



UNIVERSITY OF ICELAND

Faculty of Languages and Cultures

SCHOOL OF HUMANITIES

SELF-REVIEW REPORT



May 2018





UNIVERSITY OF ICELAND

Introduction

This report is a summary of the Self-Review Report of the Faculty of Languages and Cultures at the School of Humanities, 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 Languages and Cultures (the Faculty), School of Humanities (the School), University of Iceland (the University), carried out self-evaluation during the Spring semester of 2018. The results are presented in this report. A self-evaluation committee was established in January 2018.

The committee members were:

1. Oddný G. Sverrisdóttir, Professor, Head of Faculty
2. Birna Arnbjörnsdóttir, Professor, Deputy Head of Faculty
3. Geir Þórarinnsson, Adjunct Professor, Head of Department of Roman and Classical Languages
4. Jón Ólafsson, Professor, Head of Department of Russian and Asiatic Studies
5. Matthew Whelpton, Professor, Head of Department of English
6. Þórhildur Oddsdóttir, Adjunct Professor, Head of Department of German and Nordic Languages
7. Bernharð Antoniussen, Project Manager in the Faculty of Languages and Cultures
8. Alexandra Ýr van Erven, representative of undergraduate students
9. Guðný Ósk Laxdal, representative of graduate students
10. Fríða Björk Ingvarsdóttir, Rector, University of the Arts.

The committee completed a time schedule for the review, and arranged meetings with experts from the Centre for Teaching and Learning and from the Social Science Research Institute. The Centre for Teaching and Learning provided expert assistance in the revision of learning outcomes and the Social Science Research Institute provided the committee with surveys and arranged focus groups with the assistance of the student representatives on the committee.

Two international external experts visited the Faculty and consulted with the committee as well as with other members of staff and students in April 2018:

1. Barbara Lundquist-Plewa (Lund University)
2. Gerardine Meaney (University College Dublin)

The Faculty of Languages and Cultures has the unique responsibility in Iceland of providing students with high quality academic training in foreign languages and cultures. This also

includes active collaboration with lower educational levels, and the promotion and enhancement of research in the fields of intercultural competence, language studies, world literature, linguistics, international cinema studies, language education, translation studies and cultural literacy and second language acquisition. The FLC has recently relocated to new facilities, a building built especially for the teaching and research in the world's languages, Veröld - the House of Vigdís. This includes the Vigdís Finnbogadóttir Research Institute, The Vigdís Centre (a UNESCO designated centre), The Language Centre, faculty offices and lounges and student reading and meeting rooms. The magnificent new facilities have had a discernible positive effect on faculty morale. The next phase is to examine the operations of the Faculty of Languages and Cultures including its programme offerings and research orientation with a view to increase its impact and outreach. This work has already begun through the SVF Research Institute and the Vigdís Centre. Additionally, the FLC is conducting a major needs assessment of all University students' needs and interest in foreign languages. The results will provide a foundation upon which further discussions and examinations can take place. This self-assessment and Quality Assurance Report is a welcome addition to this data source.

The Self-Review Report is divided into two main chapters. The first chapter describes the main conclusions of the Faculty's previous self-review and its lessons, the actions taken since, progress made, and challenges encountered. This chapter also describes the characteristics of the Faculty and identifies challenges and suggests actions and solutions. Because of the varied nature of the programmes offered in the Faculty, the challenges and suggested solutions are too many to list in this summary. However, most of the conclusions reflect the Faculty's long-term underfunding and staff shortage, but also emphasises the Faculty's dedication to instruction and research output and subsequent overall student satisfaction which has been consistently above the University average for a number of years. Some actions are nevertheless needed to improve student satisfaction in particular areas and in line with the University strategy (HÍ21) which emphasises student involvement in the development of study programmes.

Chapter 2 is the main part of the review, where all study programmes are evaluated by the staff and students. Strengths and weaknesses are identified and solutions and actions suggested for each programme. The main quality enhancements which were addressed by staff when working on the report were a) revision of learning outcomes for individual programmes and courses which some programmes completed and others will complete by autumn 2018; b) formalising consultation with students in line with HÍ21 which in some programmes started in late 2017 or early 2018, and others will begin in autumn 2018. Other improvements and enhancements are based on the particular characteristics and student survey outcomes for individual programmes.

Summary and Main Conclusions for the Faculty

Lessons Learned from QEF1

Many of the concerns expressed in the QEF1 are still of concern to the FLC faculty. The FLC is a diverse faculty with a large number of departments (13), diverse specialization of staff and a vast variety of courses offered in different languages. Nevertheless, the FLC is a dynamic faculty and is characterized by active engagement and positive spirit. This is especially true after the relocation to the new Veröld - the house of Vigdís, and the establishment of the Vigdís Centre, a UNESCO designated centre. The move has enhanced and encouraged faculty to re-examine the operation of the institute as well as the programmes offered by the FLC in relation to research opportunities, educational goals, and outreach to the public.

Despite the positive atmosphere, the FLC's main concern remains the economic sustainability of its programmes given the unchanged system of finance where foreign languages remain in the lowest funding category. Another ongoing concern which affects the FLC is the international trend of declining numbers of students choosing to study languages at University. Finally, the apparent low research output of FLC faculty and heavy administration work, including, shadow work never acknowledged in work load, are an ongoing concern. This is in part still due to the Faculty's heavy reliance on adjuncts and foreign visiting lecturers, and a high proportion of sessional teachers whose positions include no research- or administrative duties.

