UNIVERSITY OF ICELAND

Faculty of Sociology, Anthropology and Folkloristics

SCHOOL OF SOCIAL SCIENCES

SELF-REVIEW REPORT

June 2019

UNIVERSITY OF ICELAND

Introduction

This report is an abstract of the Self-Review Report of the Faculty of Sociology, Anthropology and Folkloristics 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, scheduling and process of institution-led review of faculties and interdisciplinary programmes, the Faculty of Sociology, Anthropology and Folkloristics (the Faculty), School of Social Sciences (the School), University of Iceland (the University), conducted self-evaluations during the autumn semester of 2018. The results are presented in this report. A self-evaluation committee was established in September 2018.

The committee members were:

1. **Stefán Hrafn Jónsson**, Professor and Head of Faculty. Chair of the committee.
2. **Kristjana Stella Blöndal**, Senior Lecturer and Deputy Head of Faculty.
3. **Sif Einarsdóttir**, Professor and Head of the Department of Career Counselling and Guidance.
4. **Snæfríður Egilsson**, Professor and Head of the Department of Disability Studies.
5. **Ágústa Pálsdóttir**, Professor and Head of the Department of Information Science.
6. **Sigrún Ólafsdóttir**, Professor and Head of the Department of Sociology.
7. **Sigurjón B Hafsteinsson**, Professor and Head of the Department of Folkloristics and Ethnology.
8. **Helga Ögmundardóttir**, Lecturer and Head of the Department of Anthropology.
9. **Dagrún Ósk Jónsdóttir**, MA in Folkloristics and PhD Student. Representative of postgraduate students. Nominated by the Head of Faculty and appointed by the Dean of the School of Social Sciences.
10. **Rakel Hanna Guðjónsdóttir,** BA student in Anthropology. Representative of undergraduate students. Nominated by the Head of Faculty and appointed by the Dean of the School of Social Sciences.
11. **Egill Þór Jónsson, Councillor**. Graduated with BA in Sociology. External representative of former students, industry or society, nominated by the Head of Faculty and appointed by the Dean of the School of Social Sciences.
12. **Brynhildur Lilja Björnsdóttir**, Administrator Officer.
13. **Sigrún Daníelsdóttir Flóvenz,** Project Manager. Secretary of the committee.

The Director of Quality Management at the University of Iceland, Áslaug Helgadóttir, visited the Faculty in spring of 2018 and introduced the work ahead. At the beginning of the fall semester students and external representatives were selected. The committee completed unfinished learning outcomes and curriculum maps that needed updating and then started to work on individual chapters. The Department Heads edited individual sub-chapters in Chapter 2 with members of their department. Head of Faculty, (Stefán Hrafn Jónsson), Administrator Officer (Brynhildur Lilja Björnsdóttir), Deputy Head of Faculty (Stella Blöndal) and Project Manager (Sigrún D. Flóvenz) worked on Chapter 1 with good cooperation with others in the committee. Original budget plan allowed for only two focus groups for students despite the diversity of the departments within the faculty. After

some effort additional budget was found to increase the number of focus groups to five. Due to workload at the -Social Science Research Institute (SSRI) the students' focus group reports were delivered quite late. Draft version of the report was delivered to the International Experts on 20 November 2018. The committee met with External Experts on 29 November. Input from the meeting and the Report from the External Experts from 4 January were used to further improve the report. Comments and suggestions from the Director of Quality Management on December 13th, 2018 and at later stages contributed further to the improvement of the report.

The Faculty of Sociology, Anthropology and Folkloristics consists of six semi-independent departments each with a strong academic identity. The Faculty as a whole has a stable strong track record of research funds, international research participation, publications, outreach and societal impact, satisfied students and solid study programmes but suffers from financial constraints and underfunding due in part to lack of effective marketing and unjust budget system at the University of Iceland.

The main report consists of three chapters. The first chapter begins with an introduction that addresses the Faculty as a whole, the Faculty characteristics in terms of management, organization, human resources, finance, students and study programs. The introduction continues with academic vision and strategy for research and teaching. Student support is then reviewed. In Chapter 2 each of the six departments report on some of the same factors addressed in Chapter 1 but focusing on individual departments and study programmes.

The third chapter summarizes the Faculty and actions as covered in the first two chapters.

Summary and Main Conclusions for the Faculty

Lessons Learned from QEF1

The size, structure and diversity of the faculty was addressed in QEF1. The report extracted both strengths in terms of fruitful and creative working environment. The weakness of the size comes from the diverse departments and field of studies such that it is "not always possible to integrate the different courses and the programmes as much as the academic staff and students would like".

The QEF1 report focused on the fact that the Faculty is budgeted with the lowest category of funding. While the lowest category has been corrected to a degree the financial problems of the faculty has not been resolved as income sources fluctuate too much with number of students.

