



UNIVERSITY OF ICELAND

Theology and Religious Studies

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 Theology and Religious 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 Theology and Religious Studies (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 June 2018.

The committee members were:

1. **Rúnar Már Þorsteinsson**, Professor of the New Testament, Head of Faculty, Chair.
2. **Arnfríður Guðmundsdóttir**, Professor of Systematic Theology and **Hjalte Hugason**, Professor of Church History, representatives of the tenured Faculty appointed by the chair.
3. **Dagur Fannar Magnússon**, mag.theol. Student and **Harpa Rós Björgvinsdóttir**, BA Student in Theology, student representatives.
4. **Ásdís Guðmundsdóttir**, Project and Education Manager, School of Humanities (who also acted as the secretary of the self-review team), representative from the administrative staff, appointed by the Dean of School of Humanities
5. **Grétar Halldór Gunnarsson**, Pastor in the Evangelical Lutheran Church of Iceland and sessional teacher at the Faculty, representative from outside the University, appointed by the chair.

The Committee's meeting with the Quality Committee of UI on 31 August marked the beginning of the self-review process. Members of the self-review team had a series of meetings in the fall of 2018 with teachers of the Faculty, students, national external expert, and university administration.

The self-review team had access to the following material:

- Surveys of student satisfaction conducted by the Social Sciences Research Institute at the UI of undergraduate students as well as graduate students.
- Surveys of student satisfaction with individual courses and teachers conducted each term at the Faculty.
- Statistics on students and staff from the central University administration.
- Statistics collected by the secretary with information on student numbers and teachers. The information is valid for October 2018.

Two international external experts visited the Faculty and consulted with the committee as well as with other members of staff and students in the beginning of November submitted a report with their assessment of the Faculty after their visit:

1. Barbara Lundquist-Plewa, Dean for Research at the Faculty of Humanities and Theology, Lund University.

2. Gerardine Meaney, Professor of Cultural Theory in the School of English, Drama, and Film University College Dublin (UCD) and the Director of the newly established UCD Centre for Cultural Analytics.

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. The report reveals the Faculty's impressive research output and the overall student satisfaction with the programmes of the Faculty. The main conclusions of the chapter emphasize the need to create a new, permanent position in Religious Studies, and to fill vacant positions in the coming years, as well as to take action to increase the student body.

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 chapter identifies the need to offer more variety of courses/electives, and to revise the mag.theol. and deacon studies programmes in light of experience and current requirement. 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, based on the action plans of the previous chapters, and is the main component of the current report.

Summary and Main Conclusions for the Faculty

Lessons Learned from QEF1

The Faculty of Theology and Religious Studies finalized its previous self-review report in June 2015. The main conclusion of the self-review was that the Faculty was faced with two critical tasks, namely (A) to increase the student body, and (B) to enhance the quality of teaching. Five recommendations were set: (1) To strengthen the Religious Studies programme, which includes the following steps: (a) to create a new position in Religious Studies – due to lack of funding, this has not yet been carried out; (b) to pursue further cooperation with other departments – this has been pursued, especially with cooperation with the Faculty of Languages and Cultures to offer interdisciplinary courses in Religious Studies; (c) to invite guest lecturers – this has been successfully realized, and it will be continued; (d) to offer education towards a diploma in Religious Studies – this will take place if and when a specialist will be hired to chair the programme. (2) To revise the structure of the mag.theol. programme – this has not yet been carried out, but it is on the agenda (see the discussion of the programme above). (3) To resist drop-out and to increase the measured credits earned each year, with the ‘act of improvement’ (regular meetings with students, twice each term) as an important tool – the meetings have become a regular part of our programmes and have proved to be very useful. (4) To implement greater diversity in teaching methods and student assessment, an important step being to make better use of student evaluation surveys – this is an ongoing and continually improving task, with the mid-term student surveys serving as a helpful tool for teachers to review their teaching methods and assessment. (5) To increase the quality of the doctoral programme – agreements have been made with the Norwegian School of Theology (MF) about joint supervision and degree.

