and within the respective study committees. In the event that the surveys reveal that there are problems with any particular teacher, then these are discussed ad hoc between the teacher in question and the Head of Faculty. If such problems persist and/or are of a more serious nature, they may also be taken up in the annual staff interviews held by the Head of Faculty.

Regarding the faculty's main improvement tasks, the main challenge ahead appears to be to bring student satisfaction in line with the faculty's self-perception. Given all the effort that has been made to diversify teaching methods, reformulate the various programs' and courses' learning outcomes and substantially improve the content of the various programs, it appears that there is a clear mismatch in this regard; exploring the reasons for this mismatch will be an improvement task just as much as bridging the gap between the faculty's and the students' perceptions will be. In order to have more reliable data, the faculty should clearly put effort into increasing participation in the student satisfaction surveys. In addition, it may be worth trying to find out to what extent there is a gap between student satisfaction in relation to courses taught by faculty members as opposed to sessional teachers. Connected to this, the faculty may need to explore ways to improve the pedagogic competence of sessional teachers, or to increase the share of faculty members' teaching duties relative to sessional teachers. The creation of a faculty-based teaching committee and the creation of a specific teaching and learning policy is clearly an important part of this process. At the same time, the

faculty's considerable number of newly admitted PhD students should be seen as an opportunity with regard to fulfilling the faculty's teaching obligations, but involving them in the faculty's teaching is obviously also a matter of funding that has to be addressed at the school and university levels.

Management of Research

The faculty does not have any specific research strategy, as its members traditionally place great value on the notion of academic freedom, both in research and in teaching. However, the evaluation system in use at the University of Iceland – though much debated at various levels – clearly *incentivizes* productivity in research.

A full time position at the faculty entails 40% of research, so faculty members are encouraged to be productive members of the academic community. Research performance is measured by means of the annual reports that all faculty members have to submit to the university's central administration. These annual reports are the precondition for annual bonuses that are awarded on the basis research points obtained in the previous year. They are also the precondition for applying for research leave, which faculty members are entitled at regular intervals, provided that they have achieved a (relatively modest) and continuous minimum number of research points. The faculty's research performance is overseen by the Head of Faculty with the help of the university's Division of Science and Innovation and the faculty coordinator. The Head of Faculty receives an overview of faculty members' research points on an annual basis. If any particular faculty member persistently underperforms in this regard, this may be taken up in the annual individual staff interviews held by the Head of Faculty. The faculty's performance in terms of research output has been very good in the years between 2015 and 2018, both by comparison to other faculties in the School of Social Sciences and in the university as a whole (Appendix 1, Table 4).

The Faculty recently also (re-)introduced an internal research/work-in-progress seminar, which is open to all faculty members and PhD students. Although originally introduced in the spring of 2011, this research seminar has been largely dormant for the last few years. In the fall of 2019, the Head of Faculty has taken on the responsibility for activating the research seminar again, in part in order to create a forum for all academic staff members (PhD students included), but also in an effort to boost the faculty's productivity in terms of research output.

Regarding external support, the Division of Science and Innovation offers advice and support for writing grant applications for international research funding on a continuous basis. In addition, it offers three different kind of writing grants in connection with applications for Icelandic Research Fund (IRF) preparatory grants; these writing grants are allocated on a competitive basis.

The faculty's impact is considerable, especially at the domestic level, both in terms of publications and appearances at public events and/or in the mass media. The visibility of the faculty's researchers in international contexts is also good in terms of participation in international conferences and participation in international research networks. More systematic analysis could however be useful in order to assess the extent to which the

faculty's researchers publish in leading international journals, for instance by considering the impact factors (where available) of the journals that the faculty's researchers publish in.

