



# UNIVERSITY OF ICELAND

Faculty of Icelandic and Comparative  
Cultural Studies

SCHOOL OF HUMANITIES

SELF-REVIEW REPORT



May 2018





**UNIVERSITY OF ICELAND**

## Introduction

This report is an abstract of the Self-Review Report of the Faculty of Icelandic and Comparative Cultural Studies 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 programs, the Faculty of Icelandic and Comparative Cultural Studies (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 November 2017.

The committee members were:

1. Gunnþórunn Guðmundsdóttir (Chair: Professor of Comparative Literature, Chair of Faculty)
2. Aðalheiður Guðmundsdóttir (From Department of Icelandic: Professor of Medieval Icelandic Literature, Head of Department)
3. Björn Þór Vilhjálmsson (From Department of Cultural Studies: Lecturer in Film Studies)
4. Eiríkur Rögnvaldsson (From Department of Icelandic: Professor of Icelandic Language and Linguistics)
5. Jón Karl Helgason (From Department of Icelandic as a Second Language: Professor of Icelandic Literature and Icelandic as a Second Language, Head of Department)
6. Marion Lerner (From Department of Cultural Studies: Senior Lecturer of Translation Studies, Head of Department)
7. Hinrik Hafsteinsson (BA student)
8. Gunnlaugur Bjarnason (MA student)
9. Sigurlaug Anna Gunnarsdóttir (Vice Principal of Akureyri Junior College)

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, as well as meetings with all programme leaders as each of them was responsible for the review of individual programmes. 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 Self-Review Report is divided into two main parts. The first part describes the main conclusions of the Faculty's previous self-review and its lessons, the actions taken since, progress made and difficulties encountered. This part also describes the characteristics of the Faculty and identifies problems and suggests actions and solutions. Its main conclusions reflect the Faculty's long-term

underfunding and staff shortage, but also emphasises the Faculty's impressive research output and 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.

The second half 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 was 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

- I. *In response to high dropout-rates at both undergraduate and postgraduate levels (i) the organisation of undergraduate studies has been strengthened and a mentoring network implemented in order to meet the student demand for individual guidance and supervision, (ii) specific meetings and/or courses have been developed devoted to the preparation of both BA and MA theses, (iii) teaching has been focused on motivating students and encouraging them to develop a self-reflective attitude towards their own academic performance and development and to connect this critically with the material they produce.*
- II. *In response to students' complaints about uneven workloads and course assessments (i) the School of Humanities' teaching committee has issued extensive guidelines which have been officially implemented by the School and posted on the web, (ii) the School has implemented workshops to discuss and exchange ideas about teaching experiences*
- III. *In order to enhance the postgraduate students' learning experience (i) three research centres have been established by members of the Faculty (and in close affiliation with Faculty activities, including postgraduate student involvement) in an effort to strengthen international relations, research activities, and teaching exchanges, (ii) A handbook for PhD students was produced by the School which has proved helpful to both students and supervisors.*

### Faculty Characteristics

The Faculty is one of four faculties in the School of Humanities. It is divided into three departments, Icelandic, Icelandic as a Second Language, and Comparative Cultural Studies (see Table 1 for an overview of Study Programmes). There are 41 tenured staff in the Faculty, 22 men and 19 women; this represents 41 FTE units. Of these tenured staff, 8 are adjunct lecturers, 6 assistant professors, 7 associate professors and 20 professors, 13 of whom are men and 7 women (Table 2). Currently there are only two permanent staff members under the age of 40, and will be only one by the end of 2018. Sessional teachers play far too great a role in the Faculty, contrary to University policy and best practice. In the academic year of 2017–2018 sessional teachers were responsible for just under 50% of the hours taught in the Faculty. Seeing these numbers go down must be a priority.

### Teaching and Learning

The Faculty has a high number of study programmes, but they are very different in size and scope (Table 3). The largest ones, such as Icelandic and Comparative Literature offer degrees at all levels (BA, MA, PhD) and have the highest numbers of students, while some smaller ones offer only one degree and have a limited number of students. The number of study programmes is not, in itself, a problem for the Faculty; instead it simply reflects its various capacities and duties. Some of the study programmes will always be small in terms of numbers, such as Sign Language and Linguistics, but the Faculty has a duty to continue such a programme as Icelandic Sign Language is one of the official languages of the country. The main growth area in recent years in terms of numbers of students is in Icelandic as a Second Language which has seen a huge increase. In 2012 non-residents made up 23% of the student body, a number that had increased in 2017 to 43%. This also reflects the popularity of the other international study programmes: Medieval Icelandic Studies and Viking and Medieval Old

Norse Studies. Some of the study programmes are only taught sporadically, or when enough funding or student interest is in place.

