Accreditation Report

Engineering and Technology

Faculty of Engineering and Technology
Reykjavík University

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 Reykjavik University 5
3 Administration and organization of Reykjavik University 5
4 Organisation of teaching and research of Reykjavik University 7
5 Personnel qualification requirements of Reykjavik University 8
6 Admission requirements and student rights and obligations of Reykjavik University 9
7 Teacher and student facilities and services of Reykjavik University 9
8 Internal quality system of Reykjavik University 10
9 Description of study according to learning outcomes of Reykjavik University 11
10 Finances 11
11 Summary of Findings 11
12 Recommendation 13
Signatures of the Accreditation Expert Committee of Higher Education Institutions in the field of Engineering and Technology in Iceland 2007: 14
Appendix 1 15
Appendix 2 19

1 Introduction

1.1 The Expert Committee

Department Head Hans Peter Jensen, Department of 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 Divison, 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 Reykjavík University 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 Reykjavík University (RU) on April 13th 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 where then made after the Iceland visit and circulated amongst Committee members electronically via 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 RU 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 Reykjavik University

RU is a private, government supported, business oriented university supporting about 900 students in academic engineering studies. RU was established in 1998 as a university with two schools, Business and Computer Science. In 2005 Technical University of Iceland was merged with RU. This institution was a university of applied sciences and such programs in engineering are still continued. This chartered engineering (diploma) study program is based mainly on students´ work on practical projects and applied research. Evening lectures and 2-3 day block release sessions are offered. This option was not considered in detail in the application and visit.

RU is an academic institution responsible for advanced education, research and scientific projects. The University was established in order to strengthen the competitiveness of Icelandic business and industry. The University works according to four guiding principles namely *Innovation, Collaboration, Technologies Development and International Relations*. All fields of study within RU work towards the common goal of creating new knowledge and strengthening the competitiveness of Icelandic industry according to the school's guiding principles.

The B.Sc. programme in Mathematics was launched at RU in 2006, until then mathematics was simply a discipline within the programmes of Computer Science, Engineering and Chartered Engineering. As indicated above, Chartered Engineering is a study programme leading to the B.Sc. degree in three subjects rooted in the traditional trades: Civil Engineering, Electrical Engineering and Mechanical and Energy Engineering. The objective is to provide specialized and practical professional knowledge so that graduated students are prepared for activities in industry, and at the same time are provided with a sound basis for further study at Master's level.

RU's objective is to help to develop a new knowledge and technology sector in Iceland. This will be done by providing strong theoretical undergraduate education, followed up by an international graduate programme with special emphasis on research and leadership.

3 Administration and organization of Reykjavik University

The University Council is the highest unit in the RU organizational chart. The Rector, as representative of the University Council, is responsible for the daily operations of RU and is as such, essentially the manager of the University. The Rector appoints three directors who act as contacts to the University's administration.

Reykjavik University operates four Schools: School of Health and Education, School of Law, School of Business and School of Science and Engineering. Within the School of Science and Engineering there is also a preliminary studies programme offering preparation (matriculation examination equivalent) for enrolment in the field

of science and engineering. The Dean of each School is responsible for its daily activities.

The University's Support Services, Executive Education and Continuous Education operate across all the University's Schools and provide equal service to them all.

The University Council is composed of representatives of the boards of the Iceland Chamber of Commerce, the Confederation of Icelandic Employers (Samtök Atvinnulífsins) and the Federation of Icelandic Industries (Samtök Iðnaðarins). The University Council is responsible the budget, for formulating University strategy and for decision-making concerning the establishment of new departments, entry requirements and study fees. The University Council appoints RU's Rector and decides on his/her salary and other terms of employment.

The Executive Board of Reykjavik University is composed of the Rector, who is also the chair, deans and other key personnel as decided by the Rector. The Rector determines rules for the operation of Executive Board defining its role and procedure.

Deans at RU's Schools are responsible for academic management and also carry operational and financial responsibility while reporting to the Rector. The Deans initiate strategic planning for the schools. Deans appoint teachers and other departmental personnel and professors in consultation with the Rector.

