

# Accreditation Report

## Humanities

Faculty of Humanities and Faculty of Theology  
University of Iceland

Expert Committee

May 30<sup>th</sup>, 2007

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## 1. Introduction

### 1.1 The Expert Committee

- Ann Kettle, Honorary Senior Lecturer in Mediaeval History, University of St. Andrews, Scotland.
- Brynja Svane, Professor of French Literature, University of Uppsala, Sweden (Chair).
- Nils Erik Villstrand, Professor of Nordic History, Åbo Akademi University, Finland.
- Eiríkur Smári Sigurðarson, Senior Advisor, Division of Research and Innovation, The Icelandic Centre for Research – RANNIS, Reykjavik, Iceland (Liaison Officer).

### 1.2 Terms of Reference

The Accreditation Committee was appointed to carry out a review of the University of Iceland, Faculty of Humanities and Faculty of Theology, according to Article 3 of Higher Education Act, no. 63/2006. Rules no. 1067/2006 give the following instructions to the committee:

“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, Article 2, paragraph 3 of the Rules<sup>1</sup>, based on the application and information provided by Higher Education Institutions in Iceland (HEIs) in accordance with article 2, in addition to evaluation of the following factors:

1. Academic knowledge and competence of HEI within the relevant field of study and subdivisions thereof, pertaining to the quality of teaching and research, academic facilities, dissemination of knowledge and connection to community.
2. The support structure of the HEI for the academic community, teachers and experts in the relevant field of study and the education and training of students.
3. Special attention shall be paid to the strengths of the fields of study and the subdivisions thereof, with reference to course plans, particularly in relevance to links to undergraduate and graduate studies and towards other appropriate fields of study.

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<sup>1</sup> 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.*

4. Academic standard of the field of study and subdivision thereof, in national and international context. Regard shall be taken of national and international cooperation between HEI and other institutions.<sup>2</sup>

Should the conclusions of the committee be not to recommend accreditation then 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 must undertake before accreditation for that particular field of study is awarded. In receipt of such a 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.”

### ***1.3 Working Method***

The committee received an English translation of the accreditation application from the University of Iceland on 5 March 2007. The application had a number of appendices, but not all the appendices had been translated into English. Included was a document not numbered or referred to in the application: the final report (dated January 2006) of an External Peer Review Group appointed to evaluate the Faculty of Humanities in the University of Iceland. Additional material was emailed to the committee on 6 March. Some of the missing translations were received on 12 and 13 March, while the committee was in Iceland. Two more translations were sent to the committee on 29 March and 20 April. The committee did not receive a translation of Appendices F to N and it never received Appendix D (‘Rules for the Process of Evaluation Committee conclusions and propositions for appointment’).

Two Accreditation Committee members, Brynja and Ann, arrived in Iceland on Sunday 11 March and had a first meeting on Monday 12 March. A second meeting, with Nils on the phone, was held on Tuesday 13 March. On Wednesday 14 March Brynja, Ann and Eiríkur visited a number of core facilities for the humanities (see Appendix 1). The third committee meeting, with all the members present, was held on Wednesday evening. The whole of Thursday and half of Friday were spent at meetings in the University of Iceland. The committee met with the Rector, the Deans of the two faculties, a number of teachers and

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<sup>2</sup> Translation of points 1-4 is based on a revised version of ‘Checklist on structure and approach on Expert Committee report and recommendations’.

students, as well as those mostly responsible for the application (Appendix 1). The final meeting in Iceland was held on Saturday afternoon, followed by a meeting with Ministry representatives where they were informed of the committee's initial reactions to the application and the visits. A last meeting was held in Copenhagen on 18 May with all the members of the committee.

In Iceland the committee asked for some further information and clarifications from the University. The University contact, Óskar Einarsson, was very helpful and provided most of the information requested within a few hours of the requests being made, particularly at the visit to the University on Thursday 15 March. These included better information on the number of students and academic staff for each department and study programme.

At the last meeting in Iceland the committee discussed how to write the report and divided the tasks of writing the first drafts. The committee agreed that the English text in the appointment letter was rather unclear, in particular the description of the four additional points concerning the evaluative part of the Accreditation report. When Eiríkur and Brynja consulted the Icelandic version of the rules they discovered that the problem was in the translation rather than the original Icelandic text.

After circulating drafts by email the committee agreed on a final draft at a meeting in Copenhagen 18 May 2007. Chapters 2 to 10 were sent to the University for corrections of factual mistakes and misinterpretations on Sunday 20 May. The University replied 25 May making specific comments about Faculty Forums, staff numbers and the variety of programmes. The comments have been taken into account and corrections have been made accordingly on pages 10-11, 12-13, 18, 23 and 40.

#### ***1.4 Short Evaluation of the Work Process***

The application for accreditation was formulated in very general terms and did not do justice to the faculties of Theology and Humanities. Initially this caused difficulties for the work of the committee. However, the committee was provided with additional material and was, in addition, very impressed by the positive and open response it received from staff and students during its visit to the University and its associated institutions.

All members of the committee were satisfied with the work process and were particularly appreciative of the professional, accommodating and unstinted support they received

throughout the process from Dr. Eiríkur Smári Sigurðarsson who acted as their liaison officer and secretary.

## **2. Objectives and Roles**

According to Article 2 of the *Higher Education Institution Act 2006*, a Higher Education Institution (HEI) is an ‘independent educational institution that conducts teaching, research, preservation and search for knowledge, and creativity in the fields of science, education, technology or arts. The role of Higher Education Institutions is to contribute to the creation and dissemination of knowledge and skills to students, as well as to society in general.’

Higher Education Institutions should aim to strengthen the infrastructure of Icelandic society and its position in an international context. Such an institution is both a centre of knowledge and part of an international community of science and higher education. It should provide its students with the education and training to enable them to undertake independent research and to prepare them for employment in a changing society that demands high quality skills and knowledge. The Act also requires Higher Education Institutions to establish ethical codes, including codes on academic independence of personnel.

The University of Iceland is the oldest and largest Higher Education Institution in Iceland, with an almost exclusive responsibility for teaching and research in theology and the humanities. It is the only Higher Education Institution in Iceland applying for accreditation in the field of the humanities. The internationally recognised aims and objectives of a Higher Education Institution to conduct research, provide instruction to students and, by disseminating knowledge, fulfil a role in society are laid out in the University of Iceland Act 1999. Following this Act defining its role, the University formulated a Research and Education Policy that was approved by the University’s General Forum in 2001 and amended in 2003. This policy sets out the ambition of the University to play an important role, both in serving the interests of scholarship, students and Icelandic society as a whole, and in international scientific collaboration. In the opinion of the accreditation committee, this general policy represents a comprehensive and fully adequate interpretation of the obligations of the University under the University of Iceland Act 1999. In addition, in recent years there have been several successful evaluations by external groups and agencies of the University and some of its constituent faculties.

Following the approval of the Research and Education Policy in 2001 a development plan for the period 2002–2005 was formulated, defining clear goals and measurable steps. Within this general plan, faculties developed their own policies and set their own priorities. In addition, central policies have been established in various areas, including human resources, ethics, equal rights, disabilities, anti-discrimination and quality assurance.