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 and as making their subject areas interesting to the students. The quality of feedback on coursework is also praised and this seems to have improved considerably in recent years.

The external international experts in their visit 25-27 April 2018 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. Therefore, improving staff/student ratio is a high priority for the Faculty as well as hiring when staff members retire, and strengthening areas where there is currently only one permanent member of staff. They also pointed out that mechanisms need 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 also pointed out that the current funding model promotes very conservative lecture based approach and is not conducive to enhancing quality of teaching. They also emphasised that the categorization of intensive second language teaching needs to be changed. Responsibilities currently assumed for service to Icelandic social diversity and integration in relation to teaching Icelandic as a second language needs to be recognized by the state and funded accordingly.

It is therefore clear that the actions proposed for quality enhancement are not all in the hands of the Faculty, but of the School, the University, and the authorities.

The main actions which the Faculty itself will focus on are: revision of learning outcomes, which started in Spring 2018; formalising the consultation with students on the development of the study programmes, which started in Autumn 2017; and finding ways to strengthen the MA programmes across the Faculty.

## Management of Research

The Faculty itself does not have a separate strategy from the School of Humanities. The teaching and research strategy is the University five-year strategy; HÍ21 and the School of Humanities strategy agreed 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 above the average for the University and the School of Humanities (Table 4). A study conducted by Nordforsk also shows that the research output in languages and literature is considerably higher in Iceland than elsewhere in the Nordic countries, another indicator that the Faculty does well in international comparison. However, the workload of the staff has become heavier in the past few years, which might eventually lead to less research output.

External financial support for research in the humanities mainly comes from the Icelandic Research Fund. 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 Departments of Icelandic and Icelandic as a Second Language have a particularly central status in influencing, teaching, and informing public policy on the Icelandic language.

The external international experts for this report pointed out that although research output and quality is very high, research infrastructures are inadequate. New ambitions require new facilities and urgent attention to support for doctoral students, interdisciplinarity, and post-award support.

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 the journal, and for continuing research in our fields, it is of great importance that this publication is continued and supported. Funding has recently been cut for the research institutes linked to the Faculty. This has put in jeopardy the ongoing academic publications in Icelandic 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 <sup>1</sup>	Degree	Credits (ECTS)
<b>Department of Icelandic</b>			
ÍSL221/241/261 Icelandic	1.2	BA	60/120/180
ÍSF441 Icelandic Studies	2.2	MA	120
ÍSK441 Icelandic Teaching	2.2	MA	120
ÍSB443 Icelandic Literature	2.2	MA	120
ÍSB571 Icelandic Literature	3	Ph.D.	240
ÍSM441 Icelandic Linguistics	2.2	MA	120
ÍSL571 Icelandic Linguistics	3	Ph.D.	240
TUN441 Language Technology*	2.2	MA	120
MIS431 Medieval Icelandic Studies	2.2	MA	90
MIS441 Viking and Medieval Norse Studies	2.2	MA	120
RIT441 Creative Writing	2.2	MA	120
TAL121 Speech Pathology (prerequisites)*	1.1	Preparation	74
<b>Department of Icelandic as a Second Language</b>			
ÍSE221/241/261 Icelandic as a second language	1.2	BA	60/120/180
ÍSE121 Icelandic as a second language, for practical purposes	1.1	Diploma	60
AMF441 Second Language Studies*	2.2	MA	120
<b>Department of Comparative Cultural Studies</b>			
ABF221/241/261 Comparative Literature	1.2	BA	60/120/180
ABF441 Comparative Literature	2.2	MA	120
ABF571 Comparative Literature	3	Ph.D.	240
MFR441 Cultural Studies	2.2	MA	120
MFR571 Cultural Studies*	3	Ph.D.	240
KVI221/241 Film Studies	1.2	BA	60/120
LIS221/241 Art History and Art Theory	1.2	BA	60/120
LIS441 Art History and Art Theory	2.2	MA	120
AMV221/241/261 General Linguistics*	1.2	BA	60/120/180
AMV441 General Linguistics*	2.2	MA	120
RÚT431 Practical Editorship and Theory of Publication	2.2	MA	90
TÁK121 Deaf Interpreter Training Programme*	1.1	Diploma	60



TÁK221/241/261 Sign Language Linguistics (and Interpreting)	1.2	BA	60/120/180
TÚL321 Applied Conference Interpreting*	2.1	Post Grad. Dip.	60
TÚL441 Conference Interpreting*	2.2	MA	120
ÞÝÐ321 Translation Studies	2.1	Post Grad. Dip.	60
ÞÝÐ322 Applied Translation Studies	2.1	Post Grad. Dip.	60
ÞÝÐ442 Applied Translations Studies	2.2	MA	120
ÞÝÐ444 Translation Studies	2.2	MA	120
ÞÝÐ571 Translation Studies	3	Ph.D.	240

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

\* These study programmes were not individually assessed in the report. TÚN441, TÁK121, TÚL321, TÚL441 have all been taught sporadically and there isn't enough information on these programmes to evaluate them. TAL121 is a collection of prerequisite courses for a study programme taught elsewhere. AMF441 and MRF571 are new programmes in the early stages of their development. AMV study programmes will not be assessed as the member of staff responsible for the programmes passed away after a short illness in late 2017.