Student-teacher ratio and large classrooms was addressed and has been resolved in part. More faculty members have recently been recruited and the faculty has experience unprecedented drop in number of students in recent years. Diversity in teaching methods was addressed in the report. Faculty members are constantly developing their teaching methods. The problem of unequal workload between courses has been addressed but not fully resolved.

The QEF1 has not been a central focus in the Faculty the last few years but quality of teaching and research, and societal contribution, has been fostered, maintained and is of central focus in the faculty.

Economic sustainability of departments within the faculty remains a central concern. The drop in number of students will affect the structure of the faculty already in the year 2020. Budget cuts may reduce the number of elective courses offered and perhaps reduce financial support for research.

The suggestion from Bogason, the external reviewer from QEF1 on simplifying the organizational structure of the Faculty has not been resolved, in part due to resistance from some faculty members that are likely driven by need to protect academic identity of departments.

Some achievements are worth mentioning:

- The quality of the Ph.D. programmes has improved with increased centralized support on school level and with revised regulation and handbook for students and advisors.
- The Department of sociology has added a master program in methodology.
- The MA program in sociology and methodology is now thought in English
- Maintained its academic identity despite some obstacles and pressure that threats
- Some Faculty members constantly develop and improve their teaching methods while others do not. Flipped classroom and distance learning is for example used by some. Some attend short or long courses at the Centre for Teaching and Learning. The School also organizes various short courses and meetings on teaching methods.
- Faculty offers a course where students are trained to transfer knowledge and skills from their undergraduate studies to the labour market.
- Research outputs continues to be well above the Schools' average.
- Diploma studies in global health were started in the fall of 2016.

Faculty Characteristics

The Faculty of Sociology, Anthropology and Folkloristics is one of six faculties within the School of Social Sciences, which is by far the largest of the University's five schools with 3,695 students of the 12,296 at the University of Iceland in October 2017 or about 30% of all students at the University (UI). The Faculty consists of six departments: The Departments of Anthropology, Career Counselling & Guidance, Disability Studies, Folkloristics & Museum Studies, Information Science, and Sociology. The Faculty has 719 of those 3,695 students (19.6% of School, 5.8% of UI). At the same time teachers' full-time equivalent positions at the School are only 19.4% of teachers within the University. The Faculty became an independent faculty on 1 July 2008 when the University was restructured and divided into five schools.

The Faculty offers diverse undergraduate and graduate study programmes. Some departments offer one main programme while others offer two or more programmes (Appendix 1, Table 1).

The Faculty consists of well-educated active researchers and excellent teachers with 41 tenured lecturers representing 33.8 FTE in 2018 (Appendix 1, Table 2). Of these, 7 are adjunct lecturers, 6 assistant professors, 5 associate professor and 23 professors. Very few professors, if any (no data available) have left the Faculty for reasons other than retirement. The table further reflects the fact that faculty members reach full professor relatively fast. The gender ratio is 1.28 female faculty members per 1 male, but this is unevenly distributed across departments. The Department of Career Counselling and Guidance as well as Information Sciences faculty members consists of only females, Disability Studies mostly females, Anthropology mostly females but Sociology and Folklore Studies are mostly men. In the academic year of 2017–2018 a total of 95 sessional teachers contributed 9.9 FTE and were responsible for around 31% of the hours taught in the Faculty. In 2017-2018 the number of students was 724, 335 undergraduate students, 336 master students, and 53 PhD students.

Teaching and Learning

The quality of teaching and learning is maintained mainly by hiring skilled researchers that are true to academic integrity, honour and protect academic freedom, and as Jonathan Cole writes on intellectual progeny "Teaching and training the next generation of students is one of the two essential role of faculty members at research universities"[1]. The training part is important for number of reasons including the emphasize on active participation of students.

In addition to promoting and encouraging research activities, other main methods to secure quality of teaching include the ongoing task of integrating research and teaching, review defined learning outcome for courses, thesis and study programmes and evaluate result from students' surveys. The Faculty has tried to activate students' voices in department meeting and discussion with faculty with mixed results. The head of faculty encouraged a team of students to publish a student-to-student survival guide will be published before new students enter in the fall of 2019. This aim of this guide is to make it easier for students to fulfil their administrative duties and find answers to pending questions

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[1] Cole, J. R. (2009). *The Great American University*. New York: Public Affairs

Funding issues continue to affect development of teaching methods. The faculty could however be more active of sharing effective teaching methods especially distance learning. Many faculty members are active in using new and improved methods that could be shared more to other members of the faculty.

