



UNIVERSITY OF ICELAND

Introduction

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 Education and Diversity (the Faculty), School of Education (the School), University of Iceland (the University), carried out self-evaluation during the autumn semester of 2021. The results are presented in this report. A self-evaluation committee consisting of faculty members was established on 31 May 2021. Graduates and student members joined in September.

The committee members were:

1. Ingólfur Ásgeir Jóhannesson, Head of Faculty and Chair of the group to 31 December 2021.
2. Brynja E Halldórsdóttir, Chair of Department of International Studies in Education and Deputy Head of Faculty, Head of Faculty and Chair of the group from 1 January 2022.
3. Berglind Rós Magnúsdóttir, Acting Chair of Department of Education Studies.
4. Ruth Jörgensdóttir, Rauterberg Chair of Department of Social Education.
5. Hrund Þórarins Ingudóttir, Programme Director of Parent Education.
6. Hermína Gunnþórsdóttir, Programme Director of Inclusive Special Education.
7. Hildur Ösp Hafberg, Head Social Educator in Hvassaleitisskóli, Reykjavík.
8. Björk Alfreðsdóttir, M.Ed. in Inclusive Special Education, Head of Special Education in Dalskóli, Reykjavík.
9. Mary Ann Divinagracia, BA in International Studies.
10. Harpa Lilja Björnsdóttir, Graduate diploma student in Social Education for Professional Certification.
11. Halldóra Markúsdóttir, BA student in Education Studies.

Jóhanna Karitas Traustadóttir Administrative Officer and Renata Emilsson Pesková Project Manager worked with the group. Björk had to leave the group in late November, and no one was appointed to replace her at that time. Lóa Guðrún Gísladóttir adjunct worked on the section about parent education.

The Committee received data and information regarding the Faculty from University databases which were included in this report. The Committee received the student satisfaction survey results and student focus groups were engaged to explore those results more closely. The Committee gathered data on number of students, courses, teaching, faculty and staff, research, and comparison with other Faculties. These data are discussed and presented in the text and tables in this report. The University of Iceland Centre for Teaching and Learning reviewed the Faculty's course catalogue descriptions, especially learning outcomes, and provided the Committee with that review.

The Social Science Research Institute provided quantitative data from the regular student satisfaction surveys and organised focus groups for both undergraduate and graduate students.

Faculty Characteristics

The Faculty of Education and Diversity was, along with other faculties in the School of Education, established in 2018 when the School was reorganised. While some of the traditions within the Faculty, and the bulk of the scholars, came from the Faculty of Education Studies. The new Faculty includes three departments. The Department of Education Studies includes four separate subjects: Education Studies at the BA and MA levels and three other subjects only on the graduate level. The Department of International Studies had been a part of the older Faculty of Education Studies as a subject in a separate study programme; it now became a department with its own governing structure. The Department of Social Education had been in the Faculty of Sports, Leisure Studies and Social Education. In the process of reorganisation, it was decided to move said programme closer to other programmes which include an academic emphasis on diversity and inclusion.

The Faculty's governing structure follows the University regulations where the Faculty meeting has final say regarding changes, for instance it annually confirms changes to the course programmes every year. Also, in line with university regulations, the Faculty council and Head of Faculty govern from day-to-day, in close cooperation with the Faculty's Administrative Officer. The Faculty council meets once or twice a month. The departments are responsible for the curriculum of their degree programmes, and it is emphasised that they complete curricular changes and, on the development, new study programmes in a timely fashion. The Faculty offers 14 study programmes at the undergraduate and graduate levels (Appendix 1, Table 1).

The Faculty currently has 26 academic teaching positions (24.0 full time equivalent, FTE) (Appendix 1, Table 2). The majority are women or 81%. Of the academic teaching positions 8 are Adjunct Lectures (7.5 FTE) and 7 Full Professors (6.0 FTE). A total of 73% of the academic staff are over 50 years of age.

