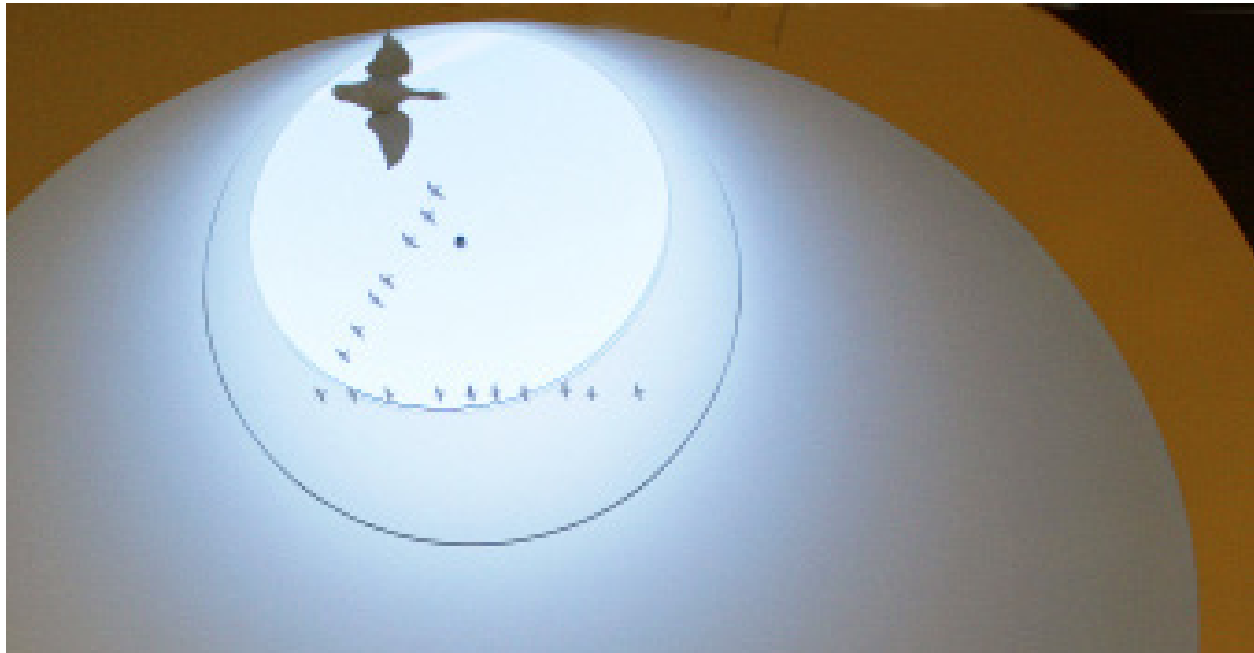# UNIVERSITY OF ICELAND

Faculty of History and Philosophy

SCHOOL OF HUMANITIES

SELF-REVIEW REPORT

January 2019

UNIVERSITY OF ICELAND

Introduction

This report is an abstract of the Self-Review Report of the Faculty of History and Philosophy 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 History and Philosophy (the Faculty), School of Humanities (the School), University of Iceland (the University), carried out self-evaluation during the Autumn semester of 2018. The results are presented in this report. A self-evaluation committee was established in August 2018.

The committee members were:

1. Steinunn Kristjánsdóttir, professor, Head of Faculty
2. Sverrir Jakobsson, professor, Deputy Head of Faculty
3. Björn Þorsteinsson, professor, Chair of the Department of Philosophy
4. Gavin Lucas, professor, Chair of the Department of Archaeology
5. Viðar Pálsson, Associate Professor, Chair of the Department of History
6. María Gestsdóttir, Project Manager in the Faculty of History and Philosophy
7. Sigrún Hannesdóttir, representative of undergraduate students
8. Katrín Pálmadóttir Þorgerðardóttir, representative of graduate students
9. Ágústa Kristófersdóttir, director of Hafnarborg, The Hafnarfjörður Centre of Culture and Fine Art.

