

Accreditation Report

Engineering and Technology

Faculty of Engineering and Technology
University of Iceland

Expert Committee

June 15th, 2007

Table of Contents

1	Introduction.....	3
1.1	The Expert Committee.....	3
1.2	Liaison Officer.....	3
1.3	Terms of Reference.....	3
1.4	Working Method.....	4
1.5	Short evaluation of the work process.....	4
2	Objectives and roles of the University of Iceland.....	5
3	Administration and organization of the University of Iceland.....	5
4	The Organization of Teaching and Research in the University of Iceland.....	7
5	Personnel qualifications and requirements of the University of Iceland.....	7
6	Admission requirements, student rights and obligations at the University of Iceland.....	8
7	Teacher and student facilities and services of the University of Iceland.....	8
8	Internal quality system at the University of Iceland.....	9
9	Description of study according to learning outcomes of the University of Iceland.....	10
10	Financial Structure at the University of Iceland.....	10
11	Summary of Findings.....	10
12	Recommendation.....	12
	Signatures of the Accreditation Expert Committee of Higher Education Institutions in the field of Engineering and Technology in Iceland 2007:.....	12
	Appendix 1.....	13
	Appendix 2.....	16

1 Introduction

1.1 The Expert Committee

Department Head Hans Peter Jensen, Department for Science, Systems and Models, Roskilde University, Denmark, **Chairman.**

Professor Jim Browne, Registrar & Deputy President, National University of Ireland, Galway, Ireland.

Professor Erkki Lakervi, Helsinki University of Technology, Finland.

1.2 Liaison Officer

Dr. Rebekka Valsdóttir, Senior Advisor, International Division, The Icelandic Centre for Research – RANNIS, Reykjavik, Iceland.

1.3 Terms of Reference

- The Expert Committee is appointed to review applications for accreditation of Higher Education Institution (HEI) in the field of Engineering and Technology.
- The Committee shall review applications and relevant information of the University of Iceland in the Field of Engineering and Technology on the basis of the *National Qualification Framework of Iceland* and *Rules on Accreditation of Higher Education Institutions* No. 1067/2006.
- “The committee of experts shall provide the Minister of Education, Science and Culture with a report that outlines the results of the evaluation of items a to i, paragraph 3, article 2 of the Rules*, based on the application and information provided by HEI’s in accordance with article 2, in addition to evaluation of the following factors:
 - Expertise and competence in a particular field of study and the subdivisions therein. With a view to the quality of teaching and research and the appropriate facilities the dissemination of knowledge and in service to society.
 - The cooperation and support of the university towards the field of research, teaching staff and experts in any particular field. The appropriate measures for the education and training of its students.
 - Special attention to fields of research and any subdivisions therein. Cooperation between undergraduate and graduate studies and any other appropriate expertise.
 - The status of fields of study subdivisions therein on a national and international comparison with view to i.e. cooperation with other HEI’s and other institutions/organisations nationally and internationally in that particular field of expertise.
- The committee shall provide a detailed, objective and supported evaluation.

- Should the conclusions of the committee be not to recommend accreditation it shall provide a detailed report of any failure on the part of the HEI to fulfil the regulations according to article 2 or any recommendations for reparations that the HEI's must undertake before accreditation for that particular field of study can be awarded. In receipt of such report, the Minister of Education, Science and Culture will afford the HEI a specific extension to make any amendments needed. The amendments will be evaluated by the expert committee in question, who will provide the Minister of Education, Science and Culture with a report detailing the aptness of the amendments. Final decision regarding accreditation will be announced to the HEI.”

*Items a to i referred to above are a. Objectives and Roles; b. Administration and Organisation; c. Organisation of teaching and research; d. Personnel qualifications requirements; e. Admission requirements and student rights and obligations; f. Teacher and student facilities and services; g. Internal quality system; h. Description of study according to learning outcomes; i. Finances.

1.4 Working Method

The three foreign members of the Expert Committee received the application for accreditation in advance of arrival in Iceland, circulated electronically by Dr. Rebekka Valsdóttir, the Icelandic liaison officer. These were supported by a large volume of detailed documentation in the form of appendices, also received in advance of the visit (see Appendix 2 for list of documents received). The Expert Committee members therefore had the opportunity to form some preliminary impressions of important issues in advance.