Following achievements can be mentioned:

- Since 2013, many of the departments of the FLC have gone through a re-examination of instruction and coursework. This includes involving students in faculty research, flipping classrooms, offering project-based courses, offering courses with multiple registration. There has been a natural progression from library-based work to online research. Exchange students enrich all programmes and Icelandic student participate in exchange programmes. FLC programmes are also in collaboration with international universities for hosting FLC students by offering short and longer programmes in different languages.
- A programme has been developed in Academic English within the department aimed at exchange students and for the enhancement of Academic English proficiency in targeted groups.
- A new handbook for new faculty is available through Uglá.
- The FLC has mounted outreach through social media and is currently conducting a major language needs assessment survey of all University students with the aim of re-examining language programmes.
- Faculty continue to be engaged in collaborations with international institutions. The new facilities in Veröld including the Vigdís Centre have afforded new opportunities for international collaboration and public outreach. The addition of staff engaged in

marketing, event management and funding has also greatly enhanced morale, faculty engagement in ongoing development of international research projects, instruction, and outreach.

Faculty Characteristics

The Faculty is one of four faculties in the School of Humanities. It is divided into four departments, German and Nordic Languages, English, Romance and Classical Languages, and Russian and Asiatic Studies (see Table 1 for an overview of Study Programmes). There are 31 tenured staff in the Faculty, 13 men and 18 women; this represents 26.6 FTE units. Of these tenured staff, 12 are adjunct lecturers, 3 assistant professors, 4 associate professors and 12 professors, 5 of whom are men and 7 women (Table 2). Currently there are only three permanent staff members under the age of 40. Sessional teachers play far too great a role in the Faculty, contrary to University policy and best practices. In the academic year of 2017–2018 sessional teachers were responsible for just over 50% of the hours taught in the Faculty. Reducing these numbers must be a priority.

Teaching and Learning

The FLC departments and programs are in the middle of a major review. This is due in part to international trends with a reduced number of students who major in foreign languages, but also in view of the severe shortcomings of the financial model used to allocate funds within the University of Iceland, where the FLC is in the lowest financial category. Despite these limitations, the FLC proposes to strengthen undergraduate programs and increase cooperation between departments, faculty and Schools. It will promote more actively the existing programs and offer more support courses in Languages for Specific Purposes as well as enhance the connection to Icelandic society and work life. The FLC will continue to encourage the dynamic multicultural and plurilingual character of the faculty and student body.

Overall the Faculty scores very high in student surveys and is consistently above the University's average, especially in its undergraduate programme. Overall satisfaction is high and teachers in the Faculty are described as enthusiastic, dedicated to their students and disciplines. The Faculty has a high number of study programmes, but they are very different in size and scope and this is further complicated by different languages as mediums of instruction. Some offer degrees at all levels (BA, MA, PhD), others offer only one degree. The fact that this is the only Faculty in Iceland which offers foreign languages at tertiary level makes its position unique and task vital. Some of the study program will always be small in terms of numbers, such as the Classics, but the Faculty has an obligation to continue such a program. The main growth area in recent years in terms of numbers of students is in English.

Proficiency in foreign languages is essential for Icelandic society, if Iceland is to be part of the rest of the world. Our Faculty provides the foundation on which multilingual and multicultural understanding and insight is based and which is essential for successful communication in politics, business, education and social interaction in general. Our aim is to strengthen the already vast international network by enhancing international and intercultural initiatives.

The external experts singled out the shortage of permanent staff as the Faculty's main obstacle in its attempts at quality enhancement, as well as the University's current funding model. They criticize the over reliance on sessional staff and point out that a mechanism needs to be put in place for strategic investment in new areas where the Faculty has potential for research and teaching excellence, international collaboration, and EU-funding, e.g. digital humanities, environmental humanities.

The experts note that the current funding model promotes a very conservative lecture based approach which is not conducive to language teaching and learning. The financial allocation model at UI undermines most attempts to improve quality in this and other programs where the number of students is relatively low. Thus, it is particularly detrimental to most of the programs in Faculty of Languages and Cultures. It is therefore clear that the actions proposed for quality enhancement are not all in the hands of the Faculty, but largely due to funding issues controlled by the School, the University, and the Government.

The main actions which the Faculty will focus on are:

- Continue revision of learning outcomes.
- Formalize integration of students in faculty governance already initiated.
- Strengthen MA programs across the Faculty.
- Review staffing needs to assess risk where subject areas are dependent on very small numbers.
- Use the Vigdis Centre to attract guest professors (ideally for 2-4 months) who will actively contribute to teaching.
- Reduce reliance on sessional teachers significantly in the next 2-5 years. This can only be done through additional faculty and adjunct posts.
- Provide at least one additional full time administrative post.
- Examine the possibility of introducing a workload template that accurately records the time staff spend on teaching, supervisory and administrative tasks and research project administration. The purpose is to prevent overload and develop adequate teaching reduction for those undertaking major administrative roles.

Management of Research

The Faculty adheres to the research strategy developed for the School of Humanities. The teaching and research strategy is part of the University's five year strategy; HÍ21 and the School of Humanities' strategy approved in 2016. Chair of Faculty is responsible for implementing the strategy and reports regularly both to the School Board and the University's Steering Group for implementing HÍ21, and attends annual anchor meetings organised by the Steering Group to follow up the status for the implementation.