The Committee's meeting with the Quality Committee of UI on 31 August marked the beginning of the self-review process. The committee divided the work and completed a time schedule for the review. The Head of the Faculty and the student representatives met with the Social Science Research Institute in September to discuss the student focus groups and several members of the committee met with The Centre for Teaching and Learning (*Kennslumiðstöð*) on two occasions in September to discuss learning outcomes. 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 in the beginning of November submitted a report with their assessment of the Faculty after their visit:

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

The Self-Review Report is divided into three 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 difficulties encountered. This chapter 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 emphasizes the Faculty's impressive research output

and overall student satisfaction which has been among the highest at the University for a number of years. We have identified the gender ratio in the Faculty as one of the main subjects of concern and we plan to take steps to address the matter.

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 most programmes. 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 and b) formalizing consultation with students in line with HÍ21. Other improvements and enhancements are based on the particular characteristics and student survey outcomes for individual programmes.

The third chapter is a summary of the main conclusions for the Faculty as a whole and is the main component of the current report.

Summary and Main Conclusions for the Faculty

Lessons Learned from QEF1

The main results from the QEF1 were the following:

Firstly, the time taken by MA students to finish their degree is too long, if they finish at all. To meet this problem, the Faculty wanted to offer a clearly structured programme, but also an environment of which the MA students were an integral part. Supervisors needed to be more involved in their students' projects. The same applied to PhD students, who felt rather left to their own devices. The intention was to meet this lack by offering preferably school-based (but otherwise faculty-based) seminars and workshops in collaboration with visiting faculty and the Graduate School of the University of Iceland. In addition, in the fall term of 2014 the intention was to initiate discussions within the School of Humanities about possible structural changes of MA programmes.

Secondly, students at all levels voiced the concern that there are certain practical skills that were not attended to. The intention was thus to offer either a faculty- or department-based course that directly addressed these issues, or to integrate them into already existing courses.

Thirdly, the introduction of graduate research studies in general and, in particular the doctoral studies, have called for a more reflective approach to the research profile of the faculty, which in turn should affect (and indeed has affected) the faculty's recruitment policy.

Fourthly and finally, the Faculty aimed at securing the services of more tenured staff, a prerequisite for achieving the desired breadth and momentum in research and teaching and a desirable way to improve the teacher-student ratio. Obviously, this depended on the Faculty's financial situation.

In response to the action plan QEF1 we've made the following improvements:

Firstly, a tutorial system on the MA level has been introduced in all departments.

Secondly, focus on the MA thesis has been increased with more credits being dedicated to preparatory work for the thesis in the departments of Archaeology and Philosophy.

Thirdly and finally, the BA thesis has been made optional in the departments of Archaeology and Philosophy.

Other improvements were relatively minor or not implemented.

Faculty Characteristics

The Faculty of History and Philosophy (FHP) is one of four faculties within the School of Humanities. The faculty offers BA, MA and PhD programmes in Archaeology, Philosophy and History, an MA and PhD programme in Applied Ethics, postgraduate diplomas in in Critical Thinking and Ethics, Web Communication and Applied Studies in Culture and Communication as well as an MA programme in ASCC (Table 1).

Faculty members are 21, 15 men and 6 women; this represents 19.28 FTE units (Table 2). Of these, 3 are adjunct lecturers, 4 assistant professors, 1 associate professor and 13 professors, 11 of whom are men and 2 women. In the past 5 years 10 of the tenured staff in the Faculty have retired, left their position or passed away and 4 have been hired. (Table 2). In the academic year of 2017–2018 sessional

teachers were responsible for around 35% of the hours taught in the Faculty. In February 2018 there were 473 students registered in the Faculty.

Teaching and Learning

The Faculty has several study programmes, different in size and scope (Table 3). The largest ones, History, Philosophy and Archaeology, 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 reflects the various capacities and duties of the Faculty. The main growth area in recent years in terms of numbers of students is in Applied Studies in Culture and Communication and Web Communication. It is cause for concern that Applied Archaeology and History of Science and Ideas have not received the same traction with students.

The external reviewers were highly impressed by the effectiveness of the teaching in the Faculty. Nevertheless, they expressed – as underlined before – concerns over the age and gender profiles of the tenured teaching staff as well as among students in all departments of the Faculty. This matter requires a systematic reviewing by the Faculty leadership but may at first instance be aided by using the UI´s equality checklist for the teachers.