The Expert Committee initially came together on April 11th 2007 in the evening, all meeting for the first time. This allowed the committee members to get to know one another in an informal setting and learn more of individual members' background experience. Rebekka Valsdóttir explained her own role, providing local support and contextual information but maintaining strict neutrality in terms of the expression of opinions and influencing decisions.

The Expert Committee made a site visit to the University of Iceland (UI) on April 12th during which it had the opportunity to discuss with management, faculty, students and external representatives and look at facilities (see agenda in Appendix 1). The Expert Committee then discussed among itself and wrote the first draft of observations during an evening meeting. First impression was given at a meeting with representatives from the Ministry of Education, Science and Culture on April 14th.

Further editions of the report were then made after the Iceland visit and circulated amongst Committee members electronically by e-mail.

On May 12th the Expert Committee and Rebekka Valsdóttir met again in Copenhagen to discuss and finalise the report.

1.5 Short evaluation of the work process

The Expert Committee has had a well functioning cooperation from the first meeting in Iceland on April 11th. Members of the Committee have been complementing each other in a very balanced way both during discussions with representatives from UI and among themselves.

Writing of this report has been done in cooperation over the internet and in the final stage during a meeting in Copenhagen on May 12th.

The foreign experts have in a very constructive way been supported in all practical aspects by Rebekka Valsdóttir from RANNIS. The experts are very appreciative towards Rebekka Valsdóttir for her open and helpful way of acting during the working period of the Committee.

2 Objectives and roles of the University of Iceland

UI is a state institution with several disciplines and approximately 900 students in various fields of engineering. The output is about 150 graduates per year. The main reason for this relatively low annual output (in relation to the total number of students) is the high - approx 50 % - dropout of students during the first study year, due for the most part, it is assumed, to the fact that all students having completed the general matriculation exam are accepted to the engineering programmes.

UI considers itself to be among the strongest Nordic universities. Fields of engineering which are considered essential to Iceland's economy and society are particularly supported. The M.Sc. and especially the doctoral programs are relatively new; three doctoral degrees and 181 Master's degrees have been granted so far.

A vision statement has been produced, where the long term aim of UI is to position itself among the top 100 universities in the world. Such a declaration is perhaps more of an aspiration, without a clear strategy and decision process to achieve it.

UI is a scientific institution for research and instruction which provides students with education to enable them to pursue independent scientific projects and to serve in various capacities in the Icelandic society. The University also seeks to provide continuing education for those who have completed a university degree, to engage in outreach and communicate knowledge to the public and ultimately provide services to the nation through the knowledge which it possesses.

On 1st July 2005, a new Rector took office at UI. The policy of UI for 2006-2011 was approved by the University General Forum on 5th May 2006. The policies of the individual faculties are based on global policy and constitute a further elaboration within the various disciplines.

On 11th January 2007 a contract was signed between Iceland's Ministry of Education, Science and Culture and UI concerning education and research for the following five years. The contract appears to be based on the Strategy of UI for 2006-2011 and the policy of the Science and Technology Policy Council of Iceland.

3 Administration and organization of the University of Iceland

The administrative structure and organization of UI was established in UI Act no. 41/1999 and further developed in rules and regulations which the University Council has established.

Administratively, UI is under the jurisdiction of the Ministry of Education, Science and Culture, but it appears to enjoy autonomy in its activities and has self-determination in internal affairs. The Minister of Education, Science and Culture

appoints the Rector for a five-year term according to the recommendation of the University Council, following a general election within the University.

As is normal University Faculties are the basic units of the University. All teaching, research and administration take place within these Faculties, and within the limits set by the central rules of the University. For example each Faculty creates its own course catalogue and is allowed to create and operate research institutes and research centres. In addition to institutes within the facilities, the University operates other institutes which are under the control of the University Council.

In addition to operating its own institutes, the University and its Faculties engage in extensive collaborations with numerous institutions and parties outside the university. These collaborations are designed to ensure that the University can fulfil its wider role.

The Faculty Forum has decision-making power in the affairs of each faculty; the Dean being the chief officer. A seat in the Faculty Forum is held by all tenured teaching staff within the Faculty, the heads of institutes under the jurisdiction of the Faculty, and student representatives.