The Faculty's research output is slightly below the average for the University and the School of Humanities. This is in part due to the many members of the Faculty who do not have research obligations as well as an extraordinary teaching load.

External financial support for research comes from several sources, mainly the Icelandic Research Fund, Nordic and European, as well as, other competitive funds. These grants are very important since they enable teachers to hire students as research assistants and support MA and PhD students. The research impact of the Faculty is widespread and covers different areas in international academic discussion and cooperation, as well as in Icelandic society.

The external international experts for this report pointed out that although research output and quality is very high, research infrastructures are inadequate. The new facilities of the Vigdís Finnbogadóttir Institute promise greater support for research including doctoral students, interdisciplinary, and post-doctoral researchers.

The Vigdís Finnbogadóttir Institute publishes an online journal, Milli mála, as well books and other publications on a regular basis. The Institute's publications are largely funded through external support secured by the Institute. The Centre for Research in the Humanities has published a peer-reviewed journal in Icelandic, Ritið, since 2000. Many Faculty members have been actively involved in editing, peer-reviewing, and writing for both journals. Funding has recently been cut for the research institutes under the School of Humanities which further jeopardizes the ongoing academic publications in our field. This needs to be addressed urgently.

Follow-up Processes

The implementation of the Action Plan (Appendix 2) will be a standing item on meetings of the Faculty Board and similarly Faculty Chair will report on the progress regularly to the School Board.

In QEF1 faculties were expected to deliver a follow-up report to the Quality Committee (QC) of the University Council one and a half years after the completion of the Subject-Level Review. The QC is currently working out a suitable work order for following up the implementation of the Action Plan for faculties. This is expected to be completed by the end of 2018.

Appendix 1. Key Figures.

Table 1. Overview of present Study Programmes within the Faculty

Name of Study Programme	Cycle ¹	Degree	Credits (ECTS)
Department of German and Nordic Languages			
PÝS222/241/261 German	1.2	B.A.	60/120/180
PÝS221/131 German for Practical Purposes	1.1	Diploma	60/90
PÝS441 German	2.2	M.A.	120
PÝS561 German	3	Ph.D.	180
PÝS331 German Teaching	2.2	M.A.	120
PÝS431 Applied Studies in German in Tourism and Communication	2.2	M.A.	90
DAN221/241/261 Danish	1.2	B.A.	60/120/180
DAN441 Danish	2.2	M.A.	120
DAN331 Danish Teaching	2.2	M.A.	120
DAN561 Danish	3	Ph.D.	180
SÆN221/241 Swedish	1.2	B.A.	60/120
NLF441 Nordic Studies	2.2	M.A.	120
Department of English			
ENS221/231/241 English	1.2	B.A.	60/120/180
ENS121 English for Academic Purposes	1.1	Diploma	60
ENS441 English	2.2	M.A.	120
ENS571 English	3	Ph.D.	180
ENS331 English Teaching	2.2	M.A.	120
BMM441 Literature, Culture and Media	2.2	M.A.	120
AME441 Inter-American Studies	2.2	M.A.	120
AME431 Applied Inter-American Studies	2.2	M.A.	90
DET561 Second Language Studies	3	Ph.D.	180
Department of Romance and Classical Languages			
EST431/441 European Languages, History and Culture	2.2	M.A.	90/120
FRA221/243/261 French Studies	1.2	B.A.	60/120/180
FRA222/313 French for Practical Purposes	1.1	Diploma	60/90
FRA441 French Studies	2.2	M.A.	120
FRA561 French Studies	3	Ph.D.	180

FRA331 French Teaching	2.2	M.A.	120
GRÍ221/241 Greek	1.2	B.A.	60/120
ÍTA222/242 Italian	1.2	B.A.	60/120
ÍTA221/131 Italian for Practical Purposes	1.1	Diploma	60/90
LAT221/241 Latin	1.2	B.A.	60/120
SPÆ222/241/261 Spanish	1.2	B.A.	60/120/180
SPÆ221/131 Spanish for Practical Purposes	1.1	Diploma	60/90
SPÆ441 Spanish	2.2	M.A.	120
SPÆ561 Spanish	3	Ph.D.	180
SPÆ331 Spanish Teaching	2.2	M.A.	120
Department of Russian and Asiatic Studies			
AUS221 East-Asian Studies	1.1	B.A.	60
MAF221 Middle Eastern Studies	1.1	B.A.	60
RÚS221/242 Russian	1.2	B.A.	60/120
RÚS321 Russian and East European Studies	2.1	Postgraduate Diploma	60
KÍN221/241 Chinese Studies	1.2	B.A.	60/120
JAP221/241 Japanese Language and Culture	1.2	B.A.	60/120

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

Table 2. Faculty members as of 1 September 2017 and sessional teachers during 2016, number (No.) and full time-equivalent (FTE).

	Male		Female		Total	
	No.	FTE	No.	FTE	No.	FTE
Professors	5	4.0	7	7	12	11.0
Associate Professors	1	1.0	3	2.5	4	3.5
Assistant Professors	1	1.0	2	2.0	3	3.0
Adjunct Lectures	6	4.6	6	4.5	12	9.1
Total	13	10.6	18	16.0	31	26.6
Sessional teachers	31	5.4	51	8.8	82	14.2

Table 3. Total number of registered students 15 October (all study years), of which full time (>22.5 ECTS completed) and part time (1-22 ECTS completed), number of entrants, retention rate (%) for first year, number of graduates and completion rate (%) (4-year mean).