Faculty Characteristics

The Faculty of Theology and Religious Studies (FTRS) is one of four faculties within the School of Humanities. The faculty offers two undergraduate programmes: a BA degree in Theology and a BA degree Theology in Diaconal Studies; graduate studies, leading towards four different degrees: a mag.theol. degree preparing students for pastoral work within the ELCI, a MA degree in Theology, MA degree in Religious Studies preparing students for further academic work, and a diploma in diaconal studies for students who already have a professional degree, e.g. nurses, teachers, and social workers (Table 1).

Faculty members are 7, 5 men and 2 women; this represents 5.64 FTE units (Table 2). five full time professors, one professor in a 49% position, and one assistant professor in a 17% position. Two women are full time teachers, and three men. In the academic year of 2017–2018 sessional teachers were responsible for around 36% of the hours taught in the Faculty. In October 2018, the total number of students was 73. About 40% were studying towards a BA degree.

Teaching and Learning

The Action Plan of this report (Appendix 2) summarizes how the Faculty intends to enrich and secure the quality of teaching and learning, and student experience. The Faculty has a history going back to the Pastors’ School which was established in 1847. Traditionally, the task of theology is to analyse,

interpret, and contextualize the content of the Christian faith. A significant part of this task has, from the beginning, been the preparation of individuals for serving the Evangelical Lutheran Church of Iceland (ELCI), as pastors, and later also deacons. Recently, the question of the relationship between theology and religious studies has become stronger in the Faculty. As a clear sign of that relationship, the name of the Faculty of Theology became the Faculty of Theology and Religious Studies in 2006. The Faculty is the only one of its kind in Iceland, and the only university department offering study programmes in theology and religious studies. The total number of students is quite low, which also has an impact on the selection of courses offered. Many of the courses are only offered every other year, and elective courses are rarely on offer, primarily for financial reasons. Currently there are seven teachers at the Faculty, five full time professors, one professor in a 49% position, and one assistant professor in a 17% position. One challenge facing the Faculty is the fact that 72% of the tenured teachers are over 59 years of age. This means that vacant positions will be many in the years to come that need to be filled, something that has proved to be a matter of difficulty at the School level. As the external experts note, 'the challenge is that the current funding model links replacement of retiring staff to student numbers.' At the same time, this offers certain opportunities for the Faculty for fresh reviews and revisions of programmes and individual fields of study, and for changes in profile. Looking to the future, it is of utmost importance for the Faculty to maintain a wide spectrum of specialists who are able to teach and conduct research in all relevant fields. A full-time teacher in Religious Studies is needed if a strong programme in Religious Studies is to materialize. According to the external experts, this is one of two key issues in relation to teaching. Moreover, in approximately one year the professor of practical theology will retire. It is of great importance, especially for the mag.theol. and deacon programmes, that his position will be filled as soon as possible.

Surveys of student satisfaction of individual courses and teachers show that the Faculty is above average score at the UI as well as at the School of Humanities (the School) in both cases. Moreover, surveys of student satisfaction carried out by the Social Science Research Institute at the University of Iceland (UI) show that in almost all cases the satisfaction rate at the Faculty is on average or above average compared to the UI as a whole. This applies to: the overall satisfaction, teaching, assessment and feedback, academic support, organisation and management, as well as personal development, on undergraduate, master's, and doctoral level.

The Teaching Policy of the Faculty of Theology and Religious Studies was approved at a Faculty meeting in November 2016. The policy is based on current strategies of the UI and of the School. As the policy clarifies, the general aim is to provide a theoretical foundation in theology and religious studies by using a variety of teaching methods and approaches, and also to increase knowledge of different religions and religious opinions. The education as well as teaching should always meet international standards, and education should guarantee that graduated students are eligible for graduate studies at the best foreign universities. The target groups for studying at the Faculty are: (1) individuals who intend to work as pastors or deacons within the ELCI, and, as applicable, other religious communities; (2) individuals who for professional reasons are interested in issues related to theology or religious studies, e.g. teachers, media people and specialists of some kind; (3) individuals who are interested in the critical analysis of religion and culture. In its policy, the Faculty stresses the fundamental principle of a close coordination between teaching and research.