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 Programme	Cycle ¹	Degree	Credits (ECTS)
KYN221 Gender Studies	1.1	Minor	60 ECTS
STJ221/241/261 Political Science	1.2	BA	60/120/180 ECTS
JAF311 Applied Gender Studies	2.1	Postgrad. Dip.	30 ECTS
KYN441 Gender Studies	2.2	MA	120 ECTS
KYN561 Gender Studies	3	PhD	210 ECTS
ASK311 International Affairs	2.1	Postgrad. Dip.	30 ECTS
ASK441 International Affairs	2.2	MA	120
BFL311 Journalism and Mass Communication	2.1	Postgrad. Dip.	30 ECTS
BLF441 Journalism and Mass Communication	2.2	MA	120
FOB311 Media and Communication Studies	2.1	Postgrad. Dip.	30 ECTS
FOB441 Media and Communication Studies	2.2	MA	120 ECTS
STJ441 Political Science	2.2	MA	120 ECTS
STJ501 Political Science	3	PhD	180 ECTS
OSS311 Public Administration	2.1	Postgrad. Dip.	30 ECTS
OSS441 Public Administration	2.2	MPA	120 ECTS
ASK312 Small State Studies: Small States in Europe	2.1	Postgrad. Dip.	30 ECTS
VNF441 West Nordic Studies	2.2	MA	120 ECTS

¹ 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	5.49	1	1.00	7	6.49
Associate Professors	0	0.00	8	8.00	8	8.00
Assistant Professors	0	0.00	0	0.00	0	0.00
Adjunct Lectures	1	0.30	1	1.00	2	1.30
Total	7	5.79	10	10.00	17	15.79
Sessional teachers	29	2.65	30	3.75	59	6.40

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

Programme	No. of students			No. of entrants ³	Retention rate %	No. of graduates	Completion rate ⁴ %
	Total no.	Full time ¹	Part time ²				
STJ241/261	216	127	67	70	42	39	73
JAF311	17	0.25	11	6	7	7.5	78
KYN441	11	3.5	4.5	2.5	83	3.25	72
STJ441	2.25	1.75	0.25	3.5	-	0.25	-
OSS311	144	3.25	106	51	32	57	78
OSS441	95	12	43	13	55	18	45
ASK312	10	5.75	2	6.25	16	7	88
ASK311	20	2	11	6.25	40	7.5	77
ASK441	44	21	13	11	70	9.5	78
VNF441	4.75	2	2.25	2.50	78	0	-
BLF311	-	-	-	-	-	-	-
BLF441	20	11	4	6	78	4.5	54
FOB311	13	0.5	7.75	5.75	32	3.5	96
FOB441	10	4	2.5	3.25	40	1.25	78
KYN561	5	3.75	-	0.25	-	1	33
STJ561	3.5	2	-	0.50	-	0.25	-

¹ > 22.5 ECTS completed. For Ph.D. students > 1 ECTS completed.

² 1-22 ECTS completed.

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

⁴ 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	43.8	23.3	41.1	29.7	41.9	29.8	44.7	30.7	42.9	28.4
School	37.7	22.5	38.1	25.9	33.6	21.4	37.9	25.7	36.8	23.9
University	37.1	20.8	36.5	24.8	34.5	22.6	36.8	25.5	36.2	23.4

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

	Actions	Deliverable	Deadlines	Responsible party
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1. FACULTY LEVEL

Ch. 1.2	Faculty Characteristics			
1	Reverse enrolment trend	Report analyzing reasons for decreasing enrolment and development of a more effective marketing strategy	Autumn 2019 (already in progress)	BA study committee with marketing experts from School of Social Sciences
2	Increase students' employability	Annual " career day " in order to create more direct links between faculty/students and potential employers	Spring 2020	Head of Faculty
3	Increase perception of studies' relevance for job search	Communication from HoF to teaching staff outlining when and how to explain relevance of acquired skills to students (by reference to courses' and programs' learning outcomes); Measurement of students' perception of such aspects through inclusion in teaching evaluations	Spring 2020	Teaching staff
4	Revive the faculty's teaching forum, including sessional instructors	At least one teaching forum scheduled per semester	Spring 2020	Chair of newly created teaching committee
Ch. 1.3	Academic Vision			
1	Activate research seminar	At least one research seminar per month . Development of an institutional norm of participation.	Autumn 2019 (already in progress)	Head of Faculty

2	Create a faculty-based teaching committee to develop and oversee the implementation of a teaching and learning policy for the faculty	Faculty decision to create and determine the composition of a teaching committee.	June 2020	Head of Faculty
2	Increase opportunities for development of sessional teachers	Discussion on funding options for pedagogic development of sessional instructors	Autumn 2020	Head of Faculty
3	Integrate PhD students better	Creation of research groups within the faculty; institutionalization of the research seminar as a meeting place for PhD students and senior faculty members	Autumn 2019 /spring 2020	Head of Faculty/Science Committee
Ch. 1.4	Student Support			
1	Increase understanding of students' use of support services	Request for further information from Student Counselling and Career Center	Autumn 2020	Head of Faculty