Other concerns are – as before – the overly long time it takes graduate students to complete their studies and the insufficient teaching facilities of the Faculty, especially in the Department of Archaeology. Insufficient facilities are difficult to tackle without extra funding, but a starting point could be to estimate the needs of teaching facilities in the different departments in the Faculty and estimate the costs of improvements – if needed. What regards the problem of how long it takes the graduate students to finish their degree, a tutorial system on the MA level has already been introduced in all departments as mentioned above. It remains, however, to be seen if it helps but in addition to the tutorial system implemented, annual orientation meetings with the graduate students in the Faculty will be set up to provide them with information about the assistance and support available to them.

Still, students in the focus group were generally satisfied with both the teaching and learning in the Faculty and did not raise any major issues in this regard. One point raised, though, was that the teaching methods could be more varied. The aim is, therefore, to improve the methods in consultancy with the staff at the Centre of Teaching and Learning. Students also have representatives on all boards in the Faculty and are thus regularly informed about matters and strategies regarding teaching at all levels. Nevertheless, the external reviewers encouraged the improvement of general online information for students and support for their recruitment, internationalization and interdisciplinarity. Work with improving the online information is ongoing but the other matters will consequently be dealt with through the planned annual orientation meetings.

The small number of students in many of the courses is a matter of concern. The whole Faculty must also systematically seek to increase the number of MA students, in particular, at the same time as the MA programme will be improved and made even more consistent. On the other hand, the small number of students has the advantage of students receiving considerable individual attention from staff. Indeed, the external reviewers and focus groups observed students to have an excellent relationship with staff. There is though, according to the student focus group, a slight problem with the lack of variety of courses – especially the limited range of electives. Steps have been taken to

address this, for example through offering more interdisciplinary courses and use of Erasmus+. The use of the M course format, allowing third year BA students to take such courses, increases the selection of courses on offer but comes at the cost of dedicated MA courses. Nevertheless, the external reviewers found that the range of courses provided in the Faculty and their structures are generally in line with international standards.

A revision of learning outcomes of all courses taught in the Faculty started in autumn 2018 and is supposed to be finished during spring term 2019, but this work has been done with the assistance from the staff at the Centre for Teaching and Learning. Each department is responsible for their own study programmes which vary in accordance with their departmental aims and scope. The Faculty offers though one common course, Theories in Humanities, for students in all its departments. Furthermore, the assessments and grades are based on shared Faculty guidelines. The teachers define explicit criteria for the assessment of individual assignments and exams, while following the general guidelines on grading provided by the Faculty. A departmental grading template is also used for the assessment of final theses.

Management of Research

The Faculty itself does not have a separate strategy from the School of Humanities. The teaching and research strategy are the University's 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 external reviewers underlined the high research impact of the Faculty (see Table 4). They also pointed out the important role that the whole Faculty plays in the research community and cultural life of Iceland in general, besides having a strong sense of social responsibility, both locally and internationally. The Faculty´s key strengths – according to the external reviewers – are the highly dedicated and enthusiastic teachers doing research at an advanced level, with high rates of success in applying for research funding. The satisfaction among the students in this regard was also pointed out and evidenced in their surveys. However, a successful structure and outcome must constantly be maintained. External support for the important research conducted in the Faculty could be made even stronger than it is at the present state and an important task in this context is lobbying for the acknowledgement of our strengths in research and social impact internationally and locally.

Furthermore, although all the departments in the Faculty have clear plans and very well worked out ambitions for research development in their subject areas, these plans could be more formally articulated. However, most of the elements are in place according to the external reviewers. The primary goals for continuing the excellence in publication and in international and interdisciplinary collaboration demand sustained – or even increased – funding for research projects. Additionally, the targeted areas identified for enhancement do not only regard the infrastructure and further aid for the tenured teachers but even for related doctoral and post-doctoral research. The lack of funding delays considerably, as highlighted before, the completion of doctoral studies. Extended doctoral grants would thus be desirable, as would be grants for the post-doctoral research projects, although

such funding resources have improved considerably in recent years – as has though the number of doctoral students.

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.