The Faculty Forum selects the dean and assistant dean for three years at a time. Among other tasks, the dean takes the initiative to formulate policies for the Faculty; supervises the operation and administration of the faculty; hires employees for its administration and is accountable to the Rector and the University Council for the financial affairs of the Faculty.

The Faculty is divided into departments based on sub disciplines and fields of study which lead to degrees. Each department is entrusted by the Faculty Forum with responsibility for issues pertaining to its academic programs. It determines the contents and the arrangement for teaching and examining. Furthermore it determines the division of teaching among the individual academics in the department and makes proposals to the Dean regarding the appointment of adjunct instructors, as well as on necessary financial appropriations and new positions.

The Faculty of Engineering is divided according to fields of study into the following departments:

- Department of Electrical and Computer Engineering
- Department of Environmental and Civil Engineering
- Department of Mechanical and Industrial Engineering
- Department of Computer Science

Resources are distributed in such a way that performance and outcome is taken into account. Also it appears that there is some concern and criticism of the existing structure and management practices and of larger and more independent units; perhaps schools and Faculties should be established, by merging Engineering and Science.

There are some university wide problems (salary issues) in recruiting technicians and other necessary support staff.

4 The Organization of Teaching and Research in the University of Iceland

Research and instruction seem to be integrated on all levels of study, insofar as this is possible. The goal is to communicate to students the knowledge which is created through the instructors' research and also for students to influence this research, for instance, through critical discussion. In this way, a connection between undergraduate, master's and doctoral study is also created. For the most part traditional teaching methods are employed although there are some examples of modern teaching techniques.

According to article 52 of the rules of UI, full-time study for an academic year is assessed as 30 credits (60 ECTS). The assignment of credits is based on the fixed basic number of 30 credits: i.e. the total number of credits for all courses taken in one academic year is 30.

According to article 54 of the rules of UI, the University offers one-and-a-half-year programmes for a diploma at the basic university level; three-to four-year programmes for a bachelor's degree, one to two semesters of study upon completion of the bachelor's degree for a diploma at the master's level, five- to six-year programmes for the candidate's degree, one-and-a-half to two-year programmes for the master's degree and three- to five-year programmes for the doctoral degree.

The University has in recent years made great efforts to build up research-led studies in as many fields as possible.

Efforts are underway to increase collaboration among disciplines through interdisciplinary research and teaching programmes in order to increase the diversity of the research which is conducted at UI. UI aims to increase the annual number of candidates awarded the doctoral degree by a factor of five by the year 2011. One-third of the doctoral students at the university are expected to be foreign students.

Each instructor has roughly 40% research duties; research specialists who are hired into such posts may have between 40% and 100% research duties. About half of the current faculty members got their degrees in U.S. universities, a little fewer at universities in Nordic countries and the rest in Great Britain and in Germany.

In areas with limited course availability due to few students, exchange programmes with foreign schools have been organised. A number of students of engineering have studied at foreign institutions for one or two terms. In the year 2006, 34 of 160 engineering candidates studied abroad. About 30 foreign students studied at the school at the same time. Formal contracts of collaboration have been established with a number of foreign schools and institutions.

At UI there are over 200 degree programs, 30 of them in engineering. The Faculty of Engineering has 45 tenured academic staff and 15 technical and administration personnel.

5 Personnel qualifications and requirements of the University of Iceland

The hiring process for academic employees of UI and its institutes has evolved in recent years. A significant step was taken with the ratification of a thorough revision of hiring issues; the purpose of this revision was to simplify the procedure as far as

possible within the existing legal framework. The revision is based, inter alia, on the University policy for 2006-2011; this policy places an emphasis on increasing efficiency and improving the procedure through the standardization of the hiring process without diminishing professional assessment of applicants for positions or promotions.

The qualification requirements for academic employees of the University are described in detail in article 43 of the rules of UI. Qualification requirements relate to research, instruction, administration and service. In assessment of research, the primary emphasis is placed on the scientific value of the work and its originality and independence in relation to other research.