2. STUDY PROGRAMMES

2.1 STJ241/261 Political Science (BA120/180 ECTS)

Ch. 2.1.1	Students			
1	Improve the retention rate	Report analyzing the reasons for low retention rate (to be delivered to faculty meeting)	Autumn 2020	BA study committee
2	Increase student enrolment	Report analyzing the reasons for low enrolment (to be delivered to faculty meeting)	November 2020 (already in progress)	BA study committee
3	Ensure that professors provide useful feedback, encourage participation and	Staff interviews on a (bi-)annual basis; ad hoc interventions if/when necessary	2020	Head of Faculty

	address weaknesses in their teaching methods.			
Ch. 2.1. 2	Teaching and Learning			
1	Review with faculty members and instructors of how much work each ECTS entails. Also emphasise good feedback on student work	Systematic evaluation of students' workload at the faculty level, i.e. across programs	Autumn 2020	Teaching committee (to be created)
2	Work on increasing the opportunities of students to work in the field	Annual " career day " (see chapter 1.2)	Spring 2021	Teaching committee; Head of Faculty
Ch. 2.1. 3	Coordination between teaching and research			
1	Encourage students to engage in original research	Discussion on the feasibility of making empirical research a requirement in BA theses	2020	Teaching committee (to be created)
2	Make student research and innovation more visible, to offer encourage other students	Discussion on the feasibility of thesis defence seminars	Autumn 2020	Teaching committee (to be created)

2.2 KYN441 Gender Studies (MA 120 ECTS); JAF311 Applied Gender Studies (Postgrad. Dip. 30 ECTS)

Ch. 2.2. 1	Students			
1	Further involvement of students in revision of study program.	Report on results of student focus group	End of 2020	Chair of study committee
2	Increase access with blended learning and use of ICT to further facilitate on-site and distance learning.	Encouragement (written and oral) to faculty members to take advantage of teaching development fund	Twice per year, starting spring 2020	Head of Faculty
3	Continue to reach out to prospective students through media and activities by feminist grassroots	Annual seminars in co-operation with upper secondary school gender studies	Continuous	Study committee in cooperation with faculty members and students

	movements and other related movements/groups, various associations, professional organizations and public institutions.	teachers and their students		
Ch. 2.2. 2	Teaching and Learning			
1	Allocate special time and resources to distance learning.	a) Encouragement (written and oral) to faculty members to take advantage of teaching development fund; b) Discussion in the teaching committee and report to the faculty meeting	Twice per year, starting spring 2020	a) Head of Faculty b) Teaching committee
2	Examine the attitudes of distance students regarding their educational needs and ideas for improvements.	Surveys or focus group interviews with distance students	End of 2020	Study committee
3	Continuous use of consultation offered at the UI and international competence framework, plus ECTS work load tools .	Revision of quality procedures	Continuous	Faculty members
Ch. 2.2. 3	Coordination between teaching and research			
1	Revision of course offerings on the basis of new research and developments in Gender Studies.	Revision of course catalogue	December each year	Study committee in cooperation with faculty members
2	Encourage and provide students the opportunity to work with real data	Revision of learning outcomes	Continuous	Faculty members and teachers
3	Collaboration on data analysis and thesis topics: Add and maintain	Annual contact letter to each of the relevant institutions	Ongoing	Study committee

	contracts to governmental institutions, NGO's and grassroots movements such as the Ministry of Finance and Economic affairs, Municipality of Reykjavík and the Women's Rights Association.			
4	Increase involvement of students in teachers research.	Encouragement (written and oral) to faculty members to include funding for MA students in their research proposals, starting with UI's Research Fund	Late September/early October each year	Head of Faculty