There is a long and strong tradition for a close cooperation between theological faculties in the Nordic Countries. A good example is the recent cooperation established between the Faculty and the

Norwegian School of Theology, Religion, and Society (MF) in Oslo. Two contracts have already been signed between the faculties concerning two Ph.D. students at the UI for joint Ph.D. degrees. According to the contract, students have two supervisors, one specialist at each faculty. The Faculty plans to establish similar contracts with other foreign faculties as well, particularly in the Nordic countries. As for cooperation within the UI itself, the external experts recommend 'the Schools in the humanities and potentially social sciences consider collaboration in provision of preparatory workshops in research methods, presentation techniques, research planning, etc.'

Following the general description of the Faculty, the present report discusses each programme offered at the Faculty. On the whole, as noted above, the student body is low, and has been decreasing rapidly the last few years. Actions need to be taken in order to address this problem, which is one of the main challenges that face the Faculty, and one of the main issues of the present report. However, the completion rate is fair and stable. The problem of drop-out has been addressed by the Faculty, e.g., by organizing regular meetings with students in each programme. Learning outcomes have been developed for each programme, and these have been matched with the learning outcomes of each course. Diverse teaching methods are becoming more prominent, even if lectures and class discussions still play major roles in courses offered by the Faculty. The Centre for Teaching and Learning at the UI offers regular courses for teachers, e.g. on teaching methods, learning outcomes, writing syllabi, plagiarism, feedback to students, and work-load in courses. Currently, the question of distance learning is under discussion in the UI, and its application at the Faculty will depend on the results of that discussion. Distance learning also requires technical equipment that must be supplied by the UI. Assessments have been evolving for the past 10 to 15 years, away from a 100% written exam at the end of the semester, towards a combination of short papers, mid-term exams, oral presentations, home-examinations, and portfolio. This is also the case at the Faculty. Students are taught and informed of the main research methods and different schools of thought, extensively in the Faculty's methodological course at the beginning of their studies, but also in individual courses within the varied fields. The teachers strive to present their own research to the students within appropriate and relevant measure. Students are encouraged and supported to acquire new knowledge in accordance with their level of study, both in individual assignments of the various courses as well as in their final thesis. Student surveys show that students are generally pleased with the programmes offered by the Faculty. However, a significant number of them call for more electives in the programmes, as well as a revision of the mag.theol. and deacon studies programmes in accordance with experience and needs in the ELCI and in society today. This is the second of two key issues that the external experts point out in relation to teaching at the Faculty.

Taken as a whole, the most significant improvement tasks of the Faculty are the following: to create a new, permanent position in Religious Studies, and to fill vacant positions in the coming years; take action to increase the student body; to resist drop-out; to offer more variety of courses/electives; to revise the mag.theol. and deacon studies programmes in light of experience and current requirement.

Management of Research

The Faculty does not yet have a documented research strategy, but this will be attended to in 2019. However, in practice, the Faculty does follow the research strategy of the School (2013–2018), in

which it is emphasised, e.g., that doctoral students and their academic contexts are cared for. In line with the strategy of the School, interdisciplinary cooperation is encouraged and well accomplished at the Faculty, both within the UI and outside of it. Research and publication in a national as well as international context is also encouraged. Teachers at the Faculty present their research regularly at the Faculty, including their teaching, and elsewhere. As the research strategy of the Faculty will emphasise, research at the Faculty pursues the three main values of the UI, namely, academic freedom, equality, and professionalism. The research strategy of the Faculty will be linked to the research strategy of the UI (in HÍ21).

The Institute of Theology is a research forum for the members of the Faculty, and it is of great importance for the Faculty's research activity. The Institute publishes the peer-reviewed journal, *Studia Theologica Islandica* (Icelandic title: *Ritröð Guðfræðistofnunar*), the only Icelandic journal of its kind, published online and available to everyone for free.

Statistics of research output of Faculty members, based on the Evaluation System for the Public Universities in Iceland, show that the research output is excellent and well above the average rate both of the School as well as of the UI as a whole: taken together, while the mean research points for the UI is 31.5, and 36.7 at the School, it is 37.0 at the Faculty; and while the research points from peer-reviewed publications is 20.7 at the UI, and 21.4 at the School, it is 25.0 at the Faculty. Worth mentioning is the mean research points in 2017: 39.6 at the UI, 37.2 at the School, but 49.7 at the Faculty (Table 4).