The number of students and their progress through the study programs varies a great deal between them (Appendix 1, Table 3). Social Education BA (PRS261) and Education Studies BA (MEN241/261) are far the most popular programmes, both with good retention and completion rates. For the master's programmes retention rates are mostly satisfactory, except for International Studies in Education MA (INT441) and completion rates are generally good except for Inclusive Special Education M.Ed. (SKF444). Overall, students and faculty seem satisfied with the various programmes housed in the Faculty, but the review did reveal several areas for improvement, including more intra and cross Faculty collaboration. In 2020-2021 the number of students was 776, thereof 479 were undergraduate students and 297 postgraduate students.

Summary and Main Conclusions for the Faculty

Lessons learned from QEF1

Recent changes in the structure of the School led to the development of a new Faculty which houses three similar yet disparate programs: Education Studies, International Studies in Education and Social Education. While there does not seem to have been any systematic attempt to work with the challenges defined in QEF1, many of the changes involved in the reorganisation of faculties within the School must have dealt with these issues. The merger of Social Education and the two other departments into the new Faculty has been a major task. Several items that were concerns in the previous report such as issues that arose within Social Education are no longer a hindrance. Systemic issues with the organisation related to Inclusive Special Education are being dealt with within the Faculty of Education and Pedagogy where the courses will now be housed.

In both the reports from QEF1, there was an issue whether the departments had sufficient faculty members. In the current report we discussed our plans for staffing according to the years when faculty members will retire. However, the Faculty does not have final say in when new assistant professor positions are advertised so our plans based on the actual needs for the Faculty will not determine what is done. The current delay in replacing faculty results in overuse of adjunct faculty and as the interviews with students revealed has a significant impact on the quality of the learning experience for them.

Teaching and Learning

This report has outlined the various programmes and how the Departments and the Faculty ensures that they are up-to-date and in conversation with various academic fields and stakeholders. In the report we have highlighted several pertinent actions which are summarized in the table below. In a thorough review of the planned actions within the individual Departments several actions that could and should be taken at the Faculty level will be briefly discussed. These actions are directly related to the University of Iceland's most recent strategic plan. Our aims are to begin working more collaboratively across the faculty through the sharing of course offerings, developing courses that will be of interest for the student body as well as engaging in greater internationalisation through the use of the Aurora European University Network as well as connecting with students from ISE's home country institutions. This will further include offering courses taught simultaneously in English and Icelandic. The Faculty will work on development of assessment criteria that are comparable within the individual programmes, development of a Faculty wide agreement on the forms of distance education available (this is one of the strengths of the School in that we have long offered distance learning for students all over the island). We will review benchmarking faculties for our various programmes, as well as the research institutes housed within the department with an aim to streamline them and build a strong set of institutes. We will be planning and conducting bi-annual student feedback meetings in the Departments and develop annual "share our teaching methods" sessions for the faculty. We will also conduct regular mapping of courses and course content to make sure that students are experiencing consistency and diverse course materials. One main concern that remains is the slow but steady decrease in hours allotted for teaching and how to continue to provide quality

education that best meets the needs of our students. Several of these developmental projects will be allow the Faculty to apply for the annual University of Iceland teaching grants.

Management of Research

The School of Education aims at supporting all educational levels in Iceland - that means not only supporting the students and teachers that work in the system but also the families of the children and by empowering the formal, in-formal, and non-formal educational settings. Also by working with the total system (not only the schools but ministries, municipalities, etc.) the research done within the SOE impacts the policies regarding the bigger picture of education and wellbeing of students in Iceland and in Europe through international projects.

Faculty of Education and Diversity's research output in peer-reviewed journals is close to the University of Iceland's average per faculty member. Faculty members have in recent years received several large grants from the Icelandic National Research Funds as well as competitive international funds. Several of our faculty and doctoral students have been quite active in public media related to ongoing research projects in the Faculty. The Faculty will work to streamline the current research institutes housed within the faculty as well as work to making them more active through seminars at conferences and internal Faculty and University events.