Deans may establish research centres or institutes within their departments, or as the collaborative effort of two or more departments, having consulted the Rector. Rules on the organisation of such centres or institutes are determined by the department. Specialist centres for commissioned research or retraining/continuing education for individuals or corporate bodies may also be established. Both are done in consultation with the Rector.

The School of Science and Engineering is organised into six departments. Mathematics is a cross-disciplinary field of study that comes under RU's Mathematics Institute which was formally established in March 2007. The Head of Department reports to the Dean of the School. The Head of Department supervises the professional operations and daily management of the department and is responsible for managing the department according to its policy and emphasis, as well as that of the university as a whole. The role of the Head of Department is to make sure that the department sets a clear policy, regarding teaching and research, and that it is operated according to its policy. The Head of Department is responsible for the successful operation of the study programme structure and the associated teaching within the department. The Head of Department hires part-time and contract lecturers. The Head of Department hires permanent teachers in consultation with the Dean of the School.

A small number of research institutes operate within the fields of science and engineering. Many of the departments' scientists conduct their research within one or more of these institutes whereas others work outside of them, independently or with others. These institutes can be operated in cooperation with other schools and/or other higher education institutions.

The plan for a new modern style versatile university building/campus was introduced. The Rector also told that so far education has mainly been developed but now serious efforts are directed to start high level research.

4 Organisation of teaching and research of Reykjavik University

At present the total number of academic students in the School of Science and Engineering is 882 spread out over 16 different degree programs; thus there are on average about 15 students per program and year. To enter M.Sc. studies, undergraduate grades and personal references are considered. Rules for M.Sc. in civil engineering and computer science are different and rather detailed.

Most courses are based on 6-8 ECTS credits. The workload for each ECTS-credit is 20-30 hours, which includes all coursework as well as course attendance. For every 2 ECTS the workload is equivalent to at least one class session (45 min) a week for 15 weeks. In most courses, students must attend two problem-solving sessions every week, where students are divided into smaller groups (20-30 students). RU emphasises close cooperation between teachers and students which means that teaching group size rarely exceeds 70 students, and the maximum number for problem-solving sessions is 30 students. As students progress in their studies the groups become smaller and at Master's level, seminars and work shops are common practice.

In particular lines of study, e.g. in Computer Science, the emphasis is on less formal lectures and more project work, where students have a chance to deal with real practical tasks. Students attend five 45 min. sessions per week where the emphasis is on project work instead of lectures. However we recognise that RU aims also in this field to balance formal scientific coursework with practical project work while downplaying neither.

There is an emphasis on a variety of evaluation methods (see RU regulations, article 4.3 Teaching) This basically means that in most cases students take a mid-term examination, submit reports, work on projects, participate actively in class and take a final examination. The relative weight of each component varies between courses.

The students access lectures, problems and other study materials electronically on the intranet of the University and their communications with teachers and other students are mainly through the web. In addition to traditional teaching material, use is made of electronic slides, video recordings and remote conference facilities. The Expert Committee recognises that although class material is made available electronically on the web as a supplement to teaching, this does not replace face to face communication between students and teachers.

The University actively encourages the development of research centres and laboratories by offering initial seed funding for their establishment. Furthermore, applications to competitive research funds are highly encouraged and contributing funds (besides Faculty time and facilities) are frequently allocated to such applications.

In order to build a stimulating research environment, RU offers workspace, workshops and computing facilities to each of its students pursuing an MSc by research or indeed doctoral research. All of the members of staff have an "open office" policy, and regularly interact with one another and with the research students. Also there is an active research council in the School of Science and Engineering as well as a cross disciplinary research group covering the whole University.

Researchers in the School of Science and Engineering contribute to the international research community in their fields of expertise as one would expect of any active scholar. In particular, they conduct quality research, and submit it to the scrutiny of their peers by writing scholarly articles on their results. The resulting papers are published in international peer-reviewed outlets.