The Faculty Chair reports formally to the School Dean on the status of the implementation and plans for the next year together with other relevant QA matters, no later than 1 December 2018 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 2019. The Quality Committee writes a short report to the Rector no later than 1 February 2019, 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 Archaeology			
FOR241/261 Archaeology	1.2	BA	120/180
FOR311 Practical Archaeology	2.1	Postgrad.Dip.	30
FOR431 Practical Archaeology	2.2	MA	90
FOR441 Archaeology	2.2	MA	120
FOR571 Archaeology	3	PhD	180
Department of History			
SAG241/261 History	1.2	BA	120/180
SAG222 Archival Studies	1.1	Minor	60
SAG441 History	2.2	MA	120
SAG442 History Teaching	2.2	MA	120
HMM321 Web Communication	2.1	Postgrad.Dip.	60
HMM311 Applied Studies in Culture and Communication	2.1	Postgrad.Dip.	30
HMM431 Applied Studies in Culture and Communication	2.2	MA	90
SAG572 History	3	PhD	180
Department of Philosophy			
HSP241/261 Philosophy	1.2	BA	120/180
HSP441 Philosophy	2.2	MA	120
HSP331 Philosophy Teaching	2.2	MA	120
SIÐ311 Critical Thinking and Ethics	2.1	Postgrad.Dip.	30
SIÐ431 Applied Ethics	2.2	MA	90
HSP571 Philosophy	3	PhD	180
SIÐ561 Applied Ethics	3	PhD	180
Interdisciplinary programmes			
MIÐ441 Medieval Studies	2.2	MA	120
SAG443 History of Ideas and Science	2.2	MA	120
KLA221 Classical Studies	1.1	Minor	60

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

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

	Male		Female		Total	
	No.	FTE	No.	FTE	No.	FTE
Professors	11	11.00	2	1.80	13	12.80
Associate Professors	0	0.00	1	1.00	1	1.00
Assistant Professors	2	2.00	2	1.50	4	3.50
Adjunct Lectures	2	1.49	1	0.49	3	1.98
Total	15	14.49	6	4.79	21	19.28
Sessional teachers	22	1.99	23	2.36	45	4.35

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[3]	Retention rate	No. of graduates	Completion rate[4]
	Total no.	Full time[1]	Part time[2]				
Department of Archaeology							
FOR241/261	26.8	21.0	5.0	12.5	34	4.8	84
FOR311	0.8	0	0.8	-	-	0.3	-
FOR441	8.0	3.5	1.3	2.0	42	2.0	75
FOR571	6.8	2.5	-	0.5	-	0.8	0
Department of History							
SAG241/261	144.0	64.0	59.0	30.0	58	25.8	54
SAG441	30.0	7.5	8.3	4.5	88	9.5	35
SAG442	4.3	1.0	2.3	1.5	-	1.5	75
HMM321	12.8	4.2	6.3	8.8	-	2.3	-
HMM311	3.0	0.8	2.0	1.5	83	2.5	59
HMM431	38.0	16.0	12.0	12	65	16.5	62
SAG571	15.8	5.5	-	2.8	-	1.3	38
Department of Philosophy							
HSP241/261	119.0	54.0	45.0	32.0	41	17.0	55
HSP441	13.5	5.5	6.3	4.3	71	4.0	49
HSP331	4.0	1.0	1.3	1.0	-	0.5	-

SIÐ311	1.3	0.0	1.3	0.5	-	1.3	50
SIÐ431	9.5	2.0	4.0	2.3	58	2.0	58
HSP571	11.0	4.8	-	1.3	-	1.0	-
Interdisciplinary programmes							
MIÐ441	5.5	2.0	2.3	2.3	75	1.0	25
SAG443	2.0	0.5	0.8	0.8	-	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	41.7	21.5	47.9	26.9	54.3	37.1	42.8	27.5	46.7	28.3
School	35.9	19.7	38.7	23.1	34.8	19.3	37.2	23.5	36.7	21.4
University	32.8	21.4	32.0	20.9	31.4	21.2	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	Offer more elective courses at the undergraduate level		2020	Head of the faculty
2	Offer more diverse teaching methods	Strengthen oral presentation and debate classes	2019	Chairs of departments
3	Teaching should reflect stated aims of gender equality at UI	Increase gender awareness in selection of teaching materials	2019	Head of faculty
4	Lack of orientation for new staff	Put in place more structured guidelines for the reception of new staff	2020	Head of Faculty
Ch. 1.3	**Academic Vision**			
1	International collaboration made more structured	Formal networks put in place	2020	Chairs of departments
2	The procedure of internal research grants should be structured better	Lobby for clearer criteria and accounting for selection of grants	2020	Head of faculty
Ch. 1.4	**Student Support**			
1	Orientation meeting for graduate student	Annual orientation meeting for graduate students in the Faculty	Autumn 2019	Head of Faculty, Chairs of Departments
2	More debate on teaching methods and their effectiveness	Annual meeting with students at the end of spring term	Spring 2019	Chairs of departments