As the report briefs, the Faculty has not been active enough to apply for external research funds. This will be taken into consideration.

The teachers of the Faculty are all actively engaged in research, both in a national as well as international context, and the impact is wide-ranging. Research areas include, of course, theological and religious studies, but a number of other disciplines are directly or indirectly treated as well, for example, the fields of history, philosophy, sociology, psychology, languages and linguistics, literary studies, cultural studies, and arts. On a local and national level, the teachers have participated in discussions and research on subjects as, for instance, environmental studies and debates, the relationship between church and society, current feminist studies and discussion, questions of social equality in Icelandic society, as well as of queer issues, recent debates on circumcision of boys, and the impact of the financial crises of 2008 in Iceland. In this context, the teachers have and do regularly publish newspaper articles and give radio interviews etc. They also take on external advising roles, such as at the Council of the ELCI.

On an international level, the teachers are members of a number of distinguished academic associations, and regularly attend conferences and working meetings abroad. They have published books, book chapters, and articles at various prominent publishers. Scholarly references and discussions on this level show that some of the teachers have made significant impact on their respective fields of study on the international level. Many of them also offer external consultancies in academic and professional contexts, for instance, to publishers and authors.

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)
GFR243/26A Theology	1.2	BA	120/180
GFR441 Theology	2.4	Mag.Theol.	120
GFR267 Theology – Deacon Studies	1.2	BA	180
GFR327 Deacon Studies	2.1	Postgrad.Dip.	60
TRÚ441 Religious Studies	2.2	MA	120
GFR442 Theology	2.2	MA	120
GFR572 Theology	3	PhD	180

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

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

	Male		Female		Total	
	No.	FTE	No.	FTE	No.	FTE
Professors	4	3.49	2	2.00	6	5.49
Associate Professors	0	0.00	0	0.00	0	0.00
Assistant Professors	1	0.15	0	0.00	1	0.15
Adjunct Lectures	0	0.00	0	0.00	0	0.00
Total	5	3.64	2	2.00	7	5.64
Sessional teachers	7	1.15	2	0.26	9	1.41

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 ³
	Total no.	Full time ¹	Part time ²				
GFR243/26A	28.3	17.0	11.3	11.0	55	9.5	76
GFR441	3.8	1.3	2.5	1.5	100	2.0	72
GFR267	6.5	1.8	4.7	2.3	-	2.5	46
GFR327	4.0	2.7	2.7	3.7	27	3.5	81
TRÚ441	3.8	1.3	2.5	1.5	-	2.5	73

GFR442	3.3	1.3	2.0	2.7	0	2.3	73
GFR572	3.5	2.0	1.5	0.5	-	1.0	50

¹ > 22.5 ECTS completed.

² 1-22 ECTS completed.

³ 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	36.7	26.4	29.9	17.0	31.8	22.9	49,7	33,6	37,0	25,0
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	39,6	19,4	31,5	20,7

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

1. FACULTY LEVEL

	Actions	How	Deadlines	Responsible party
Ch. 1.2	Faculty Characteristics			
1	To create a new, permanent position in Religious Studies.	Continue to pursue the issue at School level.	Ongoing process.	The Head of the Faculty.
2	To fill the position in practical theology vacant in approximately one year.	Pursue the issue at School level.	Spring term 2020.	The Head of the Faculty and Dean of the School.
3	Take action to increase the student body.	<p>Introduce the Faculty at high schools in cooperation with the School.</p> <p>Introduce the Faculty on social media in cooperation with students.</p> <p>Introduce the Faculty in cooperation with Marketing and Public Relations at the UI.</p>	Spring term 2019.	The Head, teachers, and Project Manager of the Faculty.
4	To resist drop-out.	Continue the 'act of improvement' involving regular meetings with students in order to offer them further guidance and proper support.	Spring term 2019, and ongoing process, reviewed at the end of Spring term 2019.	The Head of the Faculty together with the Project Manager.
5	More variety of courses/electives.	This will be part of the planned revision process of the programmes.	30 June 2020.	The Head of the Faculty.
6	Enrich student training in verbal communication.	Continue to organize regular seminars for students that are in the final stages of their Master's and mag.theol. theses. where they can	March 2019.	The Head of the Faculty together with supervisors.