5 Personnel qualification requirements of Reykjavik University

The Rector, Dean and other key persons are sought internationally by a 'head hunting' process. All teachers have individual contracts with the University and appear to be well paid.

The RU Regulations stipulate the provisions which faculty and other academic personnel must fulfil prior to appointment. Special emphasis is placed on increasing the number of faculty and other academic employees holding a doctorate degree in the fields of study in which accreditation is sought, and the vast majority of new employees recruited in the last two years have a doctorate degree. As some lines of study, such as the diploma studies in technology, are practical by nature, it is considered more important that teachers in this area have significant practical experience in their profession.

New appointments and career advancements are based on the positions of professor, assistant professor, associate professor, adjunct/part-time teacher and specialist. An assistant professor should hold a Master's or a Doctorate degree from a recognized university and have participated in significant research or development activity and teaching at university level. An assistant professor should have the potential to become an outstanding teacher and academic.

An associate professor is expected hold a Master's or Doctorate degree from a recognized university and be an established scholar in his/her academic discipline. An associate professor should have participated successfully in a range of academic activities and have proved his/her potential to take a leading position in his/her work.

A professor is expected to hold a Doctorate degree from a recognized university or is the author of scientific or scholarly work which may fairly be equated to work towards a doctorate degree. A professor is expected to show sufficient aptitude and achievement in all aspects of academic work, and to assume leadership in his/her academic discipline and work in general.

A three-person evaluation committee assesses the eligibility of individuals for the position of professor, associate professor and assistant professor. An individual who has been deemed eligible for a comparable position at another recognized university, in Iceland or abroad, may be appointed on the basis of such an assessment.

The evaluation of research focuses on its scientific value, originality and autonomy in comparison with other research and publications. The evaluation of instruction focuses on the individual's dedication to teaching activities, initiative in the organisation of instruction, improvements and development of teaching methods and the creation and publication of teaching materials. The evaluation of the weight of management experience in the eligibility assessment focuses on the level of experience gained within an academic context.

6 Admission requirements and student rights and obligations of Reykjavik University

The University Council determines entry requirements in accordance with the Universities Act. Individual departments may set additional requirements, including entrance exams or aptitude tests.

When evaluating applications, various factors are considered, such as matriculation examination grades and the composition of studies, other education, professional experience, participation in social activities and personal interests. Applicants are therefore encouraged to provide all relevant information that might benefit their application.

Entry requirements for engineering and chartered engineering are the matriculation examination or equivalent education. Substantial knowledge of mathematics, science, Icelandic and English is necessary for enrolment in engineering or chartered engineering. Minimum requirements demand that the student has completed at least 21 module units in mathematics and 6 units in physics.

7 Teacher and student facilities and services of Reykjavik University

RU seeks to provide students with an excellent learning environment. Students in the science and engineering programmes have access to study facilities in a reading room as well as to group work facilities which can hold approx. 250 students. Moreover, students may use the classrooms whenever they are not being used for teaching.

Classrooms at RU are equipped with computers, projectors and writing boards. Some classrooms also have “Smart-Screens” where teachers can write information on small screens which is then displayed on electronic boards in the classroom, and at the end of the class all material is saved on the respective course homepage. Lecture rooms are equipped with a sound system and recording devices which the teachers use, especially in larger lecture rooms which hold a large number of students in the same class.

Practical hands-on training is in many cases carried out in institutes that cooperate with RU, such as the Icelandic Building Research Institute (Rannsóknastofnun byggingariðnaðarins).

All permanent faculty and staff members have their own individual offices. When they start working at RU, employees may choose whether they get a laptop or a desk computer. Teachers have access to staff meeting rooms and in addition there are several meeting rooms available for teachers in each of RU’s buildings. Part time teachers have their working facilities in an open work space.

RU aspires to offer first class teaching facilities and technological environment for its students and staff. RU is equipped with a wireless network which students can access in all of its buildings. When they register at RU, students get an access code and password to the University’s intranet. The majority of students use laptop computers for their studies and consequently the number of users of the network has grown steadily in the last years.