2.3 OSS441 Public Administration (MPA 120 ECTS); OSS311 Public Administration (Postgrad. Dip. 30 ECTS)

Ch. 2.3. 1	Students			
1	Mobilize the MPA students by inviting them to nominate 3 students (and 3 alternates) to be their representatives on the study committee. Encourage this by arranging for committee meetings to take place using Zoom technology, thus enabling committee members of the to join the meetings remotely.	E-mail to all enrolled students to emphasize the benefits of participating in the development of their study program and to encourage students to participate voluntarily.	Spring term 2020	MPA Study committee
Ch. 2.3. 2	Teaching and Learning			
1	Conduct a systematic evaluation of students' workload, both at	Systematic evaluation of students' workload at the	Autumn 2020	Teaching committee (to be created)

	the level of the program and also at the level of individual courses.	faculty level, i.e. across programs		
Ch. 2.3.3	Coordination between teaching and research			
1	Promote the recruitment of a new faculty member with a degree in public policy and administration	Request for a new strategic hiring in the field of Public Administration	Spring 2020 (done!)	Head of Faculty
2	Increase thesis completion rate	Increased use of Zoom, Skype or Teams for distance thesis supervision	Spring 2020	Faculty members

2.4 ASK441 International Affairs (MA 120 ECTS);**ASK312 Small State Studies: Small States in Europe (Postgrad. Dip. 30 ECTS);****ASK311 International Affairs (Postgrad. Dip. 30 ECTS)**

Ch. 2.4.1	Students			
1	Strengthen and formalize the student association and its contribution to the study committee and faculty meetings	Welcome meeting for incoming students at the beginning of the autumn term	Late August/early September each year	Head of Faculty, Faculty Administrative Officer, Chair of Study Committee
2	Increase the availability of elective courses	Revised course catalogue	December each year	Study committee
3	Expand career development through internships	Revised course catalogue (taking into account internship opportunities in Iceland and internationally)	December each year	Study Committee, Faculty Administrative Officer
Ch. 2.4.2	Teaching and Learning			
1	Revise course titles to enhance clarity	Revised course catalogue	December each year	Study Committee
2	Review impact of converting MA program to English, make necessary adjustments	Brief report on retention rates and internationalization of student body. Focus group interviews to	July 1, 2021	Study Committee, Head of Faculty

		assess student satisfaction.		
3	Encourage instructors to update their feedback and workload assessment when converting to Canvas	Systematic evaluation of students' workload at the faculty level, i.e. across programs	Autumn 2020	Teaching committee
4	Establish an Icelandic language discussion group for domestic students	Proposal for revision of course catalogue for 2021-2022	December 2020	Study Committee
Ch. 2.4. 3	Coordination between teaching and research			
1	Create opportunities for funded MA research	Encouragement (written and oral) to faculty members to include funding for MA students in their research proposals, starting with UI's Research Fund	Late September/early October each year	Head of Faculty
2	Create a diploma in Arctic Studies	Formal proposal for a new diploma program in Arctic Studies, to be submitted to Faculty meeting	Autumn 2020	Study Committee (in coordination with Head of Faculty)

**2.5 BLF441 Journalism and Mass Communication (MA 120 ECTS);
BLF311 Journalism and Mass Communication (Postgrad. Dip. 30 ECTS)**

Ch. 2.5. 1	Students			
1	Formalise students' orientation and increase retention rate	Individual orientation meetings	Mid-October and Mid-February each year	Chair of study committee
2	Promotion of Journalism studies with prospective students enhancing number of applicants.	Enhanced social media presence	Continuous	Chair of study committee (supervision)
3	Formalize and strengthen relations with the field to increase quality of study (internship)	Proposal for formal agreement with media companies on internship for students	End of autumn term 2020	Chair of study committee (in coordination with Head of Faculty)

4	Increased student satisfaction with of the program	Meeting with students to discuss dissatisfaction expressed in SSRI survey.	End of spring term 2020	Chair of study committee
Ch. 2.5. 2	Teaching and Learning			
1	Enhancing quality of study and strengthening programme coordination	Revised course catalogue in Journalism and Media and Communication Studies	December 2020	Chairs of the two study committees
2	Encourage instructors, including sessional instructors, to improve and update the assessments, feedback, and workload estimates in their courses	Meeting of the teaching forum/kennslubor ð and/or teaching committee (mandatory attendance for faculty members) to address these points.	Autumn 2020	Teaching Committee
3	Exploring new ways to develop teaching methods where some students are distance-learning students, in cooperation with the Media Studies programme	Application for Teaching Development Fund by faculty members	Spring 2020	Teaching committee, Chairs of study committees
4	Explore ways of increasing equipment and software teaching and practice	Proposal for cooperation with Applied Studies in Culture and Communication and the Journalism Association (including exploring offer of online courses and courses by Nordic Journalism Center)	Autumn 2020	Chair of study committee
Ch. 2.5. 3	Coordination between teaching and research			
1	Increase students' involvement in teachers' research	Encouragement (written and oral) to faculty members to	Late September/early October each year	Head of Faculty