Report from the External Experts addressed several important issues. In general, the report acknowledges the strengths of the Faculty in terms of teaching, research and outreach to the community. The report note that the Faculty works overall quite well despite the nature of its origin and its diversity. The report notes the importance of improvements in number of issues such as readability of the programme structure, an issue that has been addressed by faculty members in number of occasions to the central office at the UI. The identity issue of the diverse faculty was addressed and is "somewhat surprising that by and large FSAF works very well". While the Faculty works by and large very well in terms of research and teaching, the administrative structure of the School and UI does not work well for the departments of the Faculty. Limited support for marketing is one example. Another example is the original discussion to have limited number of students voices in this report, an issue that was addressed and change early on in the process. The Report from the External Experts further addressed that the self-review team is generally overloaded with work. This comment applies to many or most faculty members. Giving the incentive structure inherent in the research point system it may be surprising to some that many faculty members do contribute to administrative work such as this report, strategy, policy making, development of teaching methods etc. A potential explanation to the contribution beyond research and contribution to new knowledge is that most faculty members are true to more than one academic value. The incentive structure does (as noted in the Report from the External Experts) foster individualism and reduces creativity in teaching methods and willingness to contribute to planning and strategy. The Faculty has to a degree resisted this effect of the system. It is important to aware of this effect in all future policy making, but it would be in a sense unfair to expect the Faculty to change management of research and increase collaboration when the outside forces are this strong. Other issues addressed in the Report from the External Experts has been addressed or implemented elsewhere in this report.

Management of Research

The faculty has a good reputation for impressive research activity (Appendix 1, Table 4). The faculty has not implemented faculty specific research strategy or management but relied on support and strategy at the School and UI level. The fact that researchers in the faculty are very active and respected in their field without a faculty level strategy posed the question whether such a strategy is needed or if such a strategy would further improve research output of the faculty. Despite those consideration the Faculty will compile a faculty general policy where core academic values are incorporated and tailored to the faculty needs without reducing academic freedom. The faculty will further continue policy making at the SSRI to improve cooperation between faculty members and the SSRI. At the School level the work of the Research Project office head by Hulda Proppé will hopefully continue to provide superior support for grant proposals and grant management.

Follow-up Processes

The Head of Faculty and the Faculty Administrative Officer will write up a handbook for future Faculty Heads. That handbook will suggest that the Action Plan in this report will be reviewed at the beginning of each semester to focus the work of the board for coming semester.

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 each year 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)
Department of Anthropology			
MAN241/262 Anthropology	1.2	BA	120/180
MAN441 Anthropology	2.2	MA	120
MAN561 Anthropology	3	PhD	210
MAN312 Global Studies	2.1	Post.Grad.Dip.	30
MAN442 Global Studies	2.2	MA	120
ÞRÓ311 Development Studies	2.1	Post.Grad.Dip.	30
ÞRÓ441 Development Studies	2.2	MA	120
ÞRÓ561 Development Studies	3	PhD	210
Department of Ethnology and Museum Studies			
ÞJÓ241/261 Folkloristics/Ethnology	1.2	BA	120/180
ÞJÓ441 Folkloristics/Ethnology	2.2	MA	120
ÞJÓ561 Folkloristics	3	PhD	210
ÞJÓ442 Old Nordic Religion	2.2	MA	120
ÞJÓ562 Old Nordic Religion	3	PhD	210
SAF311 Museum Studies	2.1	Post.Grad.Dip.	30
SAF441 Museum Studies	2.2	MA	120
SAF561 Museum Studies	3	PhD	210
Department of Sociology			
FÉL241/261 Sociology	1.2	BA	120/180
FÉL311 Sociology	2.1	Post.Grad.Dip.	30
FÉL442 Sociology	2.2	MA	120
FÉL561 Sociology	3	PhD	210
FÉL443 Methodology	2.2	MA	120
Department of Career Counselling and Guidance			
NSR441 Career Counselling and Guidance	2.2	MA	120
NSR561 Career Counselling and Guidance	3	PhD	210

Department of Disability Studies

FFR311 Disability Studies	2.1	Post.Grad.Dip.	30
FFR431 Disability Studies	2.2	MA	120
FFR571 Disability Studies	3	PhD	210

Department of Information Science

UPP311 Information Science	2.1	Post.Grad.Dip.	30
UPP441 Information Science	2.2	MA	120
UPP442 Information Science	2.2	MIS	120
UPP561 Information Science	3	PhD	210

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

Table 2. Faculty members, number (No.) and full time-equivalent (FTE) as of 1 June 2018, and sessional teachers in 2017.