Programme	No. of students			No. of entrants	Retention rate	No. of graduates	Completion rate
	Total no.	Full time	Part time				
Department of German and Nordic Languages							
PÝS241/261	34	12	16	13	24	5	84
PÝS131	4.75	1.25	2.75	2.5	53	0.75	0
PÝS441	1.5	0.5	0.25	0.25	-	0.25	100
PÝS561	0			0	0	0	
PÝS331	4	0.25	1	1.5	75	0.5	50
PÝS431	1.3	0	0.8	1.5	-	0	
DAN241/261	21	9	11	8.5	19	3.5	71
DAN441	0			0		.	
DAN331	2	0.25	0.5	0.3	-	0.25	0
DAN561	0			0		0.75	0
SÆN241	12	3	7	8	37		
NOR243	10	3	3.25	6.5			
NLF441	10	3	5	3	58	0.75	100
Department of English							
ENS231/241	282	143	98	115	31	38	71
ENS121	13	5	5	10	6	1	84
ENS441	14	4	5	4	33	2.25	64
ENS571	5	2	1	2	33	0.25	100
ENS331	16	5	7	6	67	3.5	63
BMM441	8	3	3	3	39	1.75	67
AME441	0.5	0.5	0	0.75	-	0	
AME431	0.5	0	0.25	0	-	0.25	0
DET561	2	0.25	0.25	1.3	-	0	
Department of Romance and Classical Languages							
EST431/441	0.5	0.5	0	0.25	-	0.25	0
FRA243/261	8	3	1	14	19	5	88
FRA313	7.5	1.25	6.25	2.25	19	-	-
FRA441	4	0.5	2	0.5	-	1	50
FRA561	0.5	0.5	0	0	-	0.25	100
FRA331	2	0	2	0.5	-	0	
GRÍ241	1	0.5	0.25	0	-	0.5	50
ÍTA242	30	10	13	13	32	2.25	71
ÍTA131	3	0.25	1.75	1	-	0	
LAT221/241	5	0.75	3.25	2	30	1.25	33

SPÆ241/261	40	13	19	17	20	8	65
SPÆ131	5	0.25	4.25	2	28	1	0
SPÆ441	4	1	1.5	0.5	-	0.75	25
SPÆ561	1.5	1	0	0.5	-	0	
SPÆ331	7	4.5	2.5	4.25	5	9	-
Department of Russian and Asiatic Studies							
AUS261	0.75	0	0.25	0	-	1	25
MAF221	0			0.25	-	0	
RÚS221/242	16	8	6	8	51	1.5	25
KÍN221/241	53	27	17	18	55	5	89
JAP221/241	87	42	20	31	61	11	87

¹ > 22.5 ECTS completed.

² 1-22 ECTS completed.

³ 2-year rate for diploma, 5-year rate for BA/BS, 3-year rate for MA/MS, 5-year rate for PhD

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

	2013		2014		2015		2016		Mean	
	A	B	A	B	A	B	A	B	A	B
Faculty	19.1	10.3	28.7	14.4	27.9	17.2	27.3	11.0	25.8	13.2
School	33.0	20.0	35.9	19.7	38.7	23,1	34.8	19.3	35.6	20.5
University	29.1	18.6	32.8	21.4	32.0	20.9	31.4	21.2	31.3	20.5

Appendix 2

Faculty of Languages and Cultures.

Action Plan for Teaching and Learning and Management of Research

1 Faculty Level

	Actions	How	Deadlines	Responsible
Ch. 1.2	Faculty Characteristics			
1	Ongoing funding issues as the FLC is in the lowest funding category.	Lobby University government and Ministry for a more equitable funding structure.		Dean of School, Head of Faculty
2	Align programs with societal needs and employability.	Needs assessment. Examine the development of shorter (one-year) programs in language for specific purposes.	September 2019	Faculty Council
3	Strengthen collaboration with Continuing Education (Endurmenntun)	Offer more programs to the public.	September 2018.	Dean of Faculty and Faculty Council
4	Increase retention by enhancing student advising, identifying dropouts and inviting them to complete their degree.	Increase cooperation with the writing centre of the University. Strengthen advising.	September 2018.	Program Supervisors.

5	Institutionalise the role of Program supervisor (Greinarformaður).	Lobby the Director of Academic Affairs to recognise the role of program supervisors.	Fall 2018	Head of Faculty and Faculty Council.
Ch. 1.3	Academic Vision			
1	Increase international collaboration in general.	Through the new and enhanced SVF research Institute	Ongoing	SVF Board, Miðstöð etc.
2	Encourage faculty with low research output to participate in research collaborations.	Invite participation in ongoing local and international networks lead by faculty within SVF.	Ongoing	SVF and FLC.
3	Encourage publication by faculty less engaged in dissemination of their research	Establish a journal dedicated to work in progress and smaller research projects.	Fall 2019	Editorial Board of SVF.
Ch. 1.4	Student Support			
1	Establish facilities for student organisations.	Identify suitable rooms in Veröld	Summer 2018	Dean of School, Head of FLC and Board of SVF.
2	Establish program committees that include students and faculty.	Establish committees for each program	Fall 2018	Head of Faculty and Program supervisors.