**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	13	12.5	7	6.5	20	19.0
Associate Professors	2	2.0	5	5.0	7	7.0
Assistant Professors	3	3.0	3	3.0	6	6.0
Adjunct Lectures	4	1.6	4	4.0	8	5.6
<b>Total</b>	<b>22</b>	<b>19.2</b>	<b>19</b>	<b>18.5</b>	<b>41</b>	<b>37.6</b>
Sessional teachers	33	6.0	55	8.4	88	14.4

**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 <sup>3</sup>
	Total no.	Full time <sup>1</sup>	Part time <sup>2</sup>				
<b>Department of Icelandic</b>							
ÍSL241/261	87	42	30	31	39	15.0	79
ÍSF441	10	2	4	3	50	2.3	56
ÍSK441	6	2	3	2	58	1.3	56

ÍS443	6	2	4	3	50	3.3	48
ÍS571	20	11	5	3	62	1.5	100
ÍS441	12	5	4	4	50	1.0	13
ÍS571	12	6	2	1	67	1.5	100
TUN441	7	2	4	4	66	1.0	33
MIS431	14	11	2	10	16	8.0	95
MIS441	44	22	2	22	7	11.3	100
RIT441	49	20	24	17	82	10.0	89
TAL121	20	7	13	14	20	0.0	-
<b>Department of Icelandic as a Second Language</b>							
ÍS241/261	190	119	50	88	46	15.5	90
ÍS121	106	106	16	119	27	32.3	95
AMF441	-	-	-	-	-	0.0	-
<b>Department of Comparative Cultural Studies</b>							
ABF241/261	72	34	30	24	43	17.8	87
ABF441	19	7	6	5	64	6.3	71
ABF571	8	4	2	2	17	0.0	-
MFR441	9	5	4	5	30	0.8	75
MFR571	-	-	-	-	-	0.0	-
KVI221/241	65	32	23	19	36	14.5	83
LIS221/241	74	33	29	21	42	15.5	65
LIS441	15	6	8	4	55	2.5	100
AMV241/261	26	17	7	11	53	4.8	96
AMV441	4	2	2	2	67	1.5	83
RÚT431	17	10	6	8	41	9.3	89
TÁK121	-	-	-	-	-	0.0	-
TÁK241/261	12	8	1	4	25	2.3	89
TÚL321	0.5	0	0.5	0	-	-	-
TÚL441	1.5	2	1	0	-	-	-
ÞÝÐ321	8	2	5	4	39	1.8	72
ÞÝÐ322	2	1	1	2	50	0.3	100
ÞÝÐ442	3	1	2	2	100	0.8	67
ÞÝÐ444	36	10	15	9	42	5.5	47
ÞÝÐ571	3	1	1	1	-	0.0	-
TOTAL	958	532	307	444		188	
MEAN					46		77

<sup>1</sup> > 22.5 ECTS completed.

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

<sup>3</sup> 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	38.2	25.8	36.4	20.8	43.1	26.4	27.0	11.9	36.2	21.2
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. Action Plan for Teaching and Learning and Management of Research

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

Ch. 1.2	Faculty Characteristics			
1	Improve staff/student ratio	Hiring when teachers retire and increase numbers of staff in poorly staffed study programmes	2018 and ongoing	Heads of Departments, Faculty Meeting, Chair, Board of School, Dean
2	Improve administrative workload	Compensate Chair and Heads of Dept with lighter teaching load	2019	Chair, Board of School, Dean
3	Increase administrative support	Hiring more office staff	2020	Board of School, Dean
Ch. 1.3	Academic Vision			
1	Social and cultural work by staff should be recognised by the University	In the University's own merit system	2019	Faculty Meeting, Chair, Dean
2	Numbers of students going on exchanges increased	Providing better information	2019	Leaders of Study Programmes, International officer
3	Awareness raised of international profile of staff	Public lectures, introductions to students	2020	Heads of Department, Leaders of relevant Study Programmes
Ch. 1.4	Student Support			
1	Encourage completion of BA-theses	Mandatory workshops for all students registered organised by individual study programmes	2019	Heads of Department, Leaders of Study programmes
2	Implement mentoring system for new students	Postgraduate students enrolled in assisting new students, payment provided	2019	Heads of Department, Leaders of Study programmes, Chair, Dean
3	MA study programmes strengthened	Current rules of minimum number of students abolished. Number of M-courses (on offer for 3 <sup>rd</sup> year undergrad and MA-students) decreased and F-courses (MA students only) strengthened	2020	Chair, Board of School, Dean