	Male		Female		Total	
	No.	FTE	No.	FTE	No.	FTE
Professors	10	8.60	13	11.38	23	19.98
Associate Professors	4	4.00	1	1.00	5	5.00
Assistant Professors	3	3.00	3	2.50	6	5.50
Adjunct Lectures	1	0.49	6	2.86	7	3.35
Total	18	16.09	23	17.74	41	33.83
Sessional teachers	28	3.80	67	6.05	95	9.85

Table 3. Total number of students, number of entrants, retention rate for first year, number of graduates and graduation 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]		%		%
Department of Anthropology							
MAN241/262	181	99	61	43	70	44	74
MAN441	26	17	9.5	6	56	4	54
MAN561	14	6.5	-	0.3	-	0.8	0
MAN312	9.5	0.8	5.5	3.5	40	3.8	74
MAN442	9	2.5	2.5	1.5	33	2.3	64
ÞRÓ311	11.8	1.3	7.8	4.5	33	6.0	71

Faculty of Sociology, Anthropology and Folkloristics

ÞRÓ441	10.5	14.0	2.3	1.8	17	2.5	48
ÞRÓ561	2	1	-	0	-	0	-

Department of Ethnology and Museum Studies

ÞJÓ241/261	95	42	38	24	37	22	65
ÞJÓ441	22.8	6.0	12.5	4.3	76	5.5	36
ÞJÓ561	3.8	0.5	-	0.8	-	0	-
ÞJÓ442	6.0	3.5	0.5	2.3	63	1.5	78
ÞJÓ562	2.0	0.8	-	0.8	-	0	-
SAF311	11.0	0.3	7.5	2.8	69	4.8	82
SAF441	20	4.8	10.8	4.5	69	4.8	61
SAF561	3.0	1.8	-	0	-	0.3	-

Department of Sociology

FÉL241/261	149	87	48	35	61	37	75
FÉL311	24	1.8	15.0	9.8	11	11.3	79
FÉL442	14.3	6.5	5.3	4.5	90	4.3	61
FÉL561	11.3	6.0	-	1.0	-	1.3	17
FÉL443	7	3.8	2.5	2.8	100	0.8	-

Department of Career Counselling and Guidance

NSR441	70	34	18	18	77	21	69
NSR561	1.0	0.5	-	0	-	0	-

Department of Disability Studies

FFR311	21	0.5	16	9	32	8	73
FFR431	20	2.5	12.3	3.3	56	3.3	29
FFR571	4.0	2.3	-	0.8	-	0.3	-

Department of Information Science

UPP311	28	0.3	21.3	13.8	29	11.8	85
UPP441	11.3	1.5	5.3	2.0	44	1.8	63
UPP442	35	11.8	17.8	8.3	88	8.3	66
UPP561	4.0	2.5	-	0.3	-	0	-

[1] > 22.5 ECTS completed. For PhD students > 1 ECTS completed.

[2] 1-22 ECTS completed.

[3] For all programmes except PhD, no. of students completing at least one examination in first term.

[4] 2-year rate for diploma, 4-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).

	2014		2015		2016		2017		Mean	
	A	B	A	B	A	B	A	B	A	B
Faculty	42.0	24.5	48.7	29.9	47.5	31.7	37.0	22.7	43.8	27.2
School	35.0	20.6	33.0	19.9	33.9	23.0	30.1	19.2	33.0	20.7
University	32.8	21.4	32.0	20.9	31.4	21.0	29.6	19.4	31.5	20.7

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

	Actions	How	Deadlines	Responsible party
1. FACULTY LEVEL				
Ch. 1.2	**Faculty Characteristics**			
1	Provide better support for new faculty members by strengthening the mentor system.	Include guideline in a handbook for the Head of Faculty.	May 2020	Faculty Head/Department head
2	Good occupational health and well-being in the workplace (including preventive measure of burnout).	Include health promotion practices in Faculty policy and increase cooperation with HR manager and School Dean.	January 2020	Faculty Head & Faculty meeting
3	Increase cooperation between department within the Faculty.	Discuss possibilities of cooperation in teaching and research at Faculty meetings.	May 2021	Faculty meetings
4	Analyse how procedures and rules are enforced based from faculty member perspective.	Analyse cases. Results and processes of requests from faculty members.	May 2020	Faculty Head
5	Evaluate the need for and feasibility of increases access to distance learning.	Conduct analysis of distance learning students, their participation, grades, etc. Define the core need and necessary support.	Ongoing	Faculty Head and Departments
6	Carefully evaluate different scenarios for the future of the Faculty.	Analyse pros, con, challenges and actions in respond to the challenges under each of possible	May 2020	Faculty meetings. Head of Faculty
Ch. 1.3	**Academic Vision**			
1	Define core values of the Faculty.	Include in Faculty policy. Base on core values of the academic community.	June 2019	Faculty Head
2	Increase student's participation in research projects.	Include the action in Presentation for new students; in recruitment material, BA thesis preparatory meetings and relevant courses.	Ongoing	Faculty members
3	Highlight faculty members contribution in their field.	Faculty and department webpages	October 2019	Faculty Head
Ch. 1.4	**Student Support**			
1	To ensure that the UI Equality Rights Action Plan is implemented in the Faculty.	Implement recommendation from the Equality Action Plan from the Equal Rights Committee and inform teachers of the Equality in Teaching.	Ongoing.	Head of Faculty