In assessment of teaching and instruction, emphasis is placed on the instructor's teaching materials and supervision and on diversity and innovation in teaching methods. In addition, initiatives to develop and improve the organization of instruction and the instructor's efforts to encourage students to work independently and to employ scholarly methods are also assessed. Administrative experience both within and outside the University is also assessed, especially with respect to how it can be utilized within the University. Professors must be qualified to at least M.Sc. degree level but most (90%) of them are qualified to Ph.D. level from overseas universities. Teaching load is based on position, age and 'research points'.

6 Admission requirements, student rights and obligations at the University of Iceland

A matriculation examination or other comparable school certificate from an overseas institution is a general requirement for admission to UI. There is no unified matriculation exam in Iceland and UI does not offer its own entrance exam. Any person having passed high school can enter the University. This may be one of the reasons for the high dropout rate. Students also from 4th level of the program (applied science) of the former Technical UI may enter the BS programs.

In engineering, no further preparation is required than that entailed by the general matriculation examination but guidelines are provided for the recommended level of mathematics and science knowledge for successfully dealing with engineering study. UI is permitted to grant individuals who have not completed a matriculation examination or similar degree the right to commence studies if they, in an assessment from the relevant faculty, possess maturity and knowledge analogous to that which the matriculation examination is intended to provide.

7 Teacher and student facilities and services of the University of Iceland

Nearly all tenured instructors have their own individual offices. The most common office size is 13 to 15 m². All instructors have their own computer, either a desktop or a laptop computer according to their wishes, and some have both. Facilities for printing and photocopying are found in each building; in addition, many instructors have printers in their offices.

The University operates its own computer and network service. There is an internal network within each building and a connection to the outside world through the

Icelandic University Research Network (RHnet). Through the intranet, students can obtain information about their courses and their academic record. In addition, various options are available, such as access to traditional electronic mail, the purchase of printing allowances and the option of being notified of their grades by SMS. Students can also register for and withdraw from courses (and examinations) through the system.

Classrooms can be general-purpose, i.e., open to all faculties, or alternately oriented for specific fields because of special-purpose equipment which is found there, for instance, research laboratories. Facilities for hands-on or laboratory instruction are considered insufficient in many areas; only basic requirements for BSc studies are fulfilled with faculty laboratories. There exist, however, an agreement with the IceTec and the Building Research Institute by which laboratories and assistance are provided for civil and mechanical engineering undergraduate and graduate students. Some laboratories are common with the Faculty of Science which is a good practice. Some of the rather modern laboratories, like the clean air space (physics) and laboratory rooms of signal processing seem to be in minimal use. Visiting lecturers from industry also provide access to their own more modern industry based laboratories in demonstrations.

The National and University Library is open every day of the week, longer on weekdays than on weekends; over the examination period it is open until late in the evening by agreement with the University. Students in all fields have some place where they can socialize and student organizations have facilities to hold meetings. There is some variation among different disciplines and fields as to how well developed these facilities are. University buildings are accessible 24 hours per day for the students and employees of the University.

The University Student Counselling Centre (USCC) provides many kinds of support for students during their studies, such as advice on methods in university studies, personal and psychological counselling, advice and solutions in connection with disabilities, and advice in course selection, in addition to general information about university studies and the social services available for students.

The International Office of UI provides information and assistance regarding participation in multi-national educational collaboration programmes. One semester study periods abroad for students are common and they are well organized and supported. However, the relative number of students studying abroad is continuously decreasing. This is an unfortunate trend for Iceland, although it indicates improved study possibilities at home. Students can have special loans if the studies proceed satisfactorily. No grant for living expenses or support for accommodation or meals is available for students from government as in other Nordic countries.

8 Internal quality system at the University of Iceland

The quality assurance system is intended to ensure quality and promote progress and improvement in all areas of operation, instruction, research, administration, and services. One of the most important formal assessments of the quality of instruction is a survey on instruction and courses, which students fill out online at the end of each course. These surveys have provided considerable feedback, and they have been in use at the University since 1987. During the visit of the Committee some students complained that their comments and suggestions for improvements are seldom

discussed and considered. A Teaching Centre has been established with the purpose of offering faculties, departments and individual instructors professional advice and information about pedagogical developments and teaching methods.