With the appointment in 2005 of a new Rector, a new university policy for the period 2006–2011 was developed, following consultation with staff and students. This policy was approved by the General Forum and the University Council in May 2006 and formed the basis for the contract, signed in January 2007, between the University and the Ministry of Education, Science and Culture. The field of the humanities is given an important role in the policy which states that ‘It is the duty of the University to nurture the Icelandic cultural heritage and to carry out vigorous research on Icelandic language, culture and society. The University must thus especially nurture those fields of scholarship and research which relate to Iceland.’ The important and distinctive role accorded to the humanities within the University was confirmed when the accreditation committee met the Rector.

Within the global policy of the University, the Faculty of Theology and the Faculty of Humanities have established their own policies for 2006–2011 and operational plans for the implementation of the policies, both at university and faculty level, are under preparation. The aims and objectives expressed in the university and faculty policies are, in the view of the accreditation committee, very ambitious as they reflect an awareness of the need to adapt to rapidly changing national and international contexts. At no point do the policies formulated conflict with the general objectives and roles of a Higher Education Institution and the committee considers that essential values such as: academic freedom, autonomy and responsibility, diversity, equality and democracy, integrity and respect have been made explicit as guiding principles in the University’s Policy for 2006–2011.

The policies that are now being implemented aim at increasing the volume of research, improving the quality of teaching and learning, further developing international relationships and strengthening services provided in support of teaching and research.

The accreditation committee cannot be certain whether all the aims contained in the policies will be achieved by 2011, but the committee is convinced that the policies provide a framework for positive developments over the next five years. Adequate funding is, however, a necessary prerequisite for successful implementation of the policies.

According to the *Application for Accreditation of Humanities*, ‘systematic and extensive policy-making activity’ has taken place in the University since the University of Iceland Act 1999 came into effect. The accreditation committee fully agrees with this statement. The faculties of Theology and Humanities have participated in this planning process and, within the over-arching policy of the University, have successfully defined their own roles. In all the policy documents the three main objectives of the University are clearly articulated and, in the opinion of the committee, this comprehension is an important prerequisite for their successful fulfilment.

Note: Issues related to the code of ethics will be treated in chapter 4, ‘Organisation of teaching and research’.

### Conclusion

In the opinion of the accreditation committee the University of Iceland and the two faculties concerned in the *Application for Accreditation of Humanities* meet the requirements of article 2 of the *Higher Education Institution Act 2006* in establishing roles and objectives and in implementing policy.

## **3. Administration and Organisation**

The University of Iceland is under the jurisdiction of the Ministry and Education, Science and Culture, but enjoys, according to internationally recognized principles, autonomy in its activities and self-determination in its internal affairs. As a state institution, however, the University is subject to those requirements in Icelandic law and regulations which pertain to the public sector, for example, the Act on the Rights and Obligations of State Employees (70/1996), the Act on the Equal Status and Equal Rights of Women and Men (96/2000) and the Competition Act (44/2005).

Article 15 of the *Higher Education Institution Act 2006* stipulates that the administration of Higher Education Institutions should be entrusted to the senate and a president. According to the Act, the senate is the supreme decision-making body within each Higher Education Institution. Article 16 states that each Higher Education Institution ‘shall organise a general forum at least annually. The assembly is a forum for discussion on professional matters within and for academic policy making.’

The second chapter of the *University of Iceland Act 1999* established the administrative structure and organisation of the University and these are elaborated in the Rules for the University of Iceland that came into force in 2000. The roles, constitutions and responsibilities of the various governing bodies at University, faculty and departmental level are clearly defined and logically interconnected.

The Rector is the head of the University administration and is appointed by the Minister of Education, Science and Culture for a five-year term on the nomination of the University Council, following election within the University. At institutional level the University Council possesses the highest power of decision-making. The ten members of the Council comprise: the Rector, who chairs the Council; four representatives elected by permanent members of the teaching staff, one of whom represents the academic area of the humanities; one member elected by the Union of University Teachers and the Professors’ Union of the University of Iceland; two student representatives; two external members appointed by the Minister of Education, Science and Culture. These external members are sufficient, in the opinion of the accreditation committee, to promote fruitful interaction with Icelandic society.

The University Council is guided by general policies approved by the University General Forum, a consultative forum of the faculties and institutes. Although the General Forum has no executive powers or administrative responsibilities, its primary strategic role in formulating the University’s general research and education policy by consultative means contributes strongly, in the opinion of the accreditation committee, to the development and further advancement of the University.

The eleven faculties are the basic units for teaching, research and administration and have autonomy within the limits set by the Rules of the University. The Faculty of Theology and the Faculty of Humanities operate within the field of the humanities. Although eleven

faculties is not a large number by international standards, it is intended to restructure them into five or seven schools, each of which will operate in different faculties. This reform is intended to strengthen the University's operation units and the accreditation committee considers that this goal is achievable.

The Faculty Forum of the Faculty of Humanities has the power to take decisions on the affairs of a faculty and comprises the permanent members of the teaching staff, but not the sessional teachers, in the faculty and elected student representatives. Due to its small size, the Faculty of Theology has no Faculty Forum.

As Faculty Forums are large bodies, the Faculty of Humanities has taken advantage of the opportunity provided by the Rules to delegate some of the powers of the Forum to a smaller administrative committee or council. The Faculty has a Faculty Council which the Forum has devolved power to in many administrative matters, such as budgeting, decisions on evaluation committees, decisions on course catalogue, general daily planning and operations. The Forum continues to make decisions on hiring new academic staff, staff promotions and change to rules and regulations, and decisions on matters of strategic importance. The Faculty Council includes the Dean, the Vice-Dean, and seven Chairs of the departments, two student representatives and the Head of Administration as secretary. Students' affairs are usually handled at departmental level and decisions regarding teaching and exemptions from rules are handled at that level, also engagement of sessional teachers, although part of these decisions need to be approved at Faculty Council level. There are few standing committees, which are mainly consultative bodies, but in some instances have executive powers, such as the Committee of Academic Affairs, Committee regarding Research Studies, Committee of Equality, and Committee of Public Relations and Presentations. Additional governing bodies are the executive committees of each research institute.

The accreditation committee understood from its discussions with staff that the Faculty Forum is an expression of the 'strong democratic tradition' of the University and this view is also expressed in the *External Peer Review Group: Final Report 2006*, based on a review of the Faculty of Humanities carried out in 2004–05. While the committee appreciates that the Faculty Forum enables wide participation in taking decisions and thus commitment to the decisions made, it can see some difficulties in achieving efficient academic management within a strong collegial setting.

Each faculty elects a dean from among its permanent, full-time academic staff to act as the executive director of the faculty. The dean chairs meetings of the Faculty Forum and exercises executive powers during the period of appointment. Although a heavy responsibility for the development of the faculty lies upon the dean, working among equals in a political culture strongly influenced by the principles of participation and collegiality inevitably limits the freedom of action of the dean and could confine the office to an advisory rather than an executive role.

The Faculty of Theology is a unitary body but the Faculty of Humanities is divided into seven departments, according to field of study: Icelandic, History and Archaeology, Philosophy, Comparative Literature and Linguistics, English, German and Nordic Languages, Romance and Classical Languages. The principle of autonomy gives a department the right to make decisions on matters of teaching and assessment and to make proposals to the dean on funding, new academic positions and the appointment of sessional teachers. Each department elects a head, whose position is similar to that of a dean. The head of department is responsible for the administration of the department and the funds dispensed to it by the faculty.