2 Departments and Study Programs

ÞÝS241/261 German BA / ÞÝS131 German for Practical Purposes, diploma

	Actions	How	Deadlines	Responsible party
Ch. 2.1.1	Students			
1	Establishing a formal study committee that includes students from every study year. This would e.g. facilitate exploring why students feel that they do not receive sufficient advice and support with their studies.	Not difficult!	September 2018	Head of subject
2	Planning school visits by students who present the study program; preferably in co-operation with Linguae, (several language subjects could combine their forces).	Requires discussions and planning with student representatives.	March 2019	Linguae / Regular teaching staff
3	Establishing a tutor system where more advanced students give counsel to 1st year students.	Requires planning with student representatives.	September 2018	Regular teaching staff/ Student representatives
Ch. 2.1.2	Teaching and Learning			
1	Reviewing the workload in individual courses, based on the general formula (see above).	Requesting teachers of all courses to examine this issue.	September '18 and Jan. 2019	Regular teaching staff
2	Providing more written information on criteria and methods used in assessment in individual courses.	Requesting teachers of all courses to examine this issue.	September 2018 and January 2019	Regular teaching staff
3	Training and testing listening and reading comprehension in at least one course.	Listening and reading integrated into course ÞÝS105G (Fall 2018).	Sep.–Dec. 2018	Teacher of ÞÝS105G

4	Reviving the Faculty Teaching Committee, this time including student representative.			Faculty Governance
Ch. 2.1.3	Coordination Between Teaching and Research			
1	Exploring the future possibilities for German of obtaining two (instead of currently only one) fixed-term posts above the rank of "ađjunkt", changing the current 1:2 ratio to 2:1 in order to strengthen research.	Meeting the head of the School of Humanities for a discussion about the future prospects of the subject in this regard.	Summer 2018	Head of subject
2	Exploring the possibility of increasing the number of academic assignments/essays to be written before the BA thesis.	Formal discussion meeting of the teaching staff.	Summer 2018	Head of subject

PÝS441 German MA

	Actions	How	Deadlines	Responsible party
Ch. 2.1.1	Students			
1	Individual conversations with students graduating within a few months, encouraging them to apply for Master Studies in German.	Not difficult but has to be organised and carried out.	1st time: Fall 2018	Regular teaching staff
Ch. 2.1.2	Teaching and Learning			
1	Reviewing the workload in individual courses, based on the general formula (see above).	Requesting teachers of all courses to examine this issue.	September 2018 and January 2019	Regular teaching staff
2	Providing more written information on criteria and methods used in assessment in individual courses.	Requesting teachers of all courses to examine this issue.	September 2018 and January 2019	Regular teaching staff

3	Exploring the possibility of using international online courses in order to broaden the range of available courses.	Charge a member of staff with doing online research regarding this issue.	Ideally, summer 2018	Regular teaching staff.
Ch. 2.1.3	Coordination Between Teaching and Research			
1	Exploring the future possibilities for German of obtaining two (instead of currently only one) fixed-term posts above the rank of "ađjunkt", changing the current 1:2 ratio to 2:1 in order to strengthen research and heighten the degree of available knowledge for teaching purposes.	Meeting the head of the School of Humanities for a discussion about the future prospects of the subject in this regard.	Summer 2018	Head of subject

DAN241/261 Danish BA

	Actions	How	Deadlines	Responsible party
Ch. 2.1.1	Students			
1	Establish a formal study committee that includes students from every study year – and strengthen the relation with the student association.	Organise social and cultural events	Dec. 2018	Teachers
2	Increase the number of students	Invite students from secondary schools to our courses	June 2019	Teachers/ Lingua
Ch. 2.1.2	Teaching and Learning			
1	Reviewing the workload in individual courses, based on the general formula.	Requesting teachers of all courses to examine this issue.	September 2018 and January 2019	Regular teaching staff
2	Create common projects as part of the program and the assessment.	Theatre practice, publication.	May 2019	Teachers

Ch. 2.1.3	Coordination Between Teaching and Research			
1	Independent research projects in various courses.	Encourage students to enrol more often in such projects where they can combine learning and research in a personal field of interest.	June 2019	Teachers

DAN441 Danish MA

	Actions	How	Deadlines	Responsible party
Ch. 2.1.1	Students			
1	Encourage undergraduate students to continue their studies into the MA level	By using the prospects of doing part of the program abroad as a carrot	Autumn 2019 and onwards	Teachers

SÆN241 Swedish BA

	Actions	How	Deadlines	Responsible party
Ch. 2.1.1	Students			
1				
Ch. 2.1.2	Teaching and Learning			
1				
Ch. 2.1.3	Coordination Between Teaching and Research			
1				

NLF441 Nordic Studies MA

	Actions	How	Deadlines	Responsible Party
Ch. 2.1.1	Students			
1	Strengthen the relations with student association	Organise social and cultural events.	Dec. 2018	Teachers
2	Enhance mentoring	Organise monthly meetings w/students	Dec. 2018	Teachers
Ch. 2.1.2	Teaching and Learning			
1	Increase the students' participation in the courses.	By involving the students more in the conception of the assignments.	June 2019	Teachers
2	Sharpen the profile of the individual study program (for each student)	Coordinate the courses and encourage study abroad	June 2019	Teachers
Ch. 2.1.3	Coordination Between Teaching and Research			
1	Increase theoretical competences.	By mentoring	June 2019	Teachers
2	Increase contact with research.	Involving students in research projects.	June 2019	Teachers