2	Make the students mentor system more effective.	Make it mandatory for new student to meet the mentor 1 or 2 times the first semester. Include in course grading.	August 2019	Head of Faculty and Heads of Departments
3	Regular meetings with student associations.	Include in the handbook of Head of Faculty.	September 2019	Head of Faculty and Office Administrator
4	Student-to-student survival guide.	Selected students write first version (Spring 19). Incoming students will contribute to second version (Spring 20).	June 2019	Head of Faculty

2. DEFPARTMENTS AND STUDY PROGRAMMES

Department of Anthropology
All programmes

	Teaching and Learning			
1	Improve distance learning component of the programme by allocating special time and resources for teachers to devote more time to the teaching.	Distance learning gives teachers extra teaching hours.	On-going	Department
2	Equality across different Schools of the University in reimbursement for teaching.	Increase funds for teaching.	On-going	Department
3	Increase the time of teacher-student interaction.	More funds and staff.	On-going	Department
4	Participate in seminars/courses on teaching that are on offer within the university	Encourage all teachers to attend. Give extra teaching hours for attendance.	On-going	Teachers

For all MA programmes

	Students			
1	Course in career development for 2nd-3rd year BA students.		On-going	Department
2	Involve 2nd-3rd year BA students in research activities.		Fall 2019	Department
3	Revise obligatory courses.		Fall 2018	Department

Global Studies, MA

Ch. 2.3.1	Students			
1	Improve information of study programme to BA-students.	Information leaflets, Facebook, attend student fora, etc.	Continuous	Einarsdóttir

2	Reach out to potential students who currently work within development collaboration, or who have interest in the subject matter.	Information leaflets, Facebook, attend student fora, target NGOs, etc.	Continuous	Einarsdóttir
3	Reorganize the programme under the umbrella of a new programme Global Studies.	Formalize the programme and get university approval.	February 2019	Einarsdóttir, Skaptadóttir & Loftsdóttir
Ch. 2.3.2	**Teaching and Learning**			
1	Increase participation of teachers in seminars on teaching organized by the Centre for Teaching and Learning.	Teaching credits (hours/extra salary) for participation.	On-going	Core group of three teachers
2	Encourage use of alternative teaching methods.	Teaching credits (hours/extra salary) for innovative initiatives.	On-going	Core group of three teachers
3	Increase exposure of students to low- and middle-income settings for learning.	Attract students with diverse cultural background. Promote participation and actively engage exchange students (e.g. Erasmus students).	On-going	Core group of three teachers
Ch. 2.3.3	**Coordination between Teaching and Research**			
1	Offer field visits to low- and middle-income settings combined with teaching and research.	Funds, e.g., University	On-going	Core group of three teachers
2	Consolidate collaboration with universities in low- and middle-income settings, e.g. for staff and student exchange.	Funds, e.g., University	On-going	Core group of three teachers

Department of Ethnology and Museum Studies
ÞJÓ241/262 Folkloristics/Ethnology (BA 120/180 ECTS)

Ch. 2.4.1	**Students**			
1	Promotion of Folklore/Ethnology with prospective students enhancing number of applicants.	High-school visits and social media presence in collaboration with current students.	April/May 2019	Department representative
2	Maintaining high levels of student satisfaction.	Quality teaching and engaging courses.	On-going	Faculty
3	Further involvement of students in revision of study programme.	Student focus group.	Autumn 2019	Departmental chair
4	Explore reasons behind low retention rate, especially amongst	Survey, expert assessment.	Spring 2019	Departmental chair

	distance learning students.			
5	Steps taken in response to dropout with a special focus on distance learning students.	On the basis of survey and expert assessment and recommendations.	Academic year 2019/2020	Departmental chair
Ch. 2.4.2	**Teaching and Learning**			
1	Strengthening programme coordination.	Revision of learning outcomes for programme and coordination across courses.	May 2019	Deputy department chair
2	Ensuring consistency in assessment and learning outcomes.	Implementation of strategies to coordinatie assessment practices and learning outcomes.	May 2019	Course supervisors
3	Exploring new ways to develop teaching methods where some students are distance-learning students.	Development/implementation of teaching methods suited for co-teaching distance and campus-based students.	Ongoing	Faculty
Ch. 2.4.3	**Coordination between Teaching and Research**			
1	Encourage use of recent and ongoing research in the classroom in line with University policy.	Produce incentives.	Ongoing	Faculty
2	Ensure the continuing quality of courses and the programme as a whole.	Produce quality assurance checklist.	Spring 2019	Faculty
3	Revision of course offerings on the basis of new research and developments in Folkloristics/ Ethnology.	Report.	Spring 2019	Faculty and student rep.