The administration of the University is divided into two parts: the central administration consisting of six divisions and the administration of the faculties. The report of the external peer review group drew attention to the meagre administrative resources available at faculty level and the limited administrative support available to the dean and heads of department. The accreditation committee learned from staff that the situation in the Faculty of Theology is similar and that the faculty would give a high priority to obtaining greater administrative resources. It is admitted in the *Application for Accreditation of Humanities* that the number of administrative staff in the two faculties had not increased in line with the expansion of operations during the past decade. This problem, which has the potential to delay developments in the humanities, is recognised by the University, which intends to provide strong support for research and teaching through an efficient system of administration and is addressed in the policies for 2006–2011 of both the University and the two faculties. The committee interprets these intentions, together with the results of external evaluations of the administration, as a clear sign of the existence of a system of administration with a good capacity to adapt successfully to changing circumstances and respond to new challenges. The

risk of administration becoming an end in itself appears to be remarkably small in the University of Iceland.

### Conclusion

In the opinion of the accreditation committee the University meets the requirements for governance and administration stipulated in Articles 15 and 16 of the *Higher Education Institution Act 2006* at institutional, faculty and departmental levels.

## **4. Organisation of Teaching and Research**

According to Article 2, Paragraph 3, of the *Higher Education Institution Act 2006*, Higher Education Institutions are autonomous regarding their activities apart from provisions stipulated in laws and regulations or other public decisions based thereon. In the same paragraph it is further stated that Higher Education Institutions shall establish an ethical code, including codes on academic independence of its personnel.

The Rules for the University of Iceland (2000 with subsequent amendments) stipulate the instruction that is to be provided by the FACULTY OF THEOLOGY:

*Professional qualification as a minister,*  
*BA degree in Theology,*  
*Qualification as a deacon,*  
*Master's degree in Theology,*  
*Doctoral degree in Theology.*

The FACULTY OF HUMANITIES shall provide the following instruction:

*B.A. degree:* in Comparative Literature, General Linguistics, East-Asian Studies, Danish, English, Finnish, French, Archaeology, Greek, Philosophy, Icelandic, Icelandic for foreign students, Italian, Japanese, Latin, Art Theory, Norwegian, Russian, History, Spanish, Swedish, Sign Language Studies and German. In addition, instruction in minor subjects may be provided as determined in detail by the Faculty.

*M.Paed. degree:* in Danish, English, Philosophy, Icelandic, French, History, Spanish and German. With the approval of the Faculty, this study programme may be offered in other subjects in the Faculty.

*M.A. degree:* in Comparative Literature, General Linguistics, Danish, English, Archaeology, French, Applied Studies in Culture and Communication, Editing and Publishing, Biomedical Ethics, Philosophy, Icelandic Literature, Icelandic Language,

Icelandic Studies, Medieval Icelandic Studies, History, Spanish, Language Technology, Environmental Ethics, Business Ethics, Translation and German.

*Doctoral degree:* in Icelandic Literature, Icelandic Language and History. In the Faculty of Humanities it is furthermore possible to study for a doctoral degree in fields where a Department and the Faculty Council deem that the required facilities and expertise is available.

Note: Further details of the programmes offered by the two faculties can be found in chapter 9, 'Description of study according to learning outcomes'.

According to the Rules of the University of Iceland, research institutes may be operated under the auspices of faculties. There is a Theological Institute in the Faculty of Theology and five institutes in the Faculty of Humanities: the Institute of Literary Research, the Institute of Philosophy, the Institute of Linguistics, the Institute of History and the Vigdís Finnbogadóttir Institute for Foreign Languages. These institutes function as forums for research and development and also strengthen the connection between research and teaching. A Centre for Research in the Humanities provides a common forum for the five institutes in the Faculty of Humanities and, in the view of the accreditation committee, this development has the potential to enhance research activity and aid the integration of new research students. The latter objective, although difficult to achieve if research and teaching are to a considerable extent separated, is of crucial importance for the recruitment of new generation of scholars. The *External Peer Review Group: Final Report 2006* noted that students met by the group would have liked to know more about the research interests and activities of their teachers and recommended that the faculty should seek to articulate more clearly how research and teaching is to be linked at all levels of study. This recommendation is clearly addressed in the policy of the Faculty of Humanities for 2006–2011 as it is intended that the faculty will 'place even greater emphasis on the connections between research and instruction at every stage of study'.

The five institutes in the Faculty of Humanities were originally intended to have equal status, under the umbrella of the Centre for Research in the Humanities, but the rapid growth of the Vigdís Finnbogadóttir Institute for Foreign Languages has meant that it has, to some extent, overshadowed some of the other institutes. This is, however, far from negative as it has created a unique opportunity for the Faculty of Humanities to breathe new life into the study of foreign languages.

In Iceland, as in most other European countries, foreign languages have become a problematic field of study, because students tend more and more to choose other subjects and to use languages only as a supplement to their main area of study. This means that there are few students in the traditional language departments and that it is difficult to support the teaching of a full range of foreign languages (see the accreditation committee's comments on undergraduate and graduate students following the same courses in chapter 9, 'Description of study according to learning outcomes'). The fact that the Vigdís Finnbogadóttir Institute has access to solid funding and draws international attention to pioneering work in the field of foreign languages in Iceland, could provide an opportunity to consider changes in the organisation of the language departments as well as in the range of foreign languages offered in the curriculum. In discussions the committee's attention was drawn to the fact that the languages of two of the most important recent groups of immigrants, i.e. Vietnamese and Polish, are not taught at present. This is something that the University might wish to take under consideration.

In addition to the research undertaken in the faculty institutes, the scope of research in the two faculties is broadened by collaboration with externally funded bodies such as the University of Iceland Translation Centre (financed by the EU within the Vigdís Finnbogadóttir Institute), as well as with institutes under the auspices of the University Council (i.e. the Centre for Women's and Gender Studies and the Ethical Research Institute) and with independent research institutions such as the Árni Magnússon Institute for Icelandic Studies (including the formerly independent Sigurður Nordal Institute, Institute of Lexicography, Place-Name Institute of Iceland and Icelandic Language Institute), the National Archives of Iceland and the National Museum of Iceland. This opportunity for collaborative activity is of great value for students, particularly doctoral students in Icelandic, Medieval Studies, and History, who can get advice from the experts within specialist, independent research institutions. It also provides a valuable extra teaching resource, as members of the research institutions can offer teaching in their specialisms.

The *Application for Accreditation of Humanities* states that the main goal of the University of Iceland is for students to acquire knowledge, maturity and methodological discipline. The graduates should be able to apply this knowledge in an independent, creative and critical way. This is why it is considered very important to have close integration of research and

instruction at all levels of study. The fact that much research in the two faculties is conducted in separate institutes seems to be in contradiction to this ideal. However, the expertise concentrated in the institutes assures high quality supervision of doctoral students and makes it possible for students to be integrated into authentic research environments as they prepare BA or MA theses.

What is more problematic for the close integration of research and teaching is the possibility for experienced staff to reduce their teaching. In principle all members of the tenured staff have about 40% of their time allocated for research, which they can choose to conduct within their departments or within the research institutes. If, however, the research of an associate professor or a professor is considered to be particularly important, their research allocation can be increased with a corresponding reduction in teaching hours. Similarly, senior members of staff can free themselves from teaching, on the condition that they pay for a replacement. In addition, teaching hours are generally reduced for staff over the age of 55. While this system encourages individuals to do serious research, it can result for students in both a reduction in the amount of teaching and in limited access to highly qualified researchers teaching subjects in which they are deeply engaged.