The Deans of the Faculties hold a formal annual review for all academic staff. This includes a performance review with regard to teaching, research, administration and other aspects of their responsibilities. The outcome of the review is kept on record to ensure consistency and to facilitate follow-up. The Rector and Deans also hold an annual review where the performance of the Deans is discussed, and the Deans report on the outcome of the annual reviews within the Faculties.

All academic staff members of the University submit an annual statement of their research and published work, which are evaluated in accordance with special rules based on internationally recognized standards.

Graduates of 1993 and 2001 have been surveyed. In general the studies are appreciated and the satisfaction level seems to have increased.

9 Description of study according to learning outcomes of the University of Iceland

Targets for all study programs are well listed and explained in the application. It has not been possible for the evaluators to check the procedure efficiently.

10 Financial Structure at the University of Iceland

Government funds are allocated to the University based on the output in education and research.

The budget of the Faculty of Engineering is about 470 M ISK, about 5.3 M EURO. This makes the budget of UI comparable to similar institutions in the Nordic Countries based on financial resources pr. student. In spite of the applied matching contribution of funds only modest funding from outside has been obtained. The student registration fee is 45000 ISK per year; no additional tuition fees are charged.

11 Summary of Findings

1. The University of Iceland is, in our view, the leading institution in Iceland in the teaching and research of engineering taken in a broad sense.
2. The Faculty of Engineering at the University of Iceland has great potential and excellent opportunities for development given the high quality of its academic staff members and the new and incremental resources committed to the University in the contract signed recently between The Ministry of Education, Science and Culture and the University of Iceland.
3. Discussions and interviews conducted with industry and employer representatives and current and former students demonstrated:
 - a) Strong support from the students for the various study programs.
 - b) Strong support from industry for the programmes of the Faculty.

4. There seems to be a lack in the understanding of the importance of management and leadership as part of a process which should lead to identification of priority areas of teaching and research and the subsequent achievement of critical mass within the subjects selected.
5. It appears to us that the decision making procedure for determining the priorities for research and teaching is not well articulated and documented. The academic leadership of the University should:
 - a) Work to identify the priority of undergraduate and especially masters programmes. It will be difficult to sustain the existing range of programmes at international level.
 - b) Identify and prioritise research themes within which the University could make a leading contribution.
 - c) Further develop strategic partnerships with universities within and without Iceland to support and grow undergraduate programmes, postgraduate programmes and research.
6. Research, in terms of theme and level of engagement, seems to be the responsibility of the individual researcher and not a matter which is the subject of discussion as to priorities in departments, faculties and /or the University.
7. Although we are clear that university management must determine priorities we also feel that individual academics and researchers should have the opportunity to create new groups and new initiatives as is appropriate.
8. There appears to be a need for changes in the curriculum so as to be able to support theory with practice and realistic project work to a much greater extent than is the case today.
9. While we note that teaching is evaluated on a regular basis by the students, it appears to us that the follow up on the evaluations could be much improved as regards both process and visibility. Students mentioned to us during our meetings with them that follow up was tardy.
10. We are especially concerned with the very high drop out rate (50%) of students in their first year of studies, and we advise that the University should address this problem by making major changes in the first year curriculum and in the support to first year students and/or by an effective screening of students admitted to engineering studies.
11. We recommend that the University of Iceland should continue to implement the Bologna process and for example the credit point system (ECTS) based on estimated student workloads.
12. We consider that there is an urgent need for further investments in basic and research laboratory facilities and equipment.
13. We encourage the University to develop appropriate administrative and especially sufficient support from technicians in the various laboratories of the Faculty.
14. Senior academics should be encouraged to undertake contract research. In other Nordic countries developing, coordinating and negotiating financial support from outside the University is often an important task for senior staff members.

15. In general and as an overall conclusion we feel that that the University of Iceland can and should actively respond to the challenge represented by Reykjavik University. This is likely to involve a more proactive management approach at Faculty and departmental level with the identification and empowerment of academic leaders who have the authority to work with the academic and other staff to define and implement priorities in teaching and research and to allocate resources to advance those priorities.

12 Recommendation

1. Our Committee recommends that the University of Iceland is accredited to award bachelors and masters degrees in the fields for which it has applied.
2. With background in the above mentioned issues we suggest that a new accreditation exercise is performed for the field of Engineering and Technology at University of Iceland in 2012.