## 2. DEPARTMENTS AND STUDY PROGRAMMES

### ÍSL241/261 Icelandic (BA)

Ch. 2.1.1		Students		
1	Increase intake rate	Keep on the work of the outreach committee	Ongoing	Individual teachers on behalf of the Department
2	Keeping our students satisfied and involved	By repeating the first year survey; holding annual student meetings	Nov. 2018 and annually	The Head of Department
3	Develop a more formal response to results of teaching evaluations	Meeting to discuss teaching evaluation	A possibility	The Head of the Department (if all teachers agree on this)
Ch. 2.1.2		Teaching and Learning		
1	Improve consistency on workload and grading	Teachers regularly reminded of guidelines on workload and grade norms	Ongoing	Education Manager
2	Improve the development of learning outcomes for individual courses	1) Head of the Dpt. for study programmes; 2) individual teachers for mandatory courses, 3) individual teachers for all other courses	1) Was completed in March 2018, 2) Spring 2018, 3) Autumn semester and later	Head of the Department
3	Improve staff/student ratio	Hiring when teachers retire and increase numbers of staff in poorly staffed areas	2018 and ongoing	Head of Department, Faculty Meeting, Chair, Board of School, Dean

### ÍSF441 and ÍSB443 Icelandic Literature and Icelandic Studies (MA)

Ch. 2.1.1		Students		
1	Increase intake	Annual presentation of the MA-programme	Each Spring semester	Head of Department
2	Keeping our students satisfied and involved	Holding an annual student meeting	Nov. 2018 and annually	Head of Department
3	Providing clearer information on all factors of the MA programmes	Making a checklist for new students	Summer 2018	Head of Department, outreach committee and project manager
Ch. 2.1.2		Teaching and Learning		
1	Improve consistency on work load and grading	Teachers regularly reminded of guidelines on workload and grade norms	Ongoing	Education Manager
2	Improve the development of learning outcomes for individual courses	1) Head of Department for study programmes; 2) individual teachers for all other courses	1) Was completed in March 2018, 2) Autumn	Head of Department

			semester and later	
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#### ÍS441 Icelandic Teaching (MA)

Ch. 2.1.1		Students		
1	Increase intake	Annual presentation of the MA-programme	Each Spring semester	Head of Department
2	Keeping our students satisfied and involved	Holding an annual student meeting	Nov. 2018 and annually	Head of Department
3	Providing clearer information on all factors of the MA programmes	Making a checklist for new students	Summer 2018	Head of Department, outreach committee and project manager
Ch. 2.1.2		Teaching and Learning		
1	Improve consistency on work load and grading	Teachers regularly reminded of guidelines on workload and grade norms	Ongoing	Education Manager
2	Improve the development of learning outcomes for individual courses	1) Head of Department for study programmes; 2) individual teachers for all other courses	1) Was completed in March 2018, 2) Autumn semester and later	Head of Department

#### ÍS571 Icelandic Literature (PhD)

Ch. 2.1.1		Students		
1	Should be more active in departmental decisions	Make sure their representative is present at Department Meetings	2018 and ongoing	Head of Department
2	More discussions about the doctoral programme	Annual meeting of supervisors within the Department	2018 and ongoing	Head of Department, the School's research officer
Ch. 2.1.2		Teaching and Learning		
1	Introducing PhD courses	Specialised courses and seminars for PhD students	2019	Chair of Faculty, School's research officer
Ch. 2.1.3		Coordination between Teaching and Research		
1	Increase student participation in international cooperation and conferences	Encouragement and involvement in research projects	Ongoing	Supervisors

#### ÍS441 Icelandic Linguistics (MA)

Ch. 2.1.1		Students		
1	Increase intake	Annual presentation of the MA-programme	Each Spring semester	Head of Department
2	Keeping our students satisfied and involved	Holding an annual student meeting	Nov. 2018 and annually	Head of Department
3	Providing clearer information on all factors of the MA programmes	Making a checklist for new students	Summer 2018	Head of Department, outreach

				committee and project manager
<b>Ch. 2.1.2</b>	<b>Teaching and Learning</b>			
1	Improve consistency on work load and grading	Teachers regularly reminded of guidelines on workload and grade norms	Ongoing	Education Manager
2	Improve the development of learning outcomes for individual courses	1) Head of Department for study programmes; 2) individual teachers for all other courses	1) Was completed in March 2018, 2) Autumn semester and later	Head of Department