The accreditation committee would also draw attention to problems arising from recent underfunding of the humanities. These include, according to students met by the team, an insufficient variety of courses, which occasionally forces students from different levels to take the same courses. At the same time, staff feel that they are overworked. Considering the relatively small number of staff and comparing it, not only to the wide range of programmes, but also to the large number of new and very promising initiatives, the committee is convinced that there exists both heavy workloads for individuals and a lack of qualified teaching. This could be remedied by funding for new appointments (which seems now to be a reality, see chapter 10, 'Finances'), but the University might also wish to review the rules for reduced teaching loads, in order to ensure that students receive sufficient teaching from highly qualified professors. This was also recommended by the *External Peer Review Group: Final Report 2006*. The last point is linked to the fact that a large amount of teaching is done by sessional teachers in some departments, while in others it is almost non-existent. The problem seems to be related to certain differences in age profiles, which will be discussed further in chapter 5, 'Personnel qualifications requirements'.

These comments are relevant because the two faculties in question are, like the rest of the University of Iceland, growing rapidly. Their ambition is to become world leading and the wide range of programmes offered confirms this. Besides traditional programmes of study, there are several interdisciplinary and future-oriented programmes, many of them initiated by the Literature and Linguistics department, or related to new tendencies in the study of foreign languages. In theology, things are also moving fast, based on a strong interest by students in ethics, gender and religious studies. The *External Peer Review Group: Final Report 2006* pointed to these facts in stressing the danger of too rapid growth in combinations with a certain lack of focus. As the University of Iceland is setting very high goals for itself, the accreditation committee would wish to emphasise the need to focus on strengths.

The University of Iceland has a clearly defined policy based on a code of ethics. In the policy document of 2001 it was stated that ‘the potential for development in teaching and research lies in the freedom of tutors to teach and carry out research in accordance with their vocation, within the parameters of their faculties’ (Appendix 3 to the *Application for Accreditation of Humanities*). The General Forum of the University approved a code of ethics for the University in November 2003 that enunciates the characteristics of the ethical responsibility that is seen as an integral part of the work of the University. The code is in two sections: the first general part applies to all staff and students and the second more specific part applies to staff engaged in teaching, research and administration. The University has an Ethics Committee to which complaints can be addressed and which rules on violations of the code. Examination of the code has persuaded the accreditation committee that it is fit for purpose and provides appropriate guidelines for ethical behaviour by students and all the different categories of staff.

The ethical aspect has been further developed in the University’s policy document for 2006–2011 (Appendix 5 to the *Application for Accreditation of Humanities*). Academic independence is the first issue raised here and it is stressed that this is ‘conducive to critical and creative thinking, daring and broad-mindedness’. Other essential values put forward in the policy document are: autonomy and responsibility, diversity, equality and democracy, integrity and respect, prosperity and welfare. Meetings with the deans and staff and students in the two faculties confirmed the interest that all have in respecting essential values and the ethical code.

## Conclusion

The accreditation committee finds that the University of Iceland and the two faculties offering studies in the field of theology and humanities organise both teaching and research according to the requirements of Article 2, Paragraph 3, of the *Higher Education Institution Act 2006*. The required ethical code is fully respected at all levels.

## **5. Personnel Qualifications Requirements**

According to Article 17 of the *Higher Education Institution Act 2006* the titles of teachers shall be professor, associate professor, lecturer and adjunct lecturer. According to Article 18 of the same Act, Higher Education Institutions shall establish an evaluation committee to assess the merit of professors, associate professors, lecturers and specialists. Those that bear titles according to Article 17 shall have at least completed a masters degree or have equivalent knowledge and experience. Furthermore they shall have demonstrated sufficient achievement in their work to enjoy recognition in the relevant field of study.

Special requirements are laid down in Articles 17 and 18 concerning those appointed to an evaluation committee. The completion of a masters degree is compulsory and, as a general principle, the chairman at least should have qualifications similar to those being reviewed. The evaluation committee shall contain at least one representative from outside the Higher Education Institution in question.

In the two faculties concerned in this report, the categories of instructors mentioned in Article 17 are fully respected and they correspond to the categories defined by the University as a whole. The distribution of tenured staff between categories of instructors is shown in Table 1.

	Theology	Humanities
Professors ( <i>prófessorar</i> )	5	31
Associate professors ( <i>dósentar</i> )	1	19
Assistant professors ( <i>lektorar</i> , incl. foreign lecturers)	2	19 (incl. 4 for.lect.)
Adjunct lecturers ( <i>adjúntar</i> )	-	16
Sessional instructors ( <i>stundakennarar</i> )	40% of courses <sup>3</sup>	41% of courses <sup>4</sup>

Table 1

In the Faculty of Theology, there are 8 members of the tenured staff (7 men, 1 woman). In the Faculty of the Humanities, there are 85 members of the tenured staff (57 men, 28 women).<sup>5</sup> This is to be compared to a student population of 152 (whereof 101 = 66% women) in the Faculty of Theology<sup>6</sup> and 1892 (whereof 1278 = 67% women) in the Faculty of Humanities<sup>7</sup>.

As far as the requirements mentioned in Article 18 are concerned, the University of Iceland seems to be fully conscious of the importance of having a qualified staff. In the *Application for Accreditation of Humanities*, the high qualifications of the tenured staff are stressed. It is stated that roughly 75% of the academic employees of the University as a whole have doctoral degrees, but that in the Faculty of Humanities, the proportion is 80% (p. 19). The calculations leading to this percentage are based on 62 members of the tenured staff of the Faculty of Humanities, of whom 50 have doctoral degrees (p. 20). In the Faculty of Theology, 6 of the 8 members of the tenured staff are doctors, which gives a percentage of 75%. Information provided to the accreditation committee by the administration of the Faculty of the Humanities in March 2007 (Document no 49), shows that 58 of the 83 members listed as tenured staff have Ph.D. degrees; this equals 69.9%, which is slightly below the average given

<sup>3</sup> Percentage given in a paper handed over to the accreditation committee by the dean of the Faculty of Theology, 15 March, 2007 (Document no 50). Because of the small size of the Faculty, the percentage can vary considerably from term to term.

<sup>4</sup> Percentage given in a paper handed over to the accreditation committee by the administration of the Faculty of Humanities, 15 March, 2007 (Document no 49). The percentage can vary from term to term.

<sup>5</sup> In this Table, the accreditation committee has used the information given in the overview of tenured staff listed in March 2007 at <http://gudfraedi.hi.is/page/gudfraedi-kennarar> and [http://www.hug.hi.is/page/hugvis\\_starfrof\\_kenn](http://www.hug.hi.is/page/hugvis_starfrof_kenn). As far as the Faculty of Theology is concerned, the numbers correspond to those given in the Application. For the Humanities, this is not the case. The Application mentions 62 members of the tenured staff in the Faculty of Humanities. This number excludes adjunct teachers who have not been through academic evaluation. In the Policy document of the Faculty of Humanities 2006–2011 the number of tenured staff is 84 including adjunct teachers (p. 3), and in a paper handed over to the committee by the dean/administrators 15 March, 2007, the number of tenured staff is 83. These numbers are very close to the 85 members of tenured staff figuring in the list used here as documentation. The small variations are due to the fact of counting or not counting staff members that are currently on leave.