		present and discuss their work.		
Ch. 1.3	Academic Vision			
1	Develop research policy.	The Head of the Faculty writes an outline of a research policy to be discussed and decided on in meetings with other teachers in order to further develop the policy.	November 2019.	The Head of the Faculty.
2	Develop further collaborations with other faculties, e.g. in the Nordic countries, concerning teaching and education, on every level, including doctoral studies.	The Head of the Faculty explores possible collaborations, in cooperation with other teachers and respective staff at the School.	Ongoing process, and whenever doctoral students wish to consider this option.	The Head of the Faculty.
Ch. 1.4	Student Support			
1	Continue to discuss and develop the 'act of improvement' on the question of equality, in a wide sense.	At Faculty meetings as well as at specific meetings with students.	Spring term 2019 and ongoing.	The Head of the Faculty
2	Remind students to use and check their UI e-mail and to get other information systems. Remind students to gather full information about their programmes and courses.	Discuss and emphasize the importance of this at meetings with students and their supervisory teachers, as well as at the beginning of each course. Encourage students to forward their UI e-mail, if they normally use different e-mails.	At the beginning of each term, and at specific meetings with students.	The Project Manager and teachers, including supervisory teachers.

2. DEPARTMENTS AND STUDY PROGRAMMES

GFR243/26A Theology (BA 120/180 ECTS)

Ch 2.1.1	Students			
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1	Encourage students to take advantage of exchange study programmes available.	Present this option to students at the beginning of their studies, in cooperation with the project manager of international affairs at the School, as well as with the International Office at the UI.	August 2019 and each year.	The Head of the Faculty and Project Manager.
Ch. 2.1.2	Teaching and Learning			
1	Develop learning outcomes for BA theses.	The Head develops learning outcomes in cooperation with the Centre for Teaching and Learning at the UI, and presents to the Faculty members for discussion and revision.	30 June 2019.	The Head and teachers of the Faculty.
Ch. 2.1.3	Coordination Between Teaching and Research			
1	Urge students to participate in seminars and lectures organized by the Institute of Theology.	At the beginning of their studies and in individual courses, as soon as the seminars or lectures are announced.	January 2019 and each term.	The Head and teachers of the Faculty.

GFR441 Theology (mag.theol. 120 ECTS)

Ch 2.1.1	Students			
1	Improve the guidelines for mag.theol. final thesis.	Review the existing guidelines and include in the <i>Handbook for Students</i> on the intranet.	30 June 2019.	The Head of the Faculty.
Ch. 2.1.2	Teaching and Learning			
1	Given the aim of the programme, more practical orientation is feasible in the final project.	Implementation of specific work-related projects as an alternative to a standard thesis.	14 January 2019.	The Head of the Faculty.

2	Revise the programme in light of experience and current requirement.	The Head of the Faculty, in cooperation with other teachers and the Project Manager, reviews the programme for further discussion.	30 June 2020.	The Head of the Faculty.
3	There is a strong request for more electives in the programme.	Make it possible for students to take more electives by limiting obligatory courses.	30 June 2020.	The Head of the Faculty.
4	There is call for more courses in pastoral care and counselling in the programme.	Offer such courses as electives. Strengthen the cooperation with the Continuing Education at the UI in this regard.	30 June 2020.	The Head of the Faculty.
5	Offer more courses in management and leadership.	Discuss in relation to the planned revision of the programme.	30 June 2020.	The Head of the Faculty.
6	Develop learning outcomes for mag.theol. theses.	The Head develops learning outcomes in cooperation with the Centre for Teaching and Learning at the UI, and presents to the Faculty members for discussion and revision.	30 June 2019.	The Head and teachers of the Faculty.
Ch. 2.1.3	Coordination Between Teaching and Research			
1	See 2.1.3.1			

GFR267 Theology – Deacon Studies (BA 180 ECTS)

Ch 2.1.1	Students			
1	Revise the programme in light of current needs.	A working group, with two representatives from the Faculty and two from the ELCI, is reviewing the programme.	Autumn 2019.	The working group and the Head of the Faculty.