ENS241/261 English BA

	Actions	How	Deadlines	Responsible party
Ch. 2.1.1	Students			
1	Consider establishing a formal study committee with one student representative from each program, which is overseen by the Department. This committee can meet with	Discuss and vote in Department	May 2019	Departmental Committee

	the Departmental committee periodically.			
2	Consider more thorough advising during transition from 2 nd to 3 rd year	Establish annual transition meetings where to advise students about offerings next year, including Graduate programs.	May 2019	Head of Department
Ch. 2.1.2	Teaching and Learning			
1	Include review of program learning outcomes in the annual curriculum discussions.	As well as reviewing course offerings, make a point to review program learning outcomes, during curriculum work	February 2019	Head of Department
2	Encourage exchange of ideas on teaching methods used in courses.	Add discussion of experiences with new teaching methods to at least one meeting agenda during the academic year.	May 2019	Head of Department
3	Encourage continued diversity in teaching methods, especially in the distance program.	Invite a representative from the Teaching Centre to discuss the issue in Department.	May 2019	Head of Department
Ch. 2.1.3	Coordination Between Teaching and Research			
1	Check which teachers are limited in their teaching to one program, especially professors not teaching at the introductory level.	Include a discussion of range of teaching to curriculum review	February 2019	Head of Department Individual Teachers
2	Ensure that active researchers continue to teach at the 1st year B.A. level as well as more advanced courses.	Review the range of courses offered by individual teachers as part of the curriculum review	February 2019	Head of Department Departmental Committee Teachers

ENS121 English for Academic Purposes, diploma

	Actions	How	Deadlines	Responsible party
Ch. 2.1.1	Students			
1	same as BA			
2	Consider engaging active students in the program to promote the courses to other schools within the University of Iceland	Visit with student associations from other Schools and faculties. Take part in developing promotional material. Faculty Survey	May 2019	Program administrator and Head of Faculty
Ch. 2.1.2	Teaching and Learning			
1	Learning outcomes reviewed annually			Program Administrator
2	Re-examine original structure as a diploma program to meet the needs of HÍ students as expressed in Faculty Survey.	Align course offerings with results of Faculty needs assessment survey.	Fall 2019	Department and Faculty
Ch. 2.1.3	Coordination Between Teaching and Research			
1	Align course-offering better with faculty research on EMI programs.	Examine how the courses are meeting the needs of students at the University.	Fall 2019	Department

English 441 English MA

	Actions	How	Deadlines	Responsible party
Ch. 2.1.1	Students			
1	Examine links to employability with reference to a changing English environment in Iceland.	Align programs and courses with needs and employability.	Fall 2020	Department

Ch. 2.1.3	Coordination Between Teaching and Research			
1	Examine systematic ways to involve MA students more in faculty research projects, including funding possibilities			Department
2	Continue to promote students' research projects at the University and nationally.			Department

ENS571 English PhD

	Actions	How	Deadlines	Responsible party
Ch. 2.1.1	Students			
1	Advising should be strengthened			
2	Strengthening financial and other support for students			
Ch. 2.1.2	Teaching and Learning			
1	Examine Research Training	Needs Assessment	Fall 2019	Graduate Studies Committee
Ch. 2.1.3	Coordination Between Teaching and Research			
1	Lobby for increased funding for PhD students research	Lobby for increased funding	2020	Admin., teachers, students

ENS331 English Teaching MA

	Actions	How	Deadlines	Responsible party
Ch. 2.1.1	Students			
1	Strengthen student advising	Assign each student an advisor who prepares a plan of studies	Fall 2018	Head of Teaching English
2	Strengthen student social life	Offer student get-togethers		
Ch. 2.1.2	Teaching and Learning			
1	Examine goals and objectives with reference to changing linguistic context of English in education in Iceland including the needs of the immigrant population	Strengthen academic literacy Component. Assess needs of immigrants and align program	Fall 2020	Program supervisor
Ch. 2.1.3	Coordination Between Teaching and Research			
1	Clarify coordination and administration of the program.	Streamline and define who accepts students, advises them and oversees thesis.	Spring 2019	Coordinator of Program

BMM441 Literature, Culture and Media MA

	Actions	How	Deadlines	Responsible party
Ch. 2.1.1	Students			
1	Examine links to employability with reference to a changing English environment in Iceland.	Align programs and courses with needs and employability.	Fall 2020	Department
Ch. 2.1.2	Teaching and Learning			
1	Examine the need for a capstone course and align goals to coordinate with MA thesis.	Strengthen advising and study plan.	Fall 2020	Program supervisor

Ch. 2.1.3	Coordination Between Teaching and Research			
1	Involve students in instructor's research	Assign research projects related to instructor's research	Fall 2019	Instructors