<sup>6</sup> Percentage given in a paper handed over to the accreditation committee by the dean of the Faculty of Theology, 15 March, 2007 (Documents nos 48 and 51).

<sup>7</sup> Percentage given in a paper handed over to the accreditation committee by the administration of the Faculty of Humanities, 15 March, 2007 (Document no 47).

for the University as a whole, but is still acceptable, given that it has not until now been a condition of employment to have a doctoral degree.

The accreditation committee does not have information about the exact number of sessional instructors.<sup>8</sup> In view of the lack of exact information on the non-tenured staff, their share of teaching is indicated in Table 1 as the percentage that was given by the deans/administrators of the two faculties. It is not possible to estimate the level of qualifications of the sessional teachers, but, from the meetings with the deans and groups of staff, the committee got the general impression that both tenured and non-tenured staff are highly qualified. Many of the sessional teachers have doctoral degrees and several of them hold high positions in institutions outside the University.

The University of Iceland's policy for 2006–2011 stipulates new and stricter criteria for appointment and promotion. New Rules concerning instructors and specialists were approved by the University Council in February and came into force on 1 May 2007 (Appendix 20 to the *Application for Accreditation of Humanities*). The most important change, as compared to earlier criteria, is that a doctorate should from now on be a normal requirement for each of the categories mentioned in Article 17. This is an increase in requirements, compared to the criteria described in Article 18 of the Act. In the long term it will result in a substantial increase in the percentage of tenured staff with doctoral degrees. Another very important change introduced by the new Rules is that initial appointments will be made for a probationary period of four years; this will minimize the risk of mistakes in the recruitment to permanent positions.

In the policy for 2006–2011 it is further stated that, in recruiting academic staff, emphasis is to be placed on ensuring up to date knowledge in each academic field. Other essential improvements concerning recruitment include: the provision of a good working environment; international advertising of teaching posts; simplification of the appointment process; courses on teaching methods for new staff; provision of research facilities for new faculty members; levels of salary designed to attract the best qualified teachers and researchers.

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<sup>8</sup> In the Application the number of 188 sessional teachers is mentioned (p. 21). The accreditation committee has chosen however not to use this number, because it varies from term to term and does not represent full-time employment, which means that the average percentages of instruction done by sessional teachers are more informative.

In addition to these changes, the University intends to introduce increased flexibility between research, tuition and administration. Article 33 of the new Rules (2007) states that teaching and administrative duties must not comprise less than 50% of an instructor's total working time, including sabbaticals and other exemptions from such duties. In view of the desirability of qualified researchers providing tuition, this might be enough to ensure that students have access to a sufficient amount of teaching by highly qualified professors.

The general impression that staff in the two faculties is highly qualified is confirmed by an examination of publication rates and other measurable research activities. In the light, however, of the high ambitions set out, not only for the University as a whole, but also for the two faculties, the committee considers it important to draw attention to some aspects that might benefit from closer attention.

First, it was clear from meetings with staff that the staff interviews ('appraisals') stipulated by the University are not systematically carried out in the two faculties. This was already noted in the *External Peer Review Group: Final Report 2006*, but it has not been amended since. The accreditation committee would wish to stress the importance of such interviews which can help individuals develop to their full potential, to the benefit of both employer and employee. Secondly, the accreditation committee became aware of certain distortions in the age profile of staff in the two faculties. As can be seen from Table 1 above, the percentage of professors and associate professors is very high in both faculties. This is positive in a sense, because it indicates high qualifications, at the same time it points to a certain lack of young people in the tenured staff. Although the accreditation committee does not know the age profile of the sessional instructors, it could be of interest for the two faculties to look closely at their age profile and, if possible, reduce the number of sessional teachers in order to increase the number of younger tenured staff. The third comment concerns the gender profile of staff. It appears to be distorted in the same way as the age profile, with too few women among the tenured staff. These comments are made in the context of the high ambitions of the University of Iceland and the two faculties examined here.

## Conclusion

In the opinion of the accreditation committee the University fully meets the requirements for personnel qualifications stipulated in Articles 17 and 18 of the *Higher Education Institution Act 2006* at institutional, faculty and departmental levels.

## **6. Admission Requirements and Student Rights and Obligations**

Article 19 of the *Higher Education Institution Act 2006* stipulates that students enrolling in a Higher Education Institution must, as a general rule, have completed a matriculation examination from an upper secondary school or an equivalent final examination. Higher Education Institutions may, however, accept students who do not meet these requirements, if they have an equivalent level of maturity and knowledge as assessed by the institution in question. Higher Education Institutions may choose to set additional specific admission requirements such as a successful entrance examination, and may offer preliminary study programmes for individuals who do not meet admission requirements. It is, however, important to ensure that admission requirements and standards of study in Iceland correspond to those demanded by Higher Education Institutions in other countries.

Article 19 further states that regulations outlining students' rights and duties within a Higher Education Institution shall include rules for appeals within the institution. Article 20 states that the Minister of Education, Science and Culture appoints a board to deal with complaints from students in cases where a Higher Education Institution has made a final decision on the rights and duties of the students involved. Students also have the right to appeal to the board on the procedure used by the Higher Education Institution in handling a written complaint. A decision by the board is final and cannot be appealed to the Minister.

The University of Iceland accepts the matriculation examination from Iceland or equivalents from foreign institutions and establishes further rules for admission of students to individual undergraduate programmes, following recommendations from the faculties. It is stipulated that the rules of each faculty shall specify what type of matriculation examination is satisfactory as a preparation for studies within that faculty. If a general matriculation examination from a given track is not sufficient, the faculty shall specify the exact

requirements. Faculties may also require special admission examinations or hold competitive examinations at the end of the first semester.

In the humanities admission is unrestricted. No further examination or preparation is required for entry than the general matriculation examination or, in certain cases, a positive assessment of maturity and knowledge corresponding to such an examination. This is in accordance with the democratic ideals of both the University and society as a whole and has many advantages. It permits people active in society to study for some time at the University in order to get a degree and heighten their competence. In other words, unrestricted admission can be seen as a vital part of the important interaction between the University of Iceland and the nation.

On the other hand, there is a risk that the uncontrolled admission might create problems with students not having a sufficiently high level of competence. If admission requirements are too low, the consequence can be that more able students are held back. This could also result in grade inflation and might reduce the University's competitiveness in an international context. The *External Peer Review Group: Final Report 2006* drew attention to this problem and the accreditation committee noted that the University's policy 2006–2011 indicates that faculties may introduce entrance requirements.

Regarding studies at masters and doctoral levels, the faculties are required to establish specific rules about the degrees that are necessary prerequisites for this type of study and, if possible, specify a minimum grade point average in previous studies. All faculties in the University require a BA or equivalent degree for admission to the master's degree programme. Eight of the faculties require a specific minimum grade point average in the bachelor's degree. In Appendix B to the *Application for Accreditation of Humanities*<sup>9</sup>, the requirements of the Faculty of Theology for enrolling in a programme at masters or doctoral level are specified. There are no prerequisites requiring specific grades, but in order to enrol in a programme students have to present an acceptable research plan and a draft study schedule (Article 3).