2	Offer more courses in pastoral care and counselling.	Offer such courses as electives.	30 June 2020.	The Head of the Faculty.
Ch. 2.1.2	Teaching and Learning			
1	Develop learning outcomes for BA theses.	The Head develops learning outcomes in cooperation with the Centre for Teaching and Learning at the UI, and presents to the Faculty members for discussion and revision.	30 June 2019.	The Head and teachers of the Faculty.

GFR327 Deacon Studies (Postgrad.Dip. 60 ECTS)

Ch 2.1.1	Students			
1	Revise the programme in light of experience and current requirements.	A working group, with two representatives from the Faculty and two from the ELCI, is reviewing the programme.	Autumn 2019.	The working group and the Head of the Faculty.

TRÚ441 Religious Studies (MA 120 ECTS)

Ch. 2.1.2	Teaching and Learning			
1	Develop learning outcomes for MA theses.	The Head develops learning outcomes in cooperation with the Centre for Teaching and Learning at the UI, and presents to the Faculty members for discussion and revision.	30 June 2019.	The Head and teachers of the Faculty.

GFR442 Theology (MA 120 ECTS)

Ch 2.1.1	Students			
1	Improve the guidelines for MA final thesis.	Review the existing guidelines and include in the <i>Handbook for</i>	30 June 2019.	The Head of the Faculty.

		<i>Students</i> on the intranet.		
2	Increase the variety of courses.	Review the programme in this regard.	30 June 2020.	The Head of the Faculty.
Ch. 2.1.2	Teaching and Learning			
1	Develop learning outcomes for MA theses.	The Head develops learning outcomes in cooperation with the Centre for Teaching and Learning at the UI, and presents to the Faculty members for discussion and revision.	30 June 2019.	The Head and teachers of the Faculty.

GFR572 Theology (Ph.D. 180 ECTS)

Ch 2.1.1	Students			
1	Develop further collaborations with other faculties, especially in the Nordic countries, concerning joint doctoral degrees, cf. 1.3.3 above.	The Head of the Faculty explores possible collaborations, e.g. at the Nordic meetings of Deans/Heads each year, in cooperation with other teachers and respective staff at the School.	Whenever (potential) doctoral students wish to consider this option.	The Head of the Faculty.
2	Increase learning resources, especially books and databases.	Continue to suggest literature and databases to be bought and supplied by the School. Each spring term the School offers teachers the opportunity to suggest literature to be purchased.	Spring 2019 and ongoing.	The teachers and supervisor.
Ch. 2.1.2	Teaching and Learning			
1	Develop learning outcomes for Ph.D. theses.	The Head develops learning outcomes in cooperation with the Centre for Teaching and Learning at the UI, and presents to the Faculty members	30 June 2019.	The Head and teachers of the Faculty.

		for discussion and revision.		
Ch. 2.1.3	Coordination Between Teaching and Research			
1	Develop research strategy, cf. 1.3.4.	The Head of the Faculty writes an outline of a research strategy to be discussed and decided on in meetings with other teachers in order to further develop the strategy.	November 2019.	The Head of the Faculty.

3. MANAGEMENT OF RESEARCH

Ch. 3.2	Management of Research			
1	Develop research policy.	The Head of the Faculty writes an outline of a research policy to be discussed and decided on in meetings with other teachers in order to further develop the policy.	November 2019.	The Head of the Faculty.
2	Develop further collaborations with other faculties, not least in the Nordic countries, concerning joint doctoral degrees, cf. 1.3.3 above.	The Head of the Faculty explores possible collaborations, in cooperation with other teachers and respective staff at the School.	Whenever (potential) doctoral students wish to consider this option.	The Head of the Faculty.
3	Increase scholarly resources, especially books and databases.	Continue to suggest literature and databases to be bought and supplied by the School. Each year all teachers are reminded of this by the School.	Spring term 2019 and ongoing.	The teachers and supervisor.