The Faculty is engaged in various activities to connect with community, both in the educational sector of schools and other educational services, but also in contact with various community organisations such as the Red Cross, after school care centres and other community-based organisations related to education. Faculty members and doctoral students in the Faculty frequently engage in societal discussions on current topics related to the research work of the faculty and students as well as responding to various governmental requests regarding legal and policy changes on relevant issues. The Faculty aims to continue to strengthen ties with the educational community at all levels as well as relevant stakeholders within business and Icelandic society in general.

Follow-up Processes

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 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)	Chapter
FFU441 Parent Education	2.2	MA	120 ECTS	2.2
INT241/261 International Studies in Education	1.2	BA	120/180 ECTS	2.3
INT441 International Studies in Education	2.2	MA	120 ECTS	2.4
PRS261 Social Education	1.2	BA	180 ECTS	2.5
PRS311 Social Education	2.1	Postgrad Dip.	30 ECTS	2.6
PRS321 Social Education	2.1	Postgrad. Dip.	60 ECTS	2.7
PRS443 Social Education	2.2	MA	120 ECTS	2.8
MEN241/261 Education Studies	1.2	BA	120/180 ECTS	2.9
UMF321 Education Studies	2.1	Postgrad.Dip.	60 ECTS	2.10
UME441 Education Studies	2.2	MA	120 ECTS	2.11
UME442 Innovation and Learning	2.2	MA	120 ECTS	2.12
SKF321 Inclusive Special Education	2.1	Postgrad. Dip.	60 ECTS	2.13
SKF341 Inclusive Special Education	2.1	MT	120 ECTS	2.14
SKF444 Inclusive Special Education	2.2	M.Ed.	120 ECTS	2.15

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

Table 2. Faculty members as of 1 January 2022, number (No.) and full time-equivalent (FTE).

	Male		Female		Total	
	No.	FTE	No.	FTE	No.	FTE
Professors	3	3.0	4	3.0	7	6.0
Associate Professors	0	0.0	3	3.0	3	3.0
Assistant Professors	1	1.0	7	6.8	8	7.5
Adjunct Lectures	1	1.0	7	6.5	8	7.5
Total	5	5.0	21	19.0	26	24.0

Table 3. Total number of students, number of entrants, retention rate for first year, 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				
INT241/261	20.0	14.3	3.7	6.3	82%	6.7	88%
INT441	24.7	10.7	7.3	15.0	50%	4.0	75%
PRS261	181.3	133.3	32.0	69.3	94%	43.0	88%
PRS311	4.5		8.0	8.0	?	2.0	100%
PRS443	3.7	1.0	2.5	2.0	0%		
MEN241/261	152.3	100.3	37.3	57.0	86%	31.0	71%
UME441	43.0	10.7	23.3	16.7	71%	7.0	44%
UMF321	63.3	9.0	41.3	36.3	72%	35.3	61%
FFU441	33.7	8.0	14.0	12.7	?	4.0	46%
SKF444	55.3	7.3	27.3	16.3	83%	8.3	19%
UME442	8.7	1.0	6.0	1.0	100%	2.0	0%

¹ > 22.5 ECTS completed. For Ph.D. students > 1 ECTS completed.

² 1-22 ECTS completed.

³ For all programmes except Ph.D., no. of students completing at least one examination in first term.

⁴ 2-year rate for diploma, 4-year rate for B.A./B.S., 3-year rate for M.A./M.S., 5-year rate for Ph.D.