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<sup>9</sup> Appendix B: *Rules about Organised Graduate Study Programme for Master's and Doctoral Degrees at the Faculty of Theology.*

The Faculty of Humanities has a minimum grade average for access to MA studies. Appendix F to the *Application for Accreditation of Humanities*<sup>10</sup> defines the prerequisite as having a ‘first-class’ grade (BA ‘með fyrstu einkunn’, paragraph 15). According to the *External Peer Review Group: Final Report 2006* this corresponds to a 7.25 grade point average, which might be too low since 85% of BA students get a grade point average of 7.25 or higher.

Doctoral students must in general have completed a master’s degree or equivalent. The faculties are required to establish specific rules concerning the prerequisites for admission to doctoral studies. Four faculties are permitted to admit students with bachelor degrees directly to doctoral studies. Five faculties require a master’s degree with a specific minimum average grade. Two faculties have no minimum average grade in the master’s degree as a prerequisite for doctoral studies. This applies to the Faculty of Theology but the Faculty of Humanities requires a ‘first-class’ grade (MA ‘með fyrstu einkunn’).

As far as students’ rights are concerned, the general rules for the University of Iceland apply to the faculties of Theology and Humanities. The University strives to make the administration of instruction efficient and appropriate. The general administrative and procedural laws of the country form the basis of the rules formulated by the University, concerning: the admission of students; penalties for violations of regulations; decisions regarding instruction, examination and assessment; decisions on assessment of studies in other universities or countries; decisions to deny a student’s request for an exemption.

Guidelines for instructors are formulated in Appendix 14 to the *Application for Accreditation of Humanities: ‘On Good Practice in Teaching and Examinations at the University of Iceland’*. Students can appeal against all decisions. According to the University Rules, review examiners are appointed when there is a complaint about the results of examinations, although a student who has passed an examination cannot demand that the result be reviewed by an independent examiner. Once a review examiner has reviewed an instructor’s assessment, the decision is final and cannot be appealed, not even to the appeals committee mentioned in Article 20 of the *Higher Education Institution Act 2006*. In all other cases, the final decisions of the University can be appealed against by the students concerned to this committee.

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<sup>10</sup> Appendix F (untranslated): *Reglur um framhaldsnám við Hugvísindadeild* (Rules for admission to graduate studies in the Faculty of Humanities).

The most important right of students is to participate in the administration of the University at all levels. The students met by the accreditation committee seemed very eager to make their voice heard and they expressed satisfaction with the recent establishment of a new student representative council for the humanities.

### Conclusion

In the opinion of the accreditation committee the University fulfils the purpose for admission requirements and student rights and obligations stipulated in articles 19 and 20 of the *Higher Education Institution Act 2006* at institutional and faculty levels.

## **7. Facilities and Services for Students and Teachers**

Article 3 of the *Higher Education Institution Act 2006* stipulates that the services and facilities provided for students and teachers must be of a sufficient standard to enable the institution to fulfil its roles and objectives. The principal objectives of the University of Iceland, namely to promote high quality research which meets international criteria, to provide students with outstanding tuition, closely connected to research activity, and to support research and teaching with an efficient administrative system and good support services, are laid out in the University's policy for the period 2006–2011. Following approval of this policy, the faculties of Theology and Humanities produced their own policies for 2006–2011. The policy of the Faculty of Humanities incorporates responses to recommendations made in the *External Peer Review Group: Final Report 2006*.

The *Application for Accreditation of Humanities* describes the facilities and services provided for students and academic staff. Although classroom accommodation and offices for tenured staff are considered to be satisfactory, a view confirmed in the *External Peer Review Group: Final Report 2006*, it is admitted that office facilities for sessional teachers are limited and sometimes nonexistent and that communal spaces for student use are variable in extent and quality. In line with the emphasis in the University policy on improving the working conditions of sessional teachers, the Faculty of Theology will endeavour, during the period 2007–2011, to provide additional facilities for sessional teachers. The accreditation committee was shown some facilities recently provided for sessional teachers in the Faculty of Humanities. It is the aim of the Faculty of Humanities to house the entire faculty under one

roof, or in interconnected buildings, by 2011, and a Facilities Committee has been set up to conduct an analysis of the faculty's accommodation needs. In the meantime, additional accommodation for students, visiting lecturers and sessional teachers will be provided in a building due for completion by the end of 2007.

The University provides staff and students with high quality information technology services and, in line with its aim to increase research activity and the numbers of doctoral students, intends to improve these facilities further by tripling funding for the purchase of equipment over the next five years and doubling the funding for subscriptions to databases and on-line journals in the coming year. In order to improve resources and facilities for research, particularly for masters and doctoral students, the Faculty of Humanities intends to conduct a survey of the needs of the faculty for access to digital publications and databases and to establish access to linguistic corpuses to facilitate research and teaching in languages. All staff and students have access to the University intranet, Ugla, which is used extensively for research and teaching. The peer review group reported that Ugla was commendable and met the highest international standards. The staff and students who met the accreditation committee confirmed this view of the value of the intranet for research and teaching. It is the policy of the University to promote information technology by continuing the development of Ugla, by formulating a policy on distance learning and by providing tuition in information literacy in collaboration with the National and University Library.

The main study space for students is provided in the National and University Library and the accreditation committee heard that the Library attempts to meet increased demand from students during examination periods by reserving desks for student use and having longer opening hours. In their policies for 2006–2011 the faculties of Theology and Humanities recognise the importance of increasing the number of books available to students. During the period 2007–2011 the Faculty of Theology will seek to quadruple the funds available for buying journals and to raise additional funds to buy textbooks. The *External Peer Review Group: Final Report 2006* expressed considerable concern about library facilities available for students in the Faculty of Humanities. It appeared from meetings of the review group with students that there was dissatisfaction with the range of academic texts available and that lack of resources could delay work on BA theses and research projects. Students who met the accreditation committee also complained about the availability of books and confirmed that deficiencies in library resources limited their choice of topics for theses. In response to the

criticisms expressed in the report, the Faculty of Humanities has indicated in its policy for 2006–2011 that it intends to increase significantly the number of books available in the National and University Library, aiming for a doubling of allocations for the purchase of books by departments in 2007 and a quadrupling of book budgets by 2011.

As well as promoting outstanding research and teaching, the University intends to provide strong support for research and tuition through an efficient system of administration and good support services. As part of its aim to provide superior management and service the Faculty of Humanities intends to re-organise the Faculty Office by the end of 2008 so that a specific employee will be responsible for providing administrative services to each department.

The *Application for Accreditation of Humanities* describes the additional facilities and services provided by the University for the support of teaching and research in the faculties. These include the Teaching Resource Centre in the Division of Academic Affairs which provides advice and training in pedagogy and the use of information technology in teaching for academic staff. Staff met by the accreditation committee spoke highly of the help that they had received from the Centre in designing and delivering distance-learning programmes. New academic staff will be required to attend courses on teaching methods and techniques run by the Centre. Among the additional services provided centrally for the support of students are a Student Counselling Centre, an International Office, a Language Centre and a Student Services Organisation which includes student housing, a bookstore, an employment service and a nursery.

### Conclusion

The University currently provides, in the opinion of the accreditation committee, services and facilities to academic staff and students in the field of the Humanities of a sufficient standard to enable the fulfilment of the roles and objectives of the institution. It intends, in furtherance of the policies of the University and the faculties of Humanities and Theology for the period 2006 to 2011, to enhance further those services and facilities.