The virtual teaching environment (Learning Management System) on the RU intranet uses the MySchool learning management system in which a particular homepage is

set up for each course. The system is accessible from throughout the University via the wireless internet. Students can access material and information connected to each course, e.g. booklists, course catalogue, lectures, projects, discussion forums, exams, examinations data base, reference material, attendance records where applicable, etc. Each student has access to a personal timetable, organised in the form of a calendar. The student can access directly the material discussed in class that day, as well as an overview of upcoming projects which teachers have registered into the system.

University studies demand the development of independent study habits and of analytical thinking. The student counselling specializes in helping students to improve their study methods and efficiency. Both personal interviews and courses regarding effective study techniques etc. is available to students at the student counselling centre. Student counsellors in cooperation with the Academic Affairs analyze the dropout rate and invite those students who are at risk of dropping out support to enhance their ability to continue their studies.

RU cooperates with a number of European universities through the Erasmus and Nordplus programmes and has also made bilateral agreements with universities outside of Europe. Cooperation provides opportunities for teacher and student exchanges.

The International Office strives to provide assistance to students who wish to apply for an exchange period in another country. The International Office organizes presentations of foreign universities and international cooperation for teachers and students alike.

The role of RU's Library and Information Service (BUHR) is to support and reinforce studies, teaching and research at Reykjavík University, by choosing and collecting relevant material in RU's fields of study, making it accessible and providing all users with diverse and personal service. The emphasis is on high level services and largely electronic library, with the aim of providing access to electronic material for students and faculty in their fields of study, comparable to best practice in the international university community. BUHR subscribes to approx. 90 databases and 20.000 electronic publications in RU's fields of study, either on its own or in cooperation with others.

Study laboratories are modest but well organised. Research laboratories seem to exist only in separate institutes so far.

A sabbatical leave semester is available at 3 year intervals for instructors.

8 Internal quality system of Reykjavik University

The Quality Handbook for Teachers describes the RU quality control processes for teaching and the main criteria applied in RU to assess teaching and to encourage interaction with students are defined. There is a wheel developed and articulated step-by-step description of what teachers need to do at each point in the teaching process.

Students must do a course evaluation twice every semester at undergraduate level and once a semester at graduate level. A special course evaluation is designed for each course, so that students must complete five different evaluation lists twice a semester. Student participation in these evaluations at RU seems to be around 60%. The Head of Department and the School Dean analyse the course evaluation as soon as it is completed at each time.

Teaching performance is one of the key elements discussed in annual staff performance interviews within RU. All permanent faculty and staff have a personal interview once a year where there is an opportunity for discussion about matters such as course evaluation, innovative teaching methods, use of technology in teaching, as well as other factors that are instrumental in achieving quality teacher performance.

Each School within RU is expected to publish a report on its research activity for each year and to undergo periodic research evaluations, each three to five years, carried out by panels of experts in the respective fields. These documents are used by an evaluation committee to recommend the level of governmental research funding for each school over the next year.

An excellent teaching quality handbook, with checklists has been recently released. Potential 'problem' students are identified, sought out and supported in order to prevent 'dropout'. The dropout level is about 20 %.

Evaluations are applied also in an early stage of each course. The numbers of visits to course home pages of teachers are registered; a high rate is considered as a positive indication for the teacher. Students reported that they are satisfied with that e-learning facility.

Annual publication lists are evaluated and these figures have impact on governmental research funding for the next year.

9 Description of study according to learning outcomes of Reykjavik University

Study goals have been well described in the application. It has not been possible for the evaluators to check efficiently how those ideas really have been converted to programs and individual courses. However our overall impression is that the study programmes are well designed and organized.

The scientific level of computer science courses is perhaps not yet fully satisfactory, although we recognise that significant changes have been made over the last 2-3 years to strengthen the scientific level of the education within the subject. Some M.Sc. theses in computer science were seen by the evaluation committee. They seemed to be of high quality.