AME441/431 Inter-American Studies/Applied Inter-American Studies

	Actions	How	Deadlines	Responsible party
Ch. 2.1.1	Students			
1	Examine links to employability with reference to a changing English environment in Iceland.	Align programs and courses with needs and employability.	Fall 2020	Department
Ch. 2.1.2	Teaching and Learning			
1	Examine the need for a capstone course and align goals to coordinate with MA thesis.	Strengthen advising and study plan.	Fall 2020	Program supervisor
Ch. 2.1.3	Coordination Between Teaching and Research			
1	Encourage student involvement in faculty research.		Fall 2019	Program supervisor

EST421/441 European Languages, History and Culture MA

	Actions	How	Deadlines	Responsible party
Ch. 2.1.1	Students			
1	Under review			

FRA243/261 French Studies BA / FRA131 French for Practical Purposes, diploma

	Actions	How	Deadlines	Responsible party
Ch. 2.1.1	Students			
1	Strengthen the relation with the student association	Organise social and cultural events	Dec. 2018	Teachers
2	Increase the number of students	Inviting students from the secondary schools to our courses	June 2019	Teachers
Ch. 2.1.2	Teaching and Learning			
1	Create common projects as a part of the program and the assessment	Theatre practice, publication	May 2018	Teachers
2	Increase the students' participation in the courses.	By involving the students in the conception and elaboration of the assignments.	December 2018	Teachers
3	Open information centre for the students.	Create a forum/ website for the faculty with useful inform.	June 2019	Teachers
Ch. 2.1.3	Coordination Between Teaching and Research			
1	Encourage students' independent research in grammar	Students prepare a presentation (written and oral) of a particular grammatical aspect	December 2018	Instructor
2	Independent research projects	Encourage students to enrol more often in such projects where they can combine learning and research in a personal field of interest.	June 2019	Instructor

FRA441 French Studies MA

	Actions	How	Deadlines	Responsible party
Ch. 2.1.1	Students			
1	Strengthen the relations with the student association.	Organise social and cultural events.	Dec. 2018	Teachers
2	Enhance mentoring.	Organise monthly meetings with the students.	Dec. 2018	Teachers
Ch. 2.1.2	Teaching and Learning			
1	Increase the students' participation in the courses.	By involving the students more in the conception of the assignments.	June 2019	Teachers
2	Open information centre for the students.	Create a forum/website for the faculty	June 2019	Teachers
3	Sharpen the profile of the individual study program (for each student)	Coordinate the courses and encourage study abroad.	June 2019	Teachers
Ch. 2.1.3	Coordination Between Teaching and Research			
1	Increase theoretical competences.	By mentoring.	June 2019	Teachers
2	Increase contact with research.	Involving students in research projects.	June 2019	Teachers

GRÍ241 Greek BA/LAT241 Latin BA

	Actions	How	Deadlines	Responsible party
Ch. 2.1.1	Students			
1	Encourage students to appoint a representative to a study committee.	Explain the importance of this during orientation.	August 2018	Program director

Ch. 2.1.2	Teaching and Learning			
1	Schedule a comprehensive revision of learning outcomes		October 2018	Program director
2	Include review of learning outcomes when deciding course offerings annually		October annually	Program director
3	Make GR102G Introduction to Classical Studies compulsory in all programs	Discuss in study committee	October 2018	Program director
4	Look into the possibility of including in all Classics programs explicit distribution requirements that correlate with learning outcomes which are not covered in compulsory courses; define how these can be satisfied either by relevant electives or (when relevant electives are not available) by examination or research papers.			
Ch. 2.1.3	Coordination Between Teaching and Research			
1				

ÍTA242 Italian BA / ÍTA131 Italian for Practical Purposes, diploma

	Actions	How	Deadlines	Responsible party
Ch. 2.1.1	Students			
1	They can improve their orientation in the field of study, in order to optimise their process of language acquisition and their skills in general.	By reinforcing participation of the Dept. of Italian in study committee meetings, student activities, counselling centre and in social activities of the student association.	Spring 2019	Teachers
2	Once graduated (potentially, even before graduation) they	By reinforcing the connections and the	Spring 2020	Teachers / students

	can be taken into major consideration for potential recruitment in the field of publishing and/or tourism.	links between the Dept. of Italian and Icelandic touristic companies/Italian and Icelandic publishing houses.		
Ch. 2.1.2	Teaching and Learning			
1	Activate the students' participation in the courses.	By involving the students in the elaboration of programs and assignments, by involving them in the elaboration of a structured self-evaluation system concerning single courses and their B.A. career in general.	Spring 2019 Fall 2020	Teachers
2	Increase the attention to the diversity of students and their needs.	By creating a specific forum of discussion and by fully exploiting the potentialities of our Language Centre.	Spring 2019	Teachers
3	Create common projects as a part of the program and the assessment.	Translations of specific literary genres or themes (publication to follow, possibly).	Spring 2020	Teachers
Ch. 2.1.3	Coordination Between Teaching and Research			
1	Independent research projects in general.	Encourage students to enrol more often in such projects where they can combine learning and research in a personal field of interest.	Spring 2019	Teachers / students

2	Independent research project in grammar research.	Encourage students to prepare a presentation (written and oral) of a particular grammatical aspect of the Italian language.	Spring 2019	Teachers / students
3	Independent research projects, which require students to work both individually and in teams.	Encourage students to enrol in “social” projects (visits to companies and/or schools, interviews, descriptions and analysis of aspects of Icelandic culture, language, work place.	Spring 2019	Teachers / students