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

	2018		2019		2020		Mean	
	A	B	A	B	A	B	A	B
Faculty	38.7	25.3	27.8	14.7	27.6	19.6	31.4	19.9
School	29.0	18.1	25.3	13.4	21.9	14.1	25.4	15.2
University	31.6	21.9	28.5	19.5	27.0	21.6	29.0	21.0

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

	Actions	How	Deadlines	Responsible party
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1. FACULTY LEVEL

Ch. 1.2	Faculty Characteristics			
1	Plan for recruitment of assistant professors	Updated and revised plan	Annually	Head of Faculty; Faculty Council
2	Create more two-year contracts with adjuncts	Part of an updated recruitment plan	Annually with at least two jobs open	Head of Faculty
3	Improved timetables for master students	Survey of class time scheduling	On-going process	Chairs of departments
Ch. 1.3	Academic Vision			
1	Continue working the vision statement into the particular programmes	Revised course catalogue	2023	Departments, department chairs, faculty members
2	Identify and select benchmark departments and faculties internationally for cooperation	Conduct faculty wide mapping of existing external collaborations with institutions and hold subsequent workshops for further development	2024/2025	Department chairs, Faculty council
3	Review research institutes housed within the Faculty	Map and streamline the Faculty's research institutes.	2025	Research institute chairs
4	Cross faculty student association	Meeting with TUMI regarding including students for all departments	Spring 2023	Department chairs, TUMI and student representatives
5	Bi-annual student feedback meetings. Invite every cohort once a semester	Report on students' suggestions submitted to departments and discussed in the departmental meetings	Taking effect in spring 2022 and then on-going	Departmental curriculum committees and department chairs
6	Organise teachers' workshops: Teachers teaching each other on diverse teaching methods and approaches	Report on workshop with summary of methods and approaches introduced	Annually in June beginning 2022	Study committees

2. DEPARTMENTS AND STUDY PROGRAMMES

International Studies in Education**2.1. INT241/261 International Studies in Education (BA 120/180 ECTS)**

	Students			
1	Student association involvement	Support inclusion of ISE students in TUMI	Spring 2023	Department chair, TUMI and student representatives
	Teaching and Learning			
1	Develop links to faculties and departments within teacher education	MT degree	2023	Chair
2	Development of community resources	Field experiences in teaching and learning	ongoing	Course instructors
	Coordination between teaching and research			
1	Student lead annual conference on current research and work they have been doing	Monthly brown bag sessions	Fall 2022	Chair and student representatives

2.2. INT441 International Studies in Education (MA 120 ECTS)

	Students			
1	Development of faculty and student connections with academic institutions in students home countries	Student/faculty exchanges	2024	Chair

Social Education**2.3. PRS261 Social Education (BA 180 ECTS), PRS321 Social Education (Postgrad. Dip. 60 ECTS) & PRS221 Minor (60ECTS)**

	Teaching and Learning			
1	More cooperation with disabled people on programme content, learning outcomes and teaching	Brief memo on relevant changes	2022-2025	Study committee, department chair
2	Curricular mapping for the postgrad diploma for professional certification	Mapping table and relevant changes to fill gaps or to erase repetition	Autumn 2023	Study committee
3	Continued development of practicum in social education	Annual report on development of collaborative learning and working	Spring 2022	Committee on practicum development, Department chair, Academic office and

		environment to strengthen professional ties		Professional/community associations
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2.4. PRS443 Social Education (MA 120 ECTS) & PRS311 Social Education (Postgrad. Dip. 30 ECTS)

1	Restructuring of MA-studies	Course syllabus 2022–2023	December 2021	The department
2	Curricular mapping of graduate studies	Mapping table and relevant changes	Autumn 2023	Curriculum committee

Education Studies

2.5 MEN221/241/261 Education Studies (BA 60/120/180 ECTS)

	Teaching and Learning			
1	Ensure a focus on diversity in all relevant courses.	Relevant changes in the courses.	Ongoing	Departmental faculty
2	Establish a new course (5ECTS) that deals with Children's rights (as the course SKF204F on child protection has been transferred to another faculty).	Course description	2022 or 2023	Curriculum committee
3	Explore possible overlaps and gaps after the changes of course availability in recent years.	Curricular map (hríslista) and relevant changes	2023	Curriculum committee