### ÍS571 Icelandic Linguistics (PhD)

<b>Ch. 2.1.1</b>	<b>Students</b>			
1	Should be more active in departmental decisions	Make sure their representative is present at Department Meetings	2018 and ongoing	Head of Department
2	More discussions about the doctoral programme	Annual meeting of supervisors within the Department	2018 and ongoing	Head of Department, the School's research officer
<b>Ch. 2.1.2</b>	<b>Teaching and Learning</b>			
1	Introduce PhD courses	Specialised courses and seminars for PhD students	2019	Chair of Faculty, School's Research officer
<b>Ch. 2.1.3</b>	<b>Coordination between Teaching and Research</b>			
1	Ensure student participation in international cooperation and conferences	Encouragement and involvement in research projects	Ongoing	Supervisors

### MIS431 Medieval Icelandic Studies (MA)

<b>Ch. 2.1.1</b>	<b>Students</b>			
1	Revision of intake procedures	Compare backgrounds to results	February 2019.	Professors in programme.
2	Revise and clarify course descriptions and learning outcomes.	Review course by course.	September 2018	Teachers and leader of study programme
3	University counselling services made more accessible to students	Liaise with counselling services.	September 2018	Leader of study programme
4	Review workload	Consult with students through student association.	May 2018.	Teachers and leader of study programme
5	Formalise meetings and consultation of student association board.	Establish a routine of meeting with the board twice every semester.	May 2018.	Leader of study programme
<b>Ch. 2.1.2</b>	<b>Teaching and Learning</b>			
1	Update teaching contents and methods	Increase discussion of teaching methods and course contents in staff meetings.	Sept. 2018	Leader of study programme

2	Consider revising assessment methods.	Regular discussions in staff meetings	Sept. 2018	Leader of study programme
3	Regular monitoring of contents	External panel	Oct. 2018	Leader of study programme
<b>Ch. 2.1.3</b>	<b>Coordination between Teaching and Research</b>			
1	Monitor access of students to stimulating research environment.	Regular discussions with students.	Sept. 2018	Leader of study programme
2	Verify whether students are exposed to main research questions in field.	Questionnaire to teachers reviewed by study committee.	Sept. 2018	Leader of study programme

#### MIS441 Viking and Medieval Norse Studies (MA)

<b>Ch. 2.1.1</b>	<b>Students</b>			
1	Revision of intake procedures	Compare backgrounds to results	February 2019.	Professors in programme.
2	Revise and clarify course descriptions and learning outcomes.	Review course by course.	September 2018	Teachers and leader of study programme
3	University counselling services made more accessible to students	Liaise with counselling services.	September 2018	Leader of study programme
4	Review workload	Consult with students through student association.	May 2018.	Teachers and leader of study programme
5	Formalise meetings and consultation of student association board.	Establish a routine of meeting with the board twice every semester.	May 2018.	Leader of study programme
<b>Ch. 2.1.2</b>	<b>Teaching and Learning</b>			
1	Update teaching contents and methods	Increase discussion of teaching methods and course contents in staff meetings.	Sept. 2018	Leader of study programme
2	Consider revising assessment methods.	Regular discussions in staff meetings	Sept. 2018	Leader of study programme
3	Regular monitoring of contents	External panel	Oct. 2018	Leader of study programme
<b>Ch. 2.1.3</b>	<b>Coordination between Teaching and Research</b>			
1	Monitor access of students to stimulating research environment.	Regular discussions with students.	Sept. 2018	Leader of study programme
2	Verify whether students are exposed to main research questions in field.	Questionnaire to teachers reviewed by study committee.	Sept. 2018	Leader of study programme
3	Verify research environment in collaborating universities.	Discussion with responsible people in collaborating universities.	Sept. 2018	Leader of study programme

#### RIT441 Creative Writing (MA)

<b>Ch. 2.1.1</b>	<b>Students</b>			
1	Hire a new full-time teacher		2019	Chair of Faculty
2	Decrease number of admitted students		2018	Leader of study programme



<b>Ch. 2.1.2</b>	<b>Teaching and Learning</b>			
1	Discussion of learning outcomes	Meeting of teachers	Autumn 2018	Leader of study programme
2	Discussion of assessment	Meeting of teachers	Autumn 2018	Leader of study programme
<b>Ch. 2.1.3</b>	<b>Coordination between Teaching and Research</b>			
1	Find more projects on which students and teachers can cooperate	Discuss with teachers	2018	Leader of study programme /sessional teachers