## **8. Internal Quality System**

Articles 11 and 12 of the *Higher Education Institution Act* 2006 specify the requirements on institutions for the quality control, or assurance, of teaching and research. These requirements include regular internal evaluations of individual units and the publication of information on systems for internal quality management. The University of Iceland Act 1999 stipulates regular assessment of the activities of the faculties and the form and content of the assessments is detailed in Article 24 of the Rules of the University 2000. In addition, the University in its contract of January 2007 with the Ministry of Education, Science and Culture has undertaken to improve its systems for quality assurance and the promotion of a quality culture.

The *Application for Accreditation of Humanities* describes the essential elements of the University's internal quality assurance system, including: admission requirements, course evaluations, recruitment and promotion of academic staff, and annual performance review interviews. It is pointed out that this system applies to the institution as a whole, although individual elements can be developed further under the auspices of the faculties, institutes and the central administration. The Rector is formally responsible for the quality assurance system and a Quality Assurance Committee, operating under the auspices of the University Council, has the role of ensuring that the quality assurance system is observed and furthering the culture of quality assurance by initiating and implementing enhancements to the system. It is pointed out that, by its very nature, the quality assurance system is under constant development and that the single most important element underlying the system and its development is the University's policy for 2006–2011.

Examples are given in the Policy of the ways in which the quality assurance system is to be developed and the quality culture within the University nurtured. In developing the quality assurance system the Quality Assurance Committee is to take account of international standards and policy formation by the European University Association and in connection with the Bologna process. There are to be regular internal and external quality evaluations of the University and its individual faculties according to recognised international standards and requirements. A formal mechanism is to be established for initiating improvements in the

administrative and support services and regular surveys of job satisfaction are to be introduced. The University intends to take the lead in the establishment of a common forum of higher education institutions in Iceland for the development and promotion of matters of quality in higher education. In view of the planned expansion of doctoral studies during the period 2006–2011, a Centre for Graduate Studies is about to be established whose responsibilities are to include monitoring the standards and assuring the quality of postgraduate studies.

*The External Peer Review Group: Final Report 2006*, while noting the high quality of the students graduating from the faculty, considered that the mechanisms for quality assurance could be strengthened in a variety of ways in order to meet international standards. Recommendations for consideration included: a greater element of peer review of teaching; self-evaluation reports on teaching to supplement student questionnaires; increased support for, and oversight of, sessional teachers; faculty-wide grading criteria and common standards to enhance consistency between courses and teachers; improvements in the collection and analysis of data relevant to quality assurance. The peer review group commended the introduction of a university-wide policy of regular staff interviews but noted that they had not been conducted in the Faculty of Humanities, due to the size of the faculty. It was recommended that regular staff interviews, drawing on evaluations of teaching performance as well as an annual research report and record of service, should be an integral part of the faculty quality assurance system and should be delegated by the dean to heads of department.

The Faculty of Humanities has clearly taken into consideration the comments and recommendations of the peer review group when formulating its policy for 2006–2011. The Faculty plans to reinforce the University's quality assurance system and culture of quality by establishing more effective quality control of research and teaching, partly through collaboration between the Faculty's research and curriculum committees and also, as recommended in the report of the peer review group, by establishing firmer arrangements for staff appraisal involving cooperation between the dean and heads of departments. In order to strengthen the quality assurance of teaching within the Faculty, it is intended to create a post of Director of Instruction with the responsibility of observing teaching methods within the Faculty, harmonising course requirements between departments, administering teaching surveys and supervising sessional teachers. In line with the University's Policy, other measures under consideration to enhance the quality of teaching in the Faculty include: clear

guidelines for the induction of new students and lecturing staff; encouraging innovation in teaching methods by supporting the enrolment of staff on courses run by the Teaching Resource Centre; instituting ongoing student evaluation during courses; defining faculty-wide criteria for grading; introducing greater variety into the methods for evaluating teaching and making the results of teaching surveys a useful tool for quality management. It is planned to review entrance requirements for study in the Faculty and to appoint tutors to monitor the academic progress of students. A greater emphasis will be placed on the connection between research and teaching at every stage of study and it is intended to appoint a project manager for research-orientated graduate studies. The programmes offered by departments will be assessed and a long-term plan will be formulated for developing existing areas of study and encouraging cooperation between departments to promote interdisciplinary programmes, particularly at graduate level.

### Conclusion

In the opinion of the accreditation committee the University has in place a system of internal quality assurance in accordance with Articles 11 and 12 of the *Higher Education Institution Act* 2006. This system is kept under continuous review and development and will be considerably enhanced by the implementation of the University's Policy for 2006–2011. In developing its own quality assurance and enhancement system, the Faculty of Humanities has particularly benefited from the recommendations of the *External Peer Review Group: Final Report* 2006.

## **9. Description of Study According to Learning Outcomes**

Article 5 of the *Higher Education Institution Act* 2006 requires Higher Education Institutions to issue learning outcomes for every programme of study in accordance with the National Qualifications Framework for Iceland. As part of the *Application for Accreditation of Humanities* of the Humanities, the University submitted to the committee a list of learning outcomes for programmes contributing to a BA degree (cycle 1, levels 1 and 2), programmes at master's level (cycle 2, levels 3 and 4) and doctoral programmes (cycle 3, level 5). According to the Rules of the University of Iceland all courses are evaluated in credit units, with each credit unit worth double an ECTS credit.

Learning outcomes were provided for the following programmes which contribute to a BA degree (cycle 1, levels 1 and 2): Theology (30, 60, 90 credits); Religious Studies (30, 60 credits); Diaconal Studies (90 credits); Comparative Literature (30, 60, 90 credits); General Linguistics (30, 60, 90 credits); Film Studies (30 credits); Art History and Theory (30, 60 credits); Cultural Studies (30 credits); Sign Language Linguistics (30, 60, 90 credits); Translation Studies (30 credits); English (30, 60, 90 credits); Philosophy (30, 60, 90 credits); Icelandic (30, 60, 90 credits); Philosophical Foundations (level 1, variable credits according to faculty); Icelandic Studies for Foreign Students (30, 60, 90 credits) Medieval Studies (30, 60 credits); Creative Writing (30 credits); Archaeology (30, 60 credits); History (30, 60, 90 credits); French (30, 60, 90 credits); Italian (30, 60, 90 credits); Latin (30, 60 credits); Greek (30, 60 credits); Classical Studies (30 credits); Romance Languages (30 credits); Spanish (30, 60, 90 credits); Danish (30, 60, 90 credits); Finnish (30, 60 credits); Norwegian (30, 60 credits); Russian (30, 60 credits); Slavic Languages (30 credits); Swedish (30, 60 credits); German (30, 60, 90 credits); Japanese (30, 60, 90 credits); Chinese (30 credits); East Asian Studies (30, 60, 90 credits); South Asian Studies (30 credits).

In addition, learning outcomes were provided for the following level 1 programmes leading to the award of a Diploma (45 credits): Applied Community Interpreting and Multicultural Studies; Applied Study in French; Applied Study in Italian; Applied Study in Spanish; Applied Study in Danish; Applied Study in German.