Signatures of the Accreditation Expert Committee of Higher Education Institutions in the field of Engineering and Technology in Iceland 2007:

Date

Dept. Head Hans Peter Jensen
Roskilde University, Denmark.
Chairman

Prof. Jim Browne
National University of Ireland, Galway, Ireland.

Prof. Erkki Lakervi
Helsinki University of Technology, Finland.

Appendix 1

Agenda of site visit of Expert Committee to the University of Iceland

Thursday April 12th 2007

Expert Committee:

Professor Hans Peter Jensen, Roskilde University
Professor James Brown, National University of Ireland
Professor Erkki Lakervi, Helsinki University of Technology

Liaison officer:

Dr. Rebekka Valsdóttir, RANNIS, Iceland.

09:00-11:00 – Meeting with the Faculty Council

VR II, #257 UI, Reykjavík.

Introduction of the University of Iceland and the engineering faculty

Discussions between committee and faculty council.

Present:	Name	Programme
	Sigurður Brynjólfsson	Dean of Faculty of Engineering
	Bjarni Bessason	Head of Dept. Of Civil and Environmental engineering
	Fjóla Jónsdóttir	Head of Dept. Of Mechanical and Industrial engineering
	Ebba Þóra Hvannberg	Head of Dept. Of Computer Science
	Pálmi Jóhannesson	Faculty Administrative Officer
	Sven Sigurdsson	professor of computer science
	Sigurður Magnús Garðarsson	Associate Professor
	Jón Tómas Guðmundsson	Professor of electrical and computer engineering

11:00-11:30 - Meeting with the rector of UI and Head of division of academic affairs

Present:	Name	
	Kristín Ingólfssdóttir	Rector
	Þórður Kristinsson	Head of Division of Academic Affairs
	Sigurður Brynjólfsson	Dean of Faculty of Engineering

11:30-13:00 - Lunch at the Nordic House with Faculty Council

13:00-14:30 - Visit to facilities, VRI, VRII, VRIII and Tæknigarður/Endurmenntun

Discussion of specific aspects of the programs, visit facilities and talk to technical personnel.

14:30 – 16:00 Meeting with representatives of students, undergraduates and postgraduates

VR II, #257 UI, Reykjavík.

Present:	Name	Study programme
Year		
	Linda M. Erlendsdóttir	Electrical & computer engineering 1
	Arnar T. Þorsteinsson	Electrical and computer engineering 3
	Hilmar Þ. Birgisson	Electrical and computer engineering 2
	Arnar B. Björnsson	Civil and environmental engineering 1
	Matthías Heimisson	Civil and environmental engineering 1
	Sigríður Ó. Bjarnadóttir	Civil and environmental engineering 3
	Ásgrímur G. Björnsson	Civil and environmental engineering
	Viktoría R. Gísladóttir	Mechanical engineering 2
	Hildur Gylfadóttir	Mechanical engineering 2
	Óskar Arnórsson	Mechanical engineering 2
	Björgvin Ragnarsson	Software engineering 1
	Trausti Þorsteinsson	Software engineering 4
	Ragnar Skúlason	Software engineering 3
	Björn L. Gunnarsson	Computer science 2
	Guðmundur F. Jónasson	Computer science 4
	Darri F. Helgason	Industrial engineering 2

16:00 – 17:00 – Meeting with representatives from industry

VR II, #257 UI, Reykjavík

Present:	Name	Company
	Björn Jónsson	Landspítali, University Hospital
	Egill Viðarsson	Almenna Consulting Engineers
	Erlendur Smári Þorsteinsson	CCP Games
	Guðni Ingimarsson	Össur (Bionic Technology)
	Jón Þór Ólafsson	Marel Food Systems
	Kristján G. Sveinsson	VST Consulting Engineers Ltd.
	Magnús Kristbergsson	VJI Consulting
	Runólfur Maack	VGK-Hönnun, Consulting Engineers
	Torfi Markússon	TM Software

17:00 – 17:30 – Meeting with Faculty Council

VR II, #257 UI, Reykjavík

Present:	Name	Programme
	Sigurður Brynjólfsson	Dean of Faculty of Engineering
	Bjarni Bessason	Head of Dept. Of Civil and Environmental engineering
	Fjóla Jónsdóttir	Head of Dept. Of Mechanical and Industrial engineering
	Ebba Þóra Hvannberg	Head of Dept. Of Computer Science
	Pálmi Jóhannesson	Faculty Administrative Officer
	Sven Sigurdsson	professor of computer science
	Sigurður Magnús Garðarsson	Associate Professor
	Jón Tómas Guðmundsson	Professor of electrical and computer engineering

Appendix 2

List of documents received

Higher Education Institution Act No. 63/2006 (Draft translation).