2. DEPARTMENTS AND STUDY PROGRAMMES

General for all study programmes

Ch. 3.2.1.	Teaching and learning			
1	Review issues of equal representation	Meeting with teachers. Implement the use of the UI´s equality checklist 2018–2020	Autumn 2019	Head of Faculty, Departments chairs
2	Improve general support for graduate students in the Faculty	Annual orientation meeting	Autumn 2019	Departments chairs
3	Enhance variety of teaching methods and assessment	Meetings with Centre of Teaching and Learning; direct contact with the teaching staff	Spring 2019	Departments chairs, tenured teachers
4	Consider ways to improve teaching facilities and technologies	Estimate the different need of facilities for each department	Spring 2019	Head of Faculty, Department chair

5	Increase the number of MA students in the Faculty	Systematic reorganizing and advertising of the MA programme	Spring 2019	Departments chairs
6	Revise learning outcomes for programmes	Departmental workshop in collaboration with the Centre of Teaching and Learning	Spring 2019	Departments chairs

FOR241/261 Archaeology (B.A. 120/180 ECTS)

Ch. 2.1.1	**Students**			
1	Review programme structure and content – and recruitment strategy	Renew meeting of the departmental study committee established in 2017	Summer 2019	Departmental chair
2	Review issues of equal representation in the programme	Meeting with teachers	Summer 2019	Departmental chair
Ch. 2.1.2	**Teaching and Learning**			
1	Review learning outcomes for programme and establish a system for regular review	Departmental workshop in collaboration with the Centre for Teaching and Learning	Jan 2019	Department
2	Improve teaching facilities, especially lab space	Discussion with Dean	Open	Department
Ch. 2.1.3	**Coordination Between Teaching and Research**			
1	Increase invitation of foreign speakers	Departmental meeting to discuss funding options	Open	Department

FOR311 Practical Archaeology (Postgrad.Dip. 30 ECTS)

Ch. 2.2.2	**Teaching and Learning**			
1	Reconsider the viability of the programme	Departmental meeting and consultation with students and profession	Nov 2018	Department

FOR441 Archaeology (M.A. 120 ECTS)

Ch. 2.3.1	**Students**			
1	Increase foreign applicants to the MA programme	Departmental meeting to discuss strategies	Jan 2019	Department
2	Review induction procedures and information dissemination for MA students	Departmental meeting	Jan 2019	Department
Ch. 2.3.2	**Teaching and Learning**			
1	Review learning outcomes	Departmental Meeting	Jan 2019	Department

SAG241/261 History (B.A. 120/180 ECTS)

Ch 2.4.1	**Students**			
1	Review program structure and course	Call for an extra-departmental	2019	Head of Department

	offerings in terms of longer-term policy and chronic underfunding. Define aims and priorities for that purpose	meeting/workshop to identify solutions and construct a plan for their execution (kennsludagur)		
Ch. 2.1.2	**Teaching and Learning**			
1	Review how to better coordinate assessment methods and ensure even distribution of workload within courses and overall between courses	Call for an extra-departmental meeting/workshop, cf. 'Actions' for 2.4.1.1 above	2019	Head of Department
Ch. 2.4.3	**Coordination Between Teaching and Research**			
1	Review and, if necessary, revise, the structure of the mandatory courses of the program so as to allow for more varied teaching methods. Similarly, review the program as a whole	Call for an extra-departmental meeting/workshop, cf. 'Actions' for 2.4.1.1 above	2019	Head of Department