10 Finances

Approximately half of the funds is received from government and the other half from industries and students. The annual funds used per student seem to be very similar to comparable institutions in the Nordic countries and a little below the University of Iceland.

Tuition fees (on average 1400 EURO per undergraduate student and 2960 EURO per Master student, per semester) are applied; 110000 ISK for BS and 250000 ISK for MS students. Grants are available for top applicants and students.

11 Summary of Findings

1. As an opening general statement the panel would like to express its admiration for the professionalism and the high standards in Reykjavik University, which we understand is a recently established institution. It is clear that tremendous

progress has been made in a relatively short time. In particular we note its achievements in teaching and administration and its developing efforts in research.

2. The Committee is impressed with the plans for the new Reykjavik University campus, which will locate all the various programmes and activities of the institution in one site, with a well thought out design to support cross-disciplinary cooperation in research and teaching.

3. The Committee senses that it is to the advantage of Reykjavik University that it appears to be supported in a thoughtful and 'non invasive' way by the Iceland business community. Our impression, confirmed in discussions with the academic staff of the University, is that the business community is supportive of the University but does not interfere in an inappropriate way with the design and delivery of the academic programmes of teaching and research.

4. The Committee have observed great support from the academic staff for the procedures and processes in place in Reykjavik University. However, we would like to raise a concern about the existing decision making on academic programmes; it may be that some decisions are taken too quickly and without sufficient consultation with the academic staff for example through an Academic Senate. The University might wish to bring forward concrete plans to implement the intention that we understand it has to create a formal Academic Senate or Council with defined powers and responsibilities in the planning of academic programmes of teaching and research.

5. The Committee recognizes that Reykjavik University has created a well functioning computer based academic administrative system which includes an excellent virtual learning environment and further includes a teaching evaluation system which works and is appreciated by the students.

6. The Committee acknowledges that Reykjavik University focuses actively on bringing down "drop out rates" for first year students to an acceptable portion of the students (< 20 %). This is done by screening students before admission to Reykjavik University, through consultative support during their studies and through appropriate alterations in the teaching process and instruction modes.

7. The Committee was impressed with the commitment and support offered to Reykjavik University by its students, who seem to be active, involved, focussed and aware of their ambitions and personal goals. The students at Reykjavik University seem to find the atmosphere in the institution welcoming, supportive and inspiring, and the teachers generally to be open, available and helpful.

8. The Committee was impressed with the presentation and performance of The Icelandic Building Research Institution, which although independent is obviously affiliated with Reykjavik University.

9. Accreditation of Doctoral program is now sought for Computer Science. Doctoral programs are necessary for any university. The program should be started in close co-operation with more experienced universities in the field, however.

10. The Committee considers that the overall scientific level is relatively low but improving rapidly. Research teams are still modest but the need to create larger groups which achieve critical mass seems to be understood. Research contracts with industries are still modest although in general considerable private financial support is available to the University.

11. Student and researcher exchange with advanced universities abroad should be encouraged.

12. In general Reykjavík University should develop further strategic partnerships with universities within and without Iceland to support and grow undergraduate programmes, postgraduate programmes and research.

13. The Committee questions whether 16 different degree programs are really necessary with the present total number of students being a little less than 900.

14. It seems to the Committee, following discussion with staff and students, that there are some remaining problems integrating the former Technical University of Iceland into the new structure of Reykjavik University.

15. The Committee was confronted with some convincing arguments about the quantity and level of instruction in theoretical computer science at Reykjavik University. It was argued that the university should be more aware of its importance and the fact that this area could easily be weakened by loosing staff through competitive recruitment from industry.

16. The Committee found that business representatives were generally very supportive of Reykjavik University and the creation of Ph.D. programmes at the institution. However, there were in our opinion valid warnings against 'staff in-breeding' and a clear wish for continuation of strong partnerships with foreign universities and research institutions in order for a continuation of an important international dimension in the Icelandic Ph.D education.