#### ÍS241/261 Icelandic as a Second Language (BA)

<b>Ch. 2.1.1</b>	<b>Students</b>			
1	Regular meetings of a study committee (in which the students have a representative) that will address the issues mentioned above and below.	Appoint members of this committee.	April 2018	Leader of the programme and the board of Huldumál
2	Organise in January every year a meeting with a substantial group of students about the programme.	Introduce this meeting in the autumn of 2019 and advertise it by visiting classes a few days in advance.	January 2019	Leader of the programme and the board of Huldumál
3	Open a wider discussion within the University on taking measures to strengthen the social life of international and immigrant students.	Call a meeting with different representatives within the University.	September 2019	Leader of the programme, international co-ordinator of the School of Humanities.
<b>Ch. 2.1.2</b>	<b>Teaching and Learning</b>			
1	Assess to what degree studies in the second and third year are much more difficult than during the first year.	Research individual courses with regards to the European Language Framework and the Bologna Framework.	October 2018.	Study committee.
2	Look for ways to enable students in year 2 and 3 to specialise more in either literature or linguistics.	One option is to offer more courses from which students can choose; another way is to enable students to work on different assignments within the existing courses.	October 2018.	Study committee.

#### ÍS121 Icelandic as a Second Language for practical purposes (Diploma)

<b>Ch. 2.1.1</b>	<b>Students</b>			
1	Regular meetings of a study committee (in which the students have representatives), which will give students better opportunities to influence the development of the programme	Appoint members of this committee	April 2018.	Leader of the practical programme and the board of Huldumál

2	Organise in January every year a meeting with a substantial group of students about the programme.	Introduce this meeting in the autumn of 2019 and advertise it by visiting classes a few days in advance.	January 2019.	Leader of the practical programme and the board of Huldumál
3	Open a wider discussion within the University on taking measures to strengthen the social life of international and immigrant students.	Call a meeting with different representatives within the University.	September 2018	Leader of the programme, international co-ordinator of the School of Humanities.
<b>Ch. 2.1.2</b>	<b>Teaching and Learning</b>			
1	Assess if / how well individual courses overlap and how well they are in tune with the knowledge of the students.	Research individual courses with regards to the European Language Framework.	October 2019.	Leader of the practical diploma and study committee

#### ABF241/261 Comparative Literature (BA)

<b>Ch. 2.1.1</b>	<b>Students</b>			
1	Discuss selection of available courses	Increase selection of courses	Autumn 2019	School Dean, Faculty Chair, programme leader and teaching staff
2	Improve social activities and relations between students and teaching staff	Discuss at a meeting of students and teaching staff	Autumn 2018	Programme leader and the programme's teaching staff and students
<b>Ch. 2.1.2</b>	<b>Teaching and Learning</b>			
1	Increase the number of discussion periods	Direct requests to teaching staff	2020 (autumn)	Teaching staff in the subject
2	Ensure that the amount of reading material complies with Faculty regulations	Send all teaching staff document on reading material criteria	2018 (autumn)	Teaching staff in the subject
3	Ensure that syllabi are available at the start of each semester	Direct requests to teaching staff	2018 (autumn)	Teaching staff in the subject

#### ABF441 Comparative Literature (MA)

<b>Ch. 2.1.1</b>	<b>Students</b>			
1	Encourage more direct participation from MA literature students	Organise more meetings between MA students and teaching staff	2018 (autumn)	Programme leader
<b>Ch. 2.1.2</b>	<b>Teaching and Learning</b>			
1	Discuss variety of options on the programme	Increase selection of courses	2019	School Dean, Faculty Chair, programme leader and teaching staff on the programme
2	Increase stability of the programme	Change the current minimum class size for traditional courses	2019	School Dean, Faculty Chair, programme leader and

				teaching staff on the programme
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#### ABF571 Comparative Literature (PhD)

Ch. 2.1.1	Students			
1	Students are able to teach subjects closely related to their own research material	Make more effort to allow students to teach within their specialisations	2020	Programme leader, doctoral student and supervisor
2	Isolation of doctoral students	Establish a forum for discussion	2019	Member of staff

#### MFR441 Cultural Studies (MA)

Ch. 2.1.1	Students			
1	Initiate regular consultation with students on quality assurance	Students elect representative, regular meetings	Autumn 2018	Programme leader
2	Improve links to industry	Discussion meetings with invited guests and/or visits to relevant companies	2018-2019	Programme leader
Ch. 2.1.2	Teaching and Learning			
1	Review and coordination of learning outcomes	Faculty discussion with student input	Autumn 2018	Programme leader
2	Exploration of possible ways to improve assessment	Faculty discussion with student input	2018-2019	Programme leader
Ch. 2.1.3	Coordination between Teaching and Research			
1	Combine teaching and research in more systematic ways	Experimentation	2018-2019	Teachers in the programme
2	Discuss offering the programme in English	Faculty and student consultation	2018	Programme leader