2.6. UME441 Education Studies (MA 120 ECTS) & UMF311/UMF321 Education Studies (Postgrad. Dipl. 30/60 ECTS)

	Students			
1	Explore possibilities of more course availability in English	Wider course offerings	2023	Chairs of the ISE and ES departments
2	Explore possibilities of more course availability in Education Policy and Comparative Education	Wider course offerings	2023	Study committee in Cooperation with other departments / faculties such as ISE or Educational Administration
3	Change the form of the study committee meetings into online meetings	Better participation rate in administrative duties among students	2022	Chair of the ES department
	Teaching and Learning			
1	Revise the offer of specialisations in the MA programme and the 30ECTS and	Determine the specialisations in three study programmes	November 2022	The Department under the leadership of its chair

	60ECTS graduate diploma, such as the number of them, their organisation and content			
2	Discuss if a core mandatory course in Education Studies should be established in the MA programme	Determine what are mandatory courses in each specialise and describe them systematically in the course syllabus	November 2022	The Department under the leadership of its chair

2.7. FFU441 Parent Education (MA 120 ECTS) & FFU321 Parent Education (Postgrad. Dip. 60 ECTS)

	Students			
1	Annual meeting with graduates	Formal relationships with graduates	Every year	Programme coordinator in cooperation with department chair or faculty head and parent educator organization.
	Teaching and Learning			
1	Revised learning outcomes for each course.	Course Catalogue	December 2023	The programme coordinator, external subject matter specialists, department chair or head of faculty as needed
2	Examine gaps and overlaps in the programme	Curricular map (hríslista)	December 2022	Curriculum committee and the programme coordinator
	Coordination between teaching and research			
1	Continue the research project on <i>Parent Education in Iceland</i>	MA thesis of altogether 8-10 students	2024	Programme coordinator in cooperation with other thesis supervisors

2.8. SKF444 Inclusive Special Education (M.Ed. 120 ECTS), SKF341 Inclusive Special Education (MT 120 ECTS), SKF321 Inclusive Special Education (Postgrad. Dip.60 ECTS)

	Teaching and Learning			
1	New coordinated programmes	Course Catalogue 2022–2023.	January 2022	Faculty of Education and Pedagogy

2.9. UME442 Innovation and Learning (MA 120 ECTS)

1	Determine the fate of the programme.	Either erase the programme as independent one or make a name change in course catalogue	November 2021	Department of Education Studies.

3. Teaching and Learning across the Faculty as a whole

1	Greater cooperation and coordination of	A brief report outlining the opportunities and	February 2023 (Changes can	Department chairs.
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	the master level study programmes.	disadvantages of sharing courses between study programmes.	occur before that if appropriate)	
2	Courses taught simultaneously in Icelandic and English.	One new course every year for three years.	2022, 2023, 2024	The three departments and the department chairs.
3	Departmental coordination the forms of distance education used in each department.	Coordinated plan made available in the Course Catalogue	End of 2022	Departments, department chairs.
4	Summer work/grant applications.	Continued development of student grant applications	Ongoing	Faculty and students.
5	Development of diverse international courses and learning modules.	Development of collaborative courses through Aurora	Ongoing	Curriculum committees of departments.
6	Improvement of faculty assessment frameworks.	Development of collaborative departmental course rubrics. Application for a Teaching grant for faculty. Development of a Faculty Teaching committee.	2024, to be reviewed every 2 years in the departments.	Faculty curriculum development committee
7	More effective use of the teaching evaluation survey for improvement of courses and teaching.	Bi-annual meetings with students/Develop framework for teaching evaluations	Taking effect in spring 2022.	The departments
8	Mapping and balancing consistency of workload between courses	Relevant changes of workload in individual courses	Ongoing	The departments
9	Explore how much the reading materials in mandatory or restricted elective courses is connected to the ongoing research in the faculty/department	Enhance coordination between teaching and research	2024	Course supervisors and curricular committees