17. The Committee considers that there is a need for investments in basic and research laboratory facilities and equipment, and we anticipate that this will happen with the new buildings at the new campus.

18. The Committee considers that there is a need for further investment in library facilities and especially in undergraduate textbooks and reference books within the scientific subjects dealt with in Reykjavik University.

19. The Committee recommends that Reykjavik University should increase the number of full professors from the present number (4), as professors are and should be the natural leaders around which centres for new teaching and research developments are built.

12 Recommendation

1. Our Committee recommends that Reykjavík University 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 Reykjavik University 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 Reykjavík University

Friday April 13th 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 - 09:30 Rector and representatives from the board of directors
Rector's Office, Ofanleiti, Reykjavík.

Present:	Svafa Grönfeldt	Rector
	Representative from the board of directors	

09:30 - 10:30 Meeting with the application committee (incl. deans and research council)
Room 532, Ofanleiti

Present:	**Name**	**Programme**
	Ágúst Valfells	Electrical and mechatronics engineering
	Haraldur Auðunsson	Biomedical Engineering
	Hlynur Stefánsson	Financial Engineering and Engineering Management
	Hugrún Harðardóttir	Office manager
	Ingunn Sæmundsdóttir	Civil and Mechanical Engineering
	Luca Aceto	Dept. Of Computer Science
	Björn Þór Jónsson	Acting Dean of Computer Science
	Steinn Jóhannsson	Director of Academic Affairs

10:30 - 10:45 Coffee break

10:45 - 11:15 Representatives from supporting services
Room 532, Ofanleiti

Present:	**Name**	
	Guðrún Tryggvadóttir	Library
	Sigríður Kristinsdóttir	International Office
	Björg Birgisdóttir	Student Counselling
	Hugrún Harðardóttir	Departmental Office
	Ásta Bjarnadóttir	Human Resources

11:15 - 11:30 Intranet and Teaching Evaluations
Room 532, Ofanleiti

Present:	**Name**	
	Steinn Jóhannsson	Acad. Affairs/Registrar
	Ásta Bjarnadóttir	Human Resources

11:30 - 11:45 Visit to the main library

	Guðrún Tryggvadóttir	Library

11:45 - 12:30 Lunch **5th Floor Cafeteria, Kringlan**

12:30 - 13:00 Guided tour (visits to laboratories and classrooms)
Kringlan

13:00 - 13:30 Guided tour (visits to laboratories, classrooms and library extension)
Höfðabakki

13:30 - 14:00 Meeting with faculty
Room 366, Höfðabakki

Present	**Name**	**Programme**
	Sergey Kitaev	Assoc. Prof. Mathematics
	Marta K. Lárusdóttir	Ass. Prof. Computer Science
	Hannes Högni Vilhjálmsson	Ass. Prof. Computer Science
	Kristinn R. Þórisson	Ass. Prof. Computer Science
	Indriði Sævar Ríkharðsson	Ass. Prof. Engineering
	Guðbrandur Steinþórsson	Assoc. Prof. Engineering
	Páll Kr. Pálsson	Ass. Prof. Engineering
	Ármann Gylfason	Ass. Prof. Engineering
	Brynjar Karlsson	Assoc. Prof. Engineering

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

Room 366, Höfðabakki.

Present:	**Name**	**Study programme**
	Elísabet Björney Lárusdóttir	Electrical Engineering, BSc / 4th year
	Grettir Adolf Haraldsson	Civil Engineering, BSc / 3rd year
	Ásgrímur Sigurðsson	Mech. and Energy Engin., BSc / 3rd year, Student association president
	Jón Ágúst Garðarsson	Mech. and Energy Engin., BSc / 2nd yr.
	Einar Aron Einarsson	Construction Management, MSc / 2nd yr.
	Björn Ómarsson	Biomedical Engineering, BSc / 2nd year
	Hans Róbert Hlynsson	Financial Engineering, BSc / 2nd year, Student association president
	Hugrún Fjóla Hafsteinsdóttir	Mathematics, BSc / 1st year
	Bergsteinn Einarsson	Mathematics, MSc / 1st year
	Herwig Lejsek	Computer Science, PhD / 2nd year
	Jónheiður Ísleifsdóttir	Computer Science, MSc / 2nd year
	Claudio Pedica	Computer Science, MSc / visiting
	Andri Mar Jónsson	Computer Science, BSc / 3rd year
	Kristleifur Daðason	Computer Science, BSc / 4th year