SAG441 History (M.A. 120 ECTS)

Ch 2.6.1	**Students**			
1	Review strategy in course offerings, not least with the MA level in mind	Call for an extra-departmental meeting/workshop, cf. 'Actions' for 2.4.1.1 above	2019	Head of Department
Ch. 2.6.2	**Teaching and Learning**			
1	Similar as to the undergraduate level, the department might review how to better coordinate assessment methods and ensure even distribution of workload within courses and overall between courses, although this has not proved to be as problematic as on the undergraduate level	Call for an extra-departmental meeting/workshop, cf. 'Actions' for 2.4.1.1 above	2019	Head of Department
Ch. 2.6.3	**Coordination Between Teaching and Research**			
1	No immediate action needs to be taken to better coordinate teaching and research. However, regular assessment of how the faculty ensures available supervision for all major periods and areas of	Call for an extra-departmental meeting/workshop, cf. 'Actions' for 2.4.1.1 above	2019	Head of Department

	Icelandic history needs to be carried out			

HMM321 Web Communication (Postgrad.Dip. 60 ECTS)

Ch 2.8.1	**Students**			
1	More consultation with the students	Meetings to discuss study program and identify solutions and construct a plan for their execution	2019	Head of study
2	Organize an orientation meeting for new students	Meeting with programme teachers	Autumn 2019	Head of study
Ch. 2.8.2	**Teaching and Learning**			
1	Coordinate assessment methods and ensure even distribution of workload within courses and overall between courses	Meeting/workshop for student and teachers	2019	Head of study
Ch. 2.8.3	**Coordination Between Teaching and Research**			
1	Revise the structure the program and possibly offer it as a MA-programme. Allow for more varied teaching methods	Meetings and workshops	2019	Head of study

HMM431 Applied Studies in Culture and Communication (M.A. 90 ECTS)

Ch 2.9.1	**Students**			
1	More consultation with the students	Meetings to discuss study program and identify solutions and construct a plan for their execution	2019	Head of programme
2	Head of program needs to have direct access to student surveys of all teachers in the program	Consultation with department and faculty	2019	Head of program
3	Lobby for more teaching staff	Consultation with department and faculty	2019-20	Head of program
Ch. 2.9.2	**Teaching and Learning**			
1	Coordinate assessment methods and ensure even distribution of workload within courses and overall between courses	Meeting/workshop for student and teachers to discuss the matter	2019	Head of study
2	Increase collaboration with related disciplines	Consult with related departments	Summer 2019	Head of study
Ch. 2.9.3	**Coordination Between Teaching and Research**			
1	Revise the structure of the program as a whole. Allow for more varied teaching methods	Meetings and workshops	2019	Head of study

HSP241/261 Philosophy (B.A. 120/180 ECTS)

Ch 2.10.1	Students			
1	Enhance student awareness of the full variety of courses on offer	Collaboration with student association and student representatives – direct contact with students	Autumn 2019	Department chair, student representatives
2	Improve teacher-student feedback through formative assessment	Direct contact with teaching staff	Autumn 2018	Department chair
3	Increase number of female philosophers on the curriculum	Direct contact with teaching staff, use of equality check lists	Spring 2019	Department chair, equality committee
Ch. 2.10.2	Teaching and Learning			
1	Enhance variety of teaching methods and assessment	Meeting with the Centre for Teaching and Learning; direct contact with teaching staff	Spring 2019	Department chair

HSP441 Philosophy (M.A. 120 ECTS)

Ch 2.11.1	Students			
1	Orientation of new students in view of commencing collaboration with supervisor	Orientation meetings at beginning of first term	Spring 2019	Department chair
2	Strengthen academic exchange between students	Establish a discussion group or seminar for MA students, possibly including PhD students	Spring 2019	Department chair and student representatives
Ch. 2.11.2	Teaching and Learning			
1	Develop and coordinate the supervision of students taking place through so-called MA Research Projects 1, 2 and 3	Discussion and consultation between supervisors	Autumn 2019	Department chair, supervisors

HSP331 -Philosophy Teaching (M.A. 120 ECTS)