ÞJÓ441 Folkloristics/Ethnology (M. 120 ECTS)

Ch. 2.5.1	**Students**			
1	Maintaining high levels of student satisfaction.	Quality teaching and engaging courses.	On-going	Faculty
2	Further involvement of students in revision of study programme.	Student focus group.	Autumn 2019	Departmental chair
Ch. 2.5.2	**Teaching and Learning**			
1	Strengthening programme coordination.	Revision of learning outcomes for programme and coordination across courses.	May 2019	Deputy department chair
2	Ensuring consistency in assessment and learning outcomes.	Implementation of strategies to coordinate assessment practices and learning outcomes.	May 2019	Course supervisors
3	Development of internship option.	In collaboration with expertise within Museum Studies.	Autumn 2019	Departmental chair
4	Re-assessment of credits awarded for	Assessment of workload.	Spring 2019	Deputy department chair

	the thesis in Applied Folkloristics/Ethnology.			
5	Study reasons why students take on average more than two years to complete degree.	Survey, expert advise.	Spring 2020	Deputy department chair
Ch. 2.5.3	**Coordination between Teaching and Research**			
1	Encourage use of recent and ongoing research in the classroom in line with University policy.	Produce incentives.	Ongoing	Faculty
2	Entrust quality of courses and programme.	Produce quality assurance checklist.	Spring 2019	Faculty
3	Revision of course offerings on the basis of new research and developments in Folklore/Ethnology.	Report.	Spring 2019	Faculty and student rep.

ÞJÓ442 Old Nordic Religion (MA 120 ECTS)

Ch. 2.6.1	**Students**			
1	As things are at present (since the future is uncertain: see below), there are no reasons to make any changes. The main aim is to maintain the high levels of student satisfaction and try to ensure that students complete within two to three years.	Continue as at present, and especially with regard supervision meetings, and seminars, as well as weekly discussion classes in both languages.	Now	Lecturer in charge of Old Nordic Religion line
Ch. 2.6.2	**Teaching and Learning**			
1	As things are at present (since the future is uncertain: see below), there are no reasons to make any changes. The main aim is to maintain the high levels of student satisfaction and try to ensure that students complete within two to three years.	Continue as at present, and especially with regard supervision meetings, and seminars.	Now	Lecturer in charge of Old Nordic Religion line
Ch. 2.6.3	**Coordination between Teaching and Research**			
1	As things are at present (since the future is uncertain: see below), there are no reasons to make any changes. The main aim	Continue as at present, and especially with regard supervision meetings, and seminars and updating of class material and on-line links.	Now	Lecturer in charge of Old Nordic Religion line

SAF311 Museum Studies (Post.Grad.Dip. 30 ECTS) and SAF441 Museum Studies (MA 120 ECTS)

Ch. 2.7.1	**Students**			
1	Strengthen the student association.	Dialogue between students and faculty.	Spring 2019	Faculty and student rep
2	Examine reasons for dropout.	Survey.	Spring 2019	Faculty
3	Ways to diversify MA thesis options, f.ex. make them more practice based.	Dialogue between faculty, students and museums.	Academic year 2019-2020	Faculty and student rep
4.	Ways to recruit students.	Dialogue between faculty, students and admin.	Academic year 2019-2010	Faculty, student rep. and admin.
Ch. 2.7.2	**Teaching and Learning**			
1	More course offerings that are both practice based and founded on faculty research.	Faculty and admin.	Academic year 2019-2020	Faculty and admin
2	Pros and cons of distance learning in general, field trips and practice based learning.	Survey.	Fall 2019	Faculty
3	How to implement better practice in the program. Views from the field.	Survey and dialogue between faculty and museums.	Academic year 2019-2010	Faculty and museum directors and curators
4	How to strengthen field trips from the UI perspective (support mechanism).	Dialogue between faculty and admin.	Academic year 2019-2020	Faculty and admin
Ch. 2.7.3	**Coordination between Teaching and Research**			
1	Distance learning plan for the next 5 years.	Research and policy report.	Spring 2020	Faculty
2	Checklist for quality assurance of courses and program, with focus on distance learning platform.	Quality checklist.	Spring 2019	Faculty
3	Revision of course offerings on the basis of museological research in the last 10 years.	Report.	Spring 2019	Faculty and student rep.