#### KVI241 Film Studies (BA)

Ch. 2.1.1	Students			
1	Continue to hold regular discussion meetings	Publicise the discussion meeting	Nov 2018	Programme leader
2	Continue the activities of Engar stjórnur	By doing the work involved	Ongoing	Programme leader
3	Review the organisation of the subject and courses on offer	In consultation with Comparative Literature, the School Dean and Faculty Chair	2020	Programme leader
Ch. 2.1.2	Teaching and Learning			
1	Learning outcomes of individual courses must be coordinated with learning outcomes for the programme	Review learning outcomes for the programme and courses	End of 2018	Programme leader
2	Review how learning outcomes are coordinated between courses	Collaboration between individual teachers and the programme leader would be key here, as well as review of when syllabi are submitted	End of 2018	Programme leader

		before the start of a course		
<b>Ch. 2.1.3</b>	<b>Coordination between Teaching and Research</b>			
1	Recruit another permanent member of teaching staff on the programme	Recruitment process	2020	Faculty Meeting, Chair of Faculty, Board of the School of Humanities

#### LIS241 Art History and Art Theory (BA)

<b>Ch. 2.1.1</b>	<b>Students</b>			
1	Increase the existing collaboration with other study programmes and IUA	By sharing courses with programmes, departments, schools	2018 ongoing	Programme leader with other programme leaders and heads of departments
2	Formalise student participation in developing the programme structure	Annual meetings with students	Autumn 2018	Programme leader
3	Better information provided to students on postgraduate studies and employment possibilities	Regular meetings and presentations	Spring 2019	Programme leader, staff members
<b>Ch. 2.1.2</b>	<b>Teaching and Learning</b>			
1	Revision of learning outcomes for the programme and all courses	With the assistance of the Centre for Teaching and Learning	Spring 2018	Programme leader, teachers, sessional teachers
<b>Ch. 2.1.3</b>	<b>Coordination between Teaching and Research</b>			
1	Teaching becomes more research based and students encouraged more to develop their theoretical argument and to make use of specialised academic libraries and databases	Through teaching and revision of learning outcomes and visits to relevant libraries	2018 and ongoing	Programme leader and teachers

#### LIS441 Art History and Art Theory (MA)

<b>Ch. 2.1.1</b>	<b>Students</b>			
1	Formalise input from students in the study programme	Annual meetings with students	Autumn 2018	Programme leader
<b>Ch. 2.1.2</b>	<b>Teaching and Learning</b>			
1	Closer collaboration with other programmes, such as Museum Studies	Meetings with the programme leaders concerned	Autumn 2018	Programme leader and teacher
2	Develop research projects with students	Meetings with students	Spring 2019	Programme leader and teacher
<b>Ch. 2.1.3</b>	<b>Coordination between Teaching and Research</b>			

1	Teaching becomes more research based and students encouraged more to develop their theoretical argument and to make use of specialised academic libraries and databases	Through teaching and revision of learning outcomes and visits to relevant libraries	2018 and ongoing	Programme leader and teachers
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#### RÚT431 Practical Editorship and Theory of Publication (MA)

Ch. 2.1.1	Students			
1	Course offerings	Add one course	2019	Programme leader, Chair of Faculty, School Dean
2	Increase social life	Discuss at meeting	2018	Programme leader
Ch. 2.1.2	Teaching and Learning			
1	Make classrooms more accommodating	Install more blackout curtains	2019-2020	Central administration
2	More suitable classrooms for students	Making a list of suitable RÚT classrooms from teaching staff	2019-2020	Programme leader
Ch. 2.1.3	Coordination between Teaching and Research			
1	More publication projects in connection with creative writing	Ensure that the course <i>Publication (Á þrykk)</i> becomes a fixed staple each year. Possibly add another such course.	2019-2020	Programme leaders

#### TÁK241/261 Sign Language Linguistics (BA)

Ch. 2.1.1	Students			
1	Organised consultation with students	Consultation meetings with all students (and sessional teachers) each semester. Discuss the learning outcomes of the programme with students / student representatives as well as teaching evaluation surveys for all courses in each individual course.	Spring semester 2018 / autumn semester 2018	Programme leader
2	Increase student connection/interaction between years and the connection of sign language linguistics students with other student organisations in the field	Invite older students to the introductory meeting in the autumn and/or to class at the beginning of the semester. Be in touch with the chair of Veritas each autumn and invite them to class.	Presentation in autumn 2018	Programme leader
Ch. 2.1.2	Teaching and Learning			