SPÆ241/SPÆ261 Spanish BA / SPÆ131 Spanish for Practical Purposes, diploma

	Actions	How	Deadlines	Responsible party
Ch. 2.1.1	Students			
1	Continue fruitful collaboration with secondary school teachers	Attending seminars and meetings	2018 onwards	Teachers
2	Promote active participation of students in study committees and faculty meetings of the Spanish section	By students' representative in faculty meetings where they can express their views; also in the development of the curriculum.	Academic year 2018-2019	Teachers
Ch. 2.1.2	Teaching and Learning			
1	Increase student participation in class	With group work and task-based learning	2018-2019	Teachers

Ch. 2.1.3	Coordination Between Teaching and Research			
1	Not relevant – see MA studies			

SPÆ441 Spanish MA

	Actions	How	Deadlines	Responsible Party
Ch. 2.1.1	Students			
1	Redefine the program due to changing of conditions in the Icelandic secondary school system (less language teaching in secondary schools and the change from 4 years of study to 3)	Meeting with other languages at the University and taking common actions	2020	
Ch. 2.1.2	Teaching and Learning			
1	Depends on outcomes of Action 1 in 2.1.1			
Ch. 2.1.3	Coordination Between Teaching and Research			
1	Increase information given to students	Inform them better about research fields of academics and published material	2020	

SPÆ561 Spanish PhD

	Actions	How	Deadlines	Responsible Party
Ch. 2.1.1	Students			
1	Lobby for increased number of PhD grants	Lobby for increased number of PhD grants	2020	Teachers
Ch. 2.1.2	Teaching and Learning			
1	See above, Actions 1 in 2.1.1			

Ch. 2.1.3	Coordination Between Teaching and Research			
1	See above, Actions 1 in 2.1.1			

SPÆ331 Spanish Teaching MA

	Actions	How	Deadlines	Responsible party
Ch. 2.1.3	Coordination Between Teaching and Research			
1	Increase information given to students	Inform them better about research fields of academics and published material	2020	Instructors

AUS261 East-Asian Studies, minor

	Actions	How	Deadlines	Responsible party
Ch. 2.1.1	Students			
1	No actions apart from those conducted in Chinese and Japanese programs.			
Ch. 2.1.2	Teaching and Learning			
1	Ensure publication of clear assessment arrangement and criteria for all courses.	Include in course description and course catalogue.	Spring 2018	Individual teachers
Ch. 2.1.3	Coordination Between Teaching and Research			
1	No actions apart from those conducted in Chinese and Japanese programs.			

MAF2212 Middle Eastern Studies, minor

	Actions	How	Deadlines	Responsible party
Ch. 2.1.1	Students			
1				
Ch. 2.1.2	Teaching and Learning			
1	Ensure publication of clear assessment arrangement and criteria for all courses.	Include in course description and course catalogue.	Spring 2018	Head of program and individual teachers.
2	Align language course assessment with learning outcomes.	Adjust assessment with new learning outcomes.	Autumn 2018	Individual teachers.
Ch. 2.1.3	Coordination Between Teaching and Research			
1	Increase research activities			
2	Attract teachers from abroad			
3	Strengthen links with universities in the Middle East			

RÚS242 Russian BA

	Actions	How	Deadlines	Responsible party
Ch. 2.1.1	Students			
1	More active involvement of students in quality assessment and suggestions.	Have regular meetings with students, to discuss both the study program and possibilities of student involvement.	From autumn 2018	Head of program.
2	Increase number of applications to the program.	Create more powerful introduction material with the	January-March 2019.	Head of program.

		help of the UI PR department,		
3	Collect information about careers of students after graduation on a regular basis	As a part of an effort by the whole faculty	2019	Head of program/ Dean.
Ch. 2.1.2	Teaching and Learning			
1	Improve coordination of assessment criteria, and ensure their publication at the beginning of the semester.	Include in both course description and course catalogue.	Spring 2018.	Head of program and individual instructors.
2	Align language course assessment with learning outcomes.	Adjust assessment with new learning outcomes.	Autumn 2018.	Individual instructors.
Ch. 2.1.3	Coordination Between Teaching and Research			
1	Hire a permanent faculty member with research specialization in Chinese linguistics who will also supervise the language instruction program.	Negotiate with School administration	Ongoing	Head of program.

KIN241 Chinese Studies BA

	Actions	How	Deadlines	Responsible party
Ch. 2.1.1	Students			
1	Resume special introductions of program in secondary schools.	Organize visits to selected schools in collaboration with NLCI.	Early 2019	Head of program
2	Collect information about careers of students after graduation on a regular basis	As a part of an effort by the whole faculty	2019	Head of program/ Dean.
3	Involve students more in quality assessment and suggestions.	Have regular meetings with students, to discuss both the study program and possibilities of	From spring 2018.	Head of program.

		student involvement.		
Ch. 2.1.2	Teaching and Learning			
1	Improve coordination of assessment criteria, and ensure their publication at the beginning of the semester	Include in both course description and course catalogue.	Spring 2018.	Head of program and individual instructors.
2	Align language course assessment with learning outcomes.	Adjust assessment with new learning outcomes.	Autumn 2018.	Individual instructors.
Ch. 2.1.3	Coordination Between Teaching and Research			
1	Hire a permanent faculty member with research specialization in Chinese linguistics who will also supervise the language instruction program.	Negotiate with School administration	Ongoing	Head of program.