Department of Sociology
FÉL241/261 Sociology (B.A. 120/180 ECTS)

Ch. 2.8.1	**Students**			
1	Strengthen the student association	Student representative present at faculty meetings,	Ongoing	Faculty and administrative staff

		providing the students with stronger voice.		
2	Increase cooperation with students	Reception for new students, BA seminars	Ongoing	Full-time faculty members
3	Student recruitment	Current students active in the promotion of the studies (secondary schools, the university promotion day).	Ongoing	Faculty and administrative staff
4	Empowering students within the discipline of sociology	Students encouraged to apply for membership in the Icelandic Sociological Association when completing their BA degree	Ongoing	Faculty members
5	Hosting social events with students	Sociological cinema, sociological pubquiz - also seeking initiative from students	Ongoing	Faculty members and students
6	The fate of students after graduation	Gather data on recent graduates	In 2020 for the class of 2019	Faculty
Ch. 2.8.2	**Teaching and Learning**			
1	Revise courses in methodology and statistics	Committee work	Fall 2019	Committees
2	Encourage students to participate in annual conference on social sciences	Part of course evaluation	Ongoing	Teachers
3	Fieldwork	Included in courses	Ongoing	Teachers
4	Diverse methods of teaching	Provide students with courses based on flipped learning.	Ongoing	Faculty
5	Work harder against plagiarism	Use Turnitin in more class assignments & review teaching approach in the first semester	Ongoing	Head of Faculty & Faculty meetings
Ch. 2.8.3	**Coordination between Teaching and Research**			
1	Link theory and research	Make use of current research of the faculty, in teaching.	Ongoing	Faculty
2	Encourage and provide students the opportunity to work with real data	In class assignments	Ongoing	Faculty
3.	Increase research experience of students	Provide students with opportunities to assist in faculty research	Ongoing	Faculty
4	Encourage and provide students the opportunity to present research findings at conferences	Create seminars for a group of scholars and students - for the Social Science Conference at the Social Science Research Institute	Ongoing (in October every year)	Faculty

FÉL311 Sociology (Post.Grad.Dip. 30 ECTS) and FÉL442 Sociology (M.A. 120 ECTS)

Ch. 2.9.1	**Students**			
1	Increase cooperation with students	Reception for new students.	Ongoing	Full-time faculty members

2	Empowering students within the discipline of sociology	Students encouraged to apply for membership in the Icelandic Sociological Association when completing their BA degree	Ongoing	Faculty members
3	Hosting social events with students	Sociological cinema, sociological pubquiz - also seeking initiative from students	Ongoing	Faculty members and students
Ch. 2.9.2	**Teaching and Learning**			
1	Evaluate if the newly restructured MA programme in Sociology is living up to its standard set in the academic year 2019-20	Review students surveys. Discuss critically in	Spring '20 and Spring '21	Department meeting
2	Continue to live up to academic values	Write up strategy (policy) of the Faculty	June 2019	Faculty meetings
3	Encourage students to participate in annual conference on social sciences	Part of course evaluation	Ongoing	Teachers
4	Work harder against plagiarism	Use Turnitin in more class assignment	Ongoing	Head of Faculty, Faculty meetings
Ch. 2.9.3	**Coordination between Teaching and Research**			
1	Link theory and research	Make use of current research of the faculty, in teaching.	Ongoing	Faculty
2	Encourage and provide students the opportunity to work with real data	In class assignments	Ongoing	Faculty
3	Encourage and provide students the opportunity to present research findings at conferences	Create seminars for a group of scholars and students - for the Social Science Conference at the Social Science Research Institute	Ongoing (in October every year)	Faculty
4	Add contracts to governmental institutions on collaboration on data analysis and thesis on data from bodies such as The Metropolitan Police, The Directorate of Health, Directorate of Labour and The Icelandic Confederation of Labour (ASI)	Contact the institutes and ask for negotiation for a contract	January 2020	Head of Faculty & Head of department

FÉL443 Methodology (M.A. 120 ECTS)

Ch. 2.10.1	**Students**			
1	Add contracts to governmental institutions on collaboration on data	Contact the institutes and ask for negotiation	January 2020	Head of Faculty & Head of department

Faculty of Sociology, Anthropology and Folkloristics

	analysis and thesis on data from bodies such as the Metropolitan Police, The Directorate of Health, Directorate of Labour and The Icelandic Confederation of Labour (ASI)			
2	Evaluate how the programme can continue	Meetings with Head of School & Marketing Manager	Academic year '19-'20	Head of Faculty & Head of department
3	Increase cooperation with students	Reception for new students.	Ongoing	Full-time faculty members

Department of Career Counselling and Guidance
NSR441 Career Counselling and Guidance (MA 120 ECTS)