14:30 - 15:00 Break

15:00 - 15:30 Meeting with graduates and representatives from industry

Room 366, Höfðabakki

Present:	**Name**	**Degree, Company, Type**
	Eyvindur Guðmundsson	Civ. Engin., Kaupþing, Bank
	Stefán Sigurðsson	Civ. Engin., Ístak Contractors
	Friðberg Stefánsson	Civ. Engin., VGK-Hönnun, Consulting Engineers
	Jón Þór Ólafsson	Electr. Engin., Marel, High-Tech Engineers
	Ríkharður Kristjánsson	Civ. Engin., Línuhönnun, Consulting Engineers
	Rakel Sigurðardóttir	Computer Science, Betware, Software Developers
	Sæmundur Sæmundsson	Computer Science, Teris, IT Service
	Björgvin Áskelsson	Computer Science, Landsbanki, Bank
	Friðrik Heiðar Ásmundsson	Computer Science, decode, Genetics
	Bjarnsteinn Þórsson	Computer Science, Landsbanki, Bank

15:30 - 15:45 MSc Program in Civil Engineering
Room 366, Höfðabakki

Present:	Ólafur H. Wallevik	Professor, Civil Engineering
	Wolfgang Kunter	Concrete Technology, PhD / 2nd year

15:45 - 16:00 Student projects and theses

16:00 - 16:30 Evaluation committee deliberates
Room 366, Höfðabakki

16:30 - 17:00 Final discussions with application committee
Room 366, Höfðabakki

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 Science and Engineering at Reykjavík University

Attachment 1:	Regulations of RU
Attachment 2:	Organizational Chart for RU, Organizational Chart for RU School of Science and Engineering, and Organizational Chart for RU School of Education and Public Health.
Attachment 3:	Number of students in each subject – degree program
Attachment 4:	Quality Handbook for Teachers at RU
Attachment 5:	Overview of public lectures given by the members of the RU Math Institute
Attachment 6:	Annual Report 2006 Department of Computer Science, Reykjavík University
Attachment 7:	Faculty Information and links to CVs
Attachment 8:	General Rules of Study and Examinations, Rules on MSc in Computer Science and Rules on MSc in Civil Engineering
Attachment 9:	Example of a Diploma Supplement for BSc in Computer Science which is provided at graduation
Attachment 10:	Excel-table that gives an overview of number of classrooms
Attachment 11:	Excel-table which shows number of faculty in supporting services at RU
Attachment 12:	Overview of Library Visits
Attachment 13:	Overview of labs inside and outside RU
Attachment 14:	General Information on Reykjavík University
Attachment 15:	Guide for international students
Attachment 16:	Teaching Quality Handbook and questions from course evaluations directed by Academic Affairs
Attachment 17:	Learning outcomes for computer science, technology, chartered engineering, engineering, MSc in engineering and mathematics
Attachment 18:	Definition of Icelandic Degrees in Engineering
Attachment 19:	Annual Financial Statement for Reykjavík University 2005

Other documents

Electronic library collections in technology, engineering, computer science, chemistry, physics and mathematics: A brief overview

A list of Departments, Head of Dept. and Degree Programmes within the School of Science and Engineering and School of Health and Education

Statistical overview of number of students admitted in each Degree Programme within the School of Science and Engineering and School of Health and Education

Statistical overview of number of students and staff, students pr faculty ratio in 2006

Student Fees during 2006-2007

Grade distribution in various courses fall 2006

Dropouts at RU and Graduate rates