National Qualification Framework for Iceland (Draft translation).

Accreditation of Higher Education Institutions according to Article 3 of Higher Education Act, No. 63/2006, No. 1067/2006 (Draft translation).

Application for Accreditation of Engineering and Technology at the University of Iceland.

Appendix 1: The University of Iceland Act - No. 41/1999.

Appendix 2: Rules for the University of Iceland - No. 458/2000.

Appendix 3: The University of Iceland Research and Education Policy.

Appendix 4: Overview of policies approved by the University General Forum.

Appendix 5: The University of Iceland Policy 2006-2011.

Appendix 6: Contract between the Ministry of Education, Science and Culture and the University of Iceland, January 2007.

Appendix 7: Legal framework of public universities.

Appendix 8: Rules on the composition and procedures of the University General Forum, 5 Nov. 1999, with subsequent amendments.

Appendix 9: University of Iceland Institute of Regional Research Centres.

Appendix 10: Quality criteria and requirements for Doctorate studies.

Appendix 11: Overview of University of Iceland research institutes and affiliated institutions.

Appendix 12: Credit Assessment System for Research.

Appendix 13: Rules on Admission Requirements for the University of Iceland - No. 573/2005.

Appendix 14: On Good Practice in Teaching and Examinations at the University of Iceland.

Appendix 15: The Lisbon Recognition Convention.

Appendix 16: University of Iceland Quality System.

Appendix 17: University of Iceland Financial Statement 2005.

Appendix 18: University of Iceland Rules of Ethics.

Appendix 19: Overview of External Evaluations.

Appendix 20: New rules on the appointment of academic staff (Chapter III of Rules for the University of Iceland, revised), approved by the University Council 15 February 2007, with explanations (informal draft translation).

Appendix 21: Rules on Promotion of Instructors, Specialists and Scholars at the University of Iceland - No. 863/2001.

Appendix 22: Rules on Academic Staff Duties.

- Appendix 23: University of Iceland Rules on age and result related transfer of aspects of instructor's work at the age of 55 and 60.
- Appendix A: Rules on Master's Studies at the Faculty of Engineering
- Appendix B: Rules on Doctorate Studies at the Faculty of Engineering
- Appendix C: Rules for the University of Iceland Engineering Research Institute
- Appendix D: Policy of the Faculty of Engineering
- Appendix E: Graduate Degree Programmes

Other documents

The University of Iceland Policy on Issues Related to People with Disability,
see http://www.hi.is/deild/verk/verklag/appl/disab_policy.html

The University of Iceland Policy on International Relations,
see http://www.hi.is/deild/verk/verklag/appl/int_rel_policy.html

Equal Rights Programme for the University of Iceland 2005-2009,
see <http://www.jafnretti.hi.is/page/equalrightsprogramme>

The University of Iceland Language Policy,
see http://www.hi.is/deild/verk/verklag/appl/lang_policy.html

The University of Iceland Policy against Discrimination,
see <http://www.jafnretti.is/solofile/1007549>

The University of Iceland Bibliography, listing works by nearly all instructors,
see <http://www.hi.is/page/arbokogritaskra>

Faculty of Engineering Publications 2003-2005

List of Professors at the Faculty of Engineering with links to CVs and publications,
see http://www.hi.is/page/eng_cv/publications

Statistics on graduates from the Faculty of Engineering 1974-2007,
see http://www.hi.is/deild/verk/tolur/kand_tolur.html

Statistics on new students and dropout rates from the Faculty of Engineering 1996-2006,
see http://www.hi.is/deild/verk/verklag/appl/new_dropout.png