Ch. 2.11.1	**Students**			
1	Create more flexible learning paths (part time studies)	Revise structure of program	Started fall Nov-22	Study committee
2.	Increase individual mentoring and involvement of older students	Refine mentoring system	Fall 19	Program director/teachers
3	Increase access with blended learning and use of ICT	Seek support promised in new UoI strategy	Started fall 19	Program director
4	Continue career development course in cooperation with other programs at undergraduate level	Develop course in close cooperation with programs in department	Continues fall 19	Adjunct and program director
5	Offer BA courses in cooperation with other departments and schools	Consult with department programs, psychology and school of education	2022	Program director
Ch. 2.11.2	**Teaching and Learning**			
1	Increased discussion and more formal cooperation with all stakeholders in future curricular and structural development	Create forum for cooperation, apply for grant and invite other programs	Fall 2020	Program director
2	Support supervisors in continuing education (pay for courses taken at UoI)	Consult with School of Education that offers program and request the waiver of fees from UoI	Fall 19	Director of field work
3	Experiment with forms and delivery of assignments using latest ICT and multimedia	Seek consultation from Nordic colleagues, TCL and other teachers	Continues fall 19	Teachers

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4	Increase alignment of feedback and learning outcomes	Attend courses and seek consultation form TTCL	Spring 20	Program director
5	Continuous use of consultation offered at the UoI and international competence framework, plus ECTS work load tools	Continue building into quality procedures as before	Continues fall19	Program director
6	Seek external experts to help strengthen professional self-reflection of students through the program	Seek expertise and create peer learning through NICE network	Spring 20	Director of field work
Ch. 2.11.3	**Coordination between Teaching and Research**			
1	Recruit Ph.D. students	Continue encouraging potential professionals	continues	All teachers
2	Informal venues to discuss knowledge creation in the field	Coffee meetings with professional and students	Fall19	Program director
3	Increase the range of research approaches supported	Ease access to larger variety of methods courses	2022	Study committee
4	Increase involvement of students in teachers research	Recruit through MA thesis	Spring 19	All teachers

Department of Disability Studies
FFR311 Disability Studies (Post.Grad.Dip. 30 ECTS) and FFR431 Disability Studies (MA 120 ECTS)

Ch. 2.12.1	**Students**			
1	Continue to reach out to prospective students through media and activities by the disability community, professional organizations and public institutions.	Spread relevant information through various channels.	Ongoing	Faculty and students
2	Continue to offer students to participate in lectures and seminars with academic and non-academic experts.	Ensure that students get information about important events.	Ongoing	Faculty
Ch. 2.12.2	**Teaching and Learning**			
1	Examine the attitudes of distance students regarding their educational needs and ideas for improvements.	Through surveys or focus group interviews.	Spring 2019	Faculty, sharing with technical supervisor

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2	Improve the technology and working procedures regarding distance learning.	Improve platform, shorten response time to teacher´s requests and complaints.	Spring 2019	Technical supervisor
3	Ensure that all disability studies classes and events are held in accessible classrooms.	Educate administrative staff about the importance of accessible classrooms, make a list over classrooms that are considered accessible.	Spring 2019	Faculty and administrative staff
Ch. 2.12.3	**Coordination between Teaching and Research**			
1	Continue to ensure the strong ties between research and education.	Discuss relevant values and practical aspects at faculty meetings.	Ongoing	Faculty
2	Continue to ground the education in disabled people´s everyday lives through collaboration with the disability community.	Discuss relevant values and practical aspects at faculty meetings.	Ongoing	Faculty in collaboration with the disability community
3	Continue to apply for research grants to ensure sustainability of the educational programmes.	Apply for grants on a national and international level.	Ongoing	Faculty in collaboration with partners in research

Department of Information Science
UPP311 Information Science (Post.Grad.Dip. 30 ECTS) and UPP441 Information Science (MA 120 ECTS)

Ch. 2.3.2	**Teaching and Learning**			
1	New teachers informed about learning outcomes.	Discussion.	Immediately	Faculty/department
2	Examine the attitudes of distance students.	Survey / qualitative interviews.	2019	Faculty

UPP442 Information Science (MIS 120 ECTS)

Ch. 2.14.2	**Teaching and Learning**			
1	New teachers informed about learning outcomes.	Discussion.	Immediately	Faculty/department
2	Examine the attitudes of distance students.	Survey/qualitative interviews.	2019	Faculty

All Programmes at PhD level

Ch. 2.14				
1	Improve information on PhD programmes on webpages	Each department writes text to publish and send to the school's webmaster	October 1st 2019	Department heads & head of faculty. School's webmaster
2	Mid-term evaluation formalized	Implement in updated rules. Follow up by the Science committee	Before the end of 2019	Head of faculty, head of science committee and project manager.
3	Faculty strategy that addresses the Ph.D. programmes		End of 2019	Faculty meetings, faculty forum and head of Faculty

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4	Student handbook	Update and translate	Before the end of 2019	Head of faculty, head of science committee and project manager.