Ch 2.12.1	Students			
1	Gather information on the state of the programme	Establish a staff-student committee	Spring 2019	Department chair
Ch. 2.12.2	Teaching and Learning			
1	Formalise and formalize the coordination the two different parts of the programme	Meetings with the responsible parties at the School of Education	Spring 2019	Department chair

SIÐ311 Critical Thinking and Ethics (Postgrad. Dip. 30 ECTS)

Ch 2.13.1	Students			
1	Organize an orientation meeting for new students	Departmental meeting	Autumn 2019	Program leader

SIÐ431 Applied Ethics (M.A. 90 ECTS)

Ch 2.14.1	Students			
1	Find ways to enable student to progress better in the program	To implement changes in the structure of program	Academic year 2018–2019	The program leader
2	To increase exchange between teachers in the program	Have an annual assessment meeting about the program	May 2019.	The program leader
3	Organize an orientation meeting for new students	Departmental meeting	Autumn 2019	The Program leader
Ch. 2.14.2	Teaching and Learning			
1	To systematically assess and compare the methods for teaching and learning	In the annual assessment meeting about the program	May 2019	The program leader

MIÐ441 Medieval Studies (M.A. 120 ECTS)

Ch 2.15.1	Students			
1	Enhance student advising	Regular meetings	Ongoing	Chair
Ch. 2.15.2	Teaching and Learning			
1	Revise the programme	Meeting of the Board of the Centre for Medieval Studies	February 2019	Board of the Centre for Medieval Studies

SAG443 History of Ideas and Science (M.A. 120 ECTS)

Ch 2.16.1	Students			
1	A permanent solution must be found for the key seminar the faculty contributes to the program	Assigning it to a faculty member or a sessional teacher willing to oversee it for a reasonable time	2019	The Steering Committee of the program in collaboration with Head of Department
Ch. 2.16.2	Teaching and Learning			
1	The structure of the program may need to be reviewed depending on actions listed in 2.8.1.1	Depending on actions listed in 2.8.1.1	2019	The Steering Committee of the program in collaboration with Head of Department
2	Reconsider the viability of the programme	A meeting of the Steering Committee and Departmental Chairs	2019	The Steering Committee and Departmental Chairs

KLA221 Classical Studies (Minor 60 ECTS)

Ch 2.17.1	Students			
1	Encourage students to appoint a representative to a study committee	Explain the importance of this during orientation	August 2019 (and annually before the start of the Academic year)	Program director
Ch. 2.17.2	Teaching and Learning			

1	Schedule a comprehensive revision of learning outcomes of the programme		June 2019	Program director
2	Reconsider compulsory vs. elective courses		June 2019	Program director

FOR571 Archaeology (Ph.D. 180 ECTS)

Ch. 2.18.2	Teaching and Learning			
1	Review of learning outcomes	Departmental meeting		Department chair
HSP571 Philosophy (Ph.D. 180 ECTS)				
Ch. 2.20.2	Teaching and Learning			
1	Strengthen and formalize student-supervisor cooperation	Establish and introduce guidelines for student-supervisor cooperation	Spring 2019	Department chair, faculty members

SIÐ561 Applied Ethics (Ph.D. 180 ECTS)

Ch. 2.21.2	Teaching and Learning			
1	Same as in philosophy above			
2	Create a regular forum for doctoral students to meet to tell about their ongoing work and share ideas	Create a regular forum	Next academic year	Department chair, faculty members
3	Need to hire an expert in Applied Ethics	Try to get a permit to advertise a position	Next academic year	Dean of faculty

3. Management of Research

Ch. 3.3.1				
1	Increased support for research	Put in place clear strategies for post-award support	Spring 2019	Head of Faculty
2	Improve the infrastructures and financing for doctoral students and post-doctoral research	Lobby for further support through expanded digital subscriptions, information about publication strategies and funding	Spring 2019	Departments chairs, tenured teachers
3	Promote more contact between postgraduate students and the research life of the Faculty	Involve students in running workshops and seminars on ongoing research	Autumn 2019	Departments chairs, tenured teachers
4	International collaboration made more visible	Formal networks put in place through project websites and seminars	Spring 2020	Departments chairs