1	Review and revise learning outcomes for the programme in accordance with HÍ21	Compare learning outcomes with NQF and the HÍ21 strategy. Discourse with people in the field and sessional teachers; make use of results of completed and future interviews.	Autumn 2018, course catalogue 2018-2019	Programme leader
2	Update learning outcomes for all courses; compare with learning outcomes for the programme. Review in particular the requirements and content of the proficiency courses I-IV; assess in the context of the CEFR for Languages; recently, pan-European criteria for the teaching of sign language have been established. Determine whether the learning outcomes for other courses need to be reviewed with CEFR in mind. At the same time, review the workload for courses and between years, in consultation with sessional teachers and students.	Hold a work meeting with sessional teachers, during which the purpose and objectives of learning outcomes are reviewed, revised, and the workload calculated. Hold a separate meeting with sign language instructor to review the course criteria and learning outcomes in connection with the Language Framework, since she worked on the Icelandic part of the Framework. Get permission to reimburse sessional teachers for participation in these work meetings.	Course catalogue 2019-2020	Programme leader, Chair of Faculty (in regards to the reimbursement aspect)
3	Determine whether there is cause to reduce the number of 5 ECTS courses and to combine them into 10 ECTS courses. Ideally, as part of reviewing the learning outcomes and revising workloads.	Revise the content and course assessment for these courses, and determine whether students get more out of the programme by having fewer but more heavily weighted courses.	Course catalogue 2019-2020	Programme leader, in collaboration with sessional teachers.
4	Place emphasis on a stable group of teachers for all courses, i.e. teachers who can take responsibility for their courses and develop them in line with time and research.	Make an agreement with SHH regarding research and teaching, or discuss the possibility of a closer collaboration or potential merger between SHH and UI with the Ministry and University management.	Autumn 2018	Programme leader, director of SHH, School Dean, Rector
<b>Ch. 2.1.3</b>	<b>Coordination between Teaching and Research</b>			
1	Make an agreement with SHH, insuring collaboration between both institutions with the aim of increasing research in the field of Icelandic Sign Language and the Icelandic sign language community. An option would	Bring up this topic again with the Ministry of Education, Science and Culture as well as the Dean of the School of Humanities and UI Rector.	2018-2019	Programme leader, School Dean, Rector, director of SHH

	be for SHH to become a UI institute (merger).			
2	Consider continuing and postgraduate education to increase research and the number of people with at least a MA's degree	Begin a conversation with the UI Continuing Education Institute regarding postgraduate studies in sign language interpreting	Autumn 2018	Programme leader

**ÞÝÐ322/442 Applied Translation Studies (Dip and MA)**

<b>Ch. 2.1.1</b>	<b>Students</b>			
1	Formal regular meetings with students	Encourage students to attend consultation meetings on the programme	Autumn 2018 and ongoing	Programme leader
2	Revival of the student association	Meet with students and encourage them to attempt to revive their society	Autumn 2018 and ongoing	Programme leader
3				
<b>Ch. 2.1.2</b>	<b>Teaching and Learning</b>			
1	Course in Translation technology remodeled	Reorganisation with more computer hours for TMs	Autumns 2018	Teacher responsible

**ÞÝÐ321/444 Translation Studies (Dip and MA)**

<b>Ch. 2.1.1</b>	<b>Students</b>			
1	Regular meetings with students	Encourage students to attend the meeting to discuss the programme	Autumn 2018 and ongoing	Teachers
2	More courses planned which are linked to research	Add to curriculum	Autumn 2018 and ongoing	Teachers
3	Review of learning outcome in translation technology	Discussion among teachers	Spring 2018	Teachers
<b>Ch. 2.1.2</b>	<b>Teaching and Learning</b>			
1	Course in translation technology remodeled	Reorganisation with more computer hours for TMs	Autumn 2018	Teacher responsible

**ÞÝÐ571 Translation Studies (PhD)**

<b>Ch. 2.1.1</b>	<b>Students</b>			
1	Meetings with all doctoral students and advisors	Meeting	From Autumn 2018 onwards	Supervisors
2	Colloquium on specific subjects	Conduct a seminar with the participation of PhD students	From Autumn 2018 onwards	Supervisors

**3. Summary and Main Conclusions for the Faculty**

### Action Plan for Management of Research

1	Increase support for research	Put in place clear strategies for post-award support	2019	Chair, School's Science Committee, Centre for Research in the Humanities
2	Strengthen related research institutes	Reverse recent cutbacks in funding for institutions	2020	Centre for Research in the Humanities, Board of School, Dean