		include funding for MA students in their research proposals, starting with UI's Research Fund		
1	Increase students' involvement in teachers' research	Encouragement (written and oral) to faculty members to include funding for MA students in their research proposals, starting with UI's Research Fund	Late September/early October each year	Head of Faculty
1	Increase students' involvement in teachers' research	Encouragement (written and oral) to faculty members to include funding for MA students in their research proposals, starting with UI's Research Fund	Late September/early October each year	Head of Faculty

**2.6 FOB441 Media and Communication Studies (MA 120 ECTS);
FOB311 Media and Communication Studies (Postgrad. Dip 30 ECTS)**

Ch. 2.6. 1	Students			
1	Increase students' role in the programme	Welcome meeting for incoming students at the beginning of the autumn term for the purpose of recruiting a student representative for the study committee	Late August/early September each year	Head of Faculty, Chairs of Study Committees, Faculty Administrative Officer
2	Increase students' sense of community	Welcome meeting for incoming students at the beginning of the autumn term for the purpose of exploring the possibility of joining students and journalism students in one association	Late August/early September each year	Study leader / students

Ch. 2.6. 2	Teaching and Learning			
1	Enhancing quality of study and strengthening programme coordination	Revised course catalogue in Journalism and Media and Communication Studies	December 2020	Chairs of the two study committees in cooperation with individual instructors
2	Exploring new ways to develop teaching methods where some students are distance-learning students, in cooperation with the Media Studies programme	Application for Teaching Development Fund by faculty members	Spring 2020	Chairs of study committees
3	Increase course selection	Revised course catalogue in Journalism and Media and Communication Studies	December 2020	Chair of study committee
Ch. 2.6. 3	Coordination between teaching and research			
1	Increase students involvement in teachers research	Encouragement (written and oral) to faculty members to include funding for MA students in their research proposals, starting with UI's Research Fund	Late September/early October each year	Head of Faculty
2	Create opportunities for funded MA research	Encouragement (written and oral) to faculty members to include funding for MA students in their research proposals, starting with UI's Research Fund	Late September/early October each year	Head of Faculty

2.7 KYN561 Gender Studies (PhD 210 ECTS); STJ501 Political Science (PhD 210 ECTS)

Ch. 2.7. 2	Teaching and Learning			
1	Promote support for new PhD	Proposal to faculty meeting to make it	August 2020	Science Committee

	supervisors (those who have not supervised a PhD student before) in their roles as supervisors.	a requirement for all new PhD supervisors to take the three short courses organized by the Graduate School and Centre for Teaching and Learning at the University of Iceland - given that the courses are offered. Those who have supervised before will be welcome and encouraged to take the courses as well. Proposal to the faculty meeting to introduce a teaching discount for those who finish all three courses		
2	Encourage training for PhD students as teachers in academia.	Annual welcome meeting for current and incoming PhD students	Started October 2019	Head of Faculty, in coordination with respective PhD supervisors
Ch. 2.7.3	Coordination between teaching and research			
1	Create opportunities for doctoral students to engage in discussions about research in their faculty	Establishment of new institutional norm for PhD students to attend and present their own research at faculty research seminar	August 2020	Head of Faculty
2	Create opportunities for doctoral students and faculty members to work together in research	Creation of small research groups (approx. 4-6 members, including senior and junior faculty members), each with a specific focus (e.g. international relations, elections or feminism).	August 2020	Science Committee in coordination with supervisors of PhD students

3. Management of Research

Ch. 3.3				
1	Stimulate productivity	At least one research seminar per month. Development of an institutional norm of participation.	June 2020	Head of Faculty
2	Stimulate an academic sense of community	At least one research seminar per month. Institutionalization of the research seminar as a meeting place for PhD students and senior faculty members. Development of an institutional norm of participation. Creation of research groups within the faculty.	June 2020	Head of Faculty and Science Committee
3	Achieve a clearer image of faculty's research output in high-ranking journals	Proposal to science committee to produce an annual report on the impact factors of journals and other outlets where faculty members have published.	June 2020	Head of Faculty