Learning outcomes were provided for the following programmes at master's level (cycle 2, levels 3 and 4): Theology (45 credits MPAed; 60 credits MA); Diaconal Studies (30 credits Diploma); Practical Translation (30 credits Diploma); Professional Editing and Publication (45 credits MA); Practical Cultural and Communication Studies (45 credits MA); Vocational Ethics (45 credits Diploma); Applied Ethics (45 credits MA); Aesthetics (45 credits MA); Danish (45 credits MPAed; 60 credits MA); English (45 credits MPAed; 60 credits MA); French (45 credits MPAed; 60 credits MA); Philosophy (45 credits MPAed; 60 credits MA); Icelandic (45 credits MPAed); History (45 credits MPAed; 60 credits MA); Spanish (45 credits MPAed; 60 credits MA); German (45 credits MPAed; 60 credits MA); Comparative Literature (60 credits MA); Comparative Linguistics (60 credits MA); Archaeology (60 credits MA); Icelandic Literature (60 credits MA); Icelandic Grammar (60 credits MA); Icelandic Studies (60 credits MA); Medieval Icelandic Studies (60 credits MA); Language Technology (60 credits MA); Translation Studies (60 credits MA).

Learning outcomes were provided for the following doctoral programmes (cycle 3, level 5): Theology and Religious Studies (90 credits); Comparative Literature (120 credits); General Linguistics (120 credits); English (120 credits); Philosophy (120 credits); History (120 credits); Icelandic Literature (120 credits); Icelandic Grammar (120 credits); Translation Studies (120 credits).

Examination of the learning outcomes showed that, for all programmes, they specify and define: knowledge and understanding, types of knowledge and practical, theoretical, communication and learning skills. The learning outcomes have been carefully formulated and are appropriate to the subject of study; they clearly differentiate between levels of study. The programme specifications for masters and doctoral programmes indicate entrance requirements and the proportion of credits allocated to the research element of the degree. The learning outcomes for doctoral degrees are impressively detailed and entirely appropriate to level 5 of the Framework.

The accreditation committee was informed that the exercise of formulating learning outcomes had been completed within six months and had involved extensive consultation and cooperation between faculties and departments. Academic staff met by the committee had found the exercise a useful one as it involved making explicit implicit assumptions about the skills and types of knowledge acquired at various levels in programmes of study. While all the students met by the committee reported that their programmes of study had met their expectations, some were already well informed about the purpose of learning outcomes.

The formulation and publication in course catalogues of programme specifications and learning outcomes should be of benefit to the Humanities in designing new programmes, particularly interdisciplinary ones, and attracting international students, at masters and doctoral level in particular. It should also assist departments in the Faculty of Humanities tackle some of the issues relating to levels, credit rating and grades identified in the *External Peer Review Group: Final Report 2006*. The peer review group noted that MA students often take courses with BA students but receive less credit for them, although assignments and standards of assessment for MA students should be set at a higher level than for BA students. The differentiation of learning outcomes between levels 2 and 3 and the declared intention of the faculties of Theology and Humanities to expand the number of MA programmes and

students should address this problem. Of particular concern to the peer review group, and also to staff and students met by the accreditation committee, was the variable length and credit rating of the BA thesis. It was the view of the peer review group that in many cases the BA thesis was insufficiently differentiated from a thesis at MA or doctoral level and had become a major hurdle to be crossed in order to graduate, rather than the final outcome of training to a particular level. In response to the recommendation that the level of the BA thesis should be reconsidered and training in writing the thesis provided for students, the Faculty of Humanities plans to reorganise the BA thesis to make it easier for full-time students to complete a BA degree within three years.

### Conclusion

In the opinion of the accreditation committee the University has met the requirements of Article 5 by publishing learning outcomes for programmes in the Humanities in accordance with the National Qualifications Framework of Iceland.

## **10. Finances**

According to Chapter VIII of the *Higher Education Institution Act 2006* the Minister of Education, Science and Culture determines the rules concerning state financial contributions to Higher Education Institutions. The Minister is authorised to negotiate an agreement for a period of three to five years with a Higher Education Institution regarding the financial contributions of the state to support teaching and research; in the agreement conditions are laid down and common objectives agreed.

In January 2007 a contract was signed between the Ministry of Education, Science and Culture and the University of Iceland for the following five years. The agreement is based on achievement and quality in teaching and research and is intended and designed to support the realization of the University's strategy for 2006–2011. The new contract will provide the University with a supplementary funding allocation of ISK 300 million in 2007 and an additional ISK 640 million for 2008 and each year to 2011. Both parties to the contract have set the strengthening of the University as their common goal, in order to make the University of Iceland one of the leading universities in the world. The committee agrees in the conclusion drawn in the *Application for Accreditation of Humanities* that 'the financial

fundamentals for steady operations at the University of Iceland seem to be good for the next five years'. As the committee understands it, this contract will put an end to a long period of underfunding of the humanities within the University.

The *Application for Accreditation of Humanities* contained sufficient information about income and expenditure at institutional level. The committee requested more detailed information at faculty level, e.g. salary costs and expenditure on resources for research. The two faculties are very different in size. The total expenditure on the Faculty of Humanities in 2005 amounted to ISK 645,000K (9 % of the total expenditure of the University), compared to a total expenditure of ISK 53,000K on the Faculty of Theology in the same year (less than 1 % of the total expenditure of the University). The committee learned that there are departments in which nearly all the money available is needed to cover salaries to permanent academic staff which limits the funds available for other purposes.

According to the *Application for Accreditation of Humanities*, funding for research from Icelandic and international sources is substantial in the Faculty of Humanities (10 % of the annual expenditure in 2005), but the Faculty of Theology faces problems in acquiring sufficient funding for research projects (3 % of the total expenditure in 2005).

The urgent need to increase greatly the funding raised by the University itself is recognised in the policy for 2006–2011. The corresponding five-year plans of the two faculties include commitments to raise funds, both nationally and internationally, for purposes such as research, doctoral studies and increased resources for research in the National and University Library. As a state university the University of Iceland does not charge tuition fees; parliament will decide on the issue of fees in 2007–2008.

Internally funds are allocated for teaching and research according to two different models intended to encourage the productivity of units and of individual members of the staff. In the allocation of resources for teaching the funding rate per earned credit is noticeably lower in humanities than in other fields of instruction. The distribution models are at both faculty and departmental level elegantly designed to eliminate the negative effects of annual fluctuations in the outcomes of teaching and research.

The distribution model for research consists of two main parts: the salary portion and the portion tied to achievement. The latter depends on the number of students completing masters or doctoral degrees and research points accumulated by staff. It provides matching contributions for grants and special income. Concern was expressed in discussions with staff that the rules for awarding research points do not adequately reflect the distinctive nature of research and publishing in the humanities. In the opinion of the committee, it is important for the competitiveness and fair treatment of humanities that such special conditions, which undoubtedly do exist, are taken into full consideration in the evaluation of achievements in research.

### Conclusion

As far as the accreditation committee can judge the financial arrangements of the University accord fully with the rules stipulated in the *Higher Education Institution Act 2006*. The finances of the University of Iceland as a whole, and in the field of humanities in particular, are organised in a manner that guarantees the fulfilment of all internal and external financial obligations and commitments.

## **11. Summary of Findings and Recommendations**

In chapters 2 to 10 above the accreditation committee has examined and evaluated points *a* to *i* in Article 3, Chapter II (Accreditation of Higher Education Institutions) of the *Higher Education Institution Act 2006*. Under each of these points the accreditation committee has concluded that the operations of the University of Iceland are in accordance with the *Act*, as far as the Faculty of Theology and the Faculty of Humanities are concerned. In addition the accreditation committee is required to evaluate certain factors<sup>11</sup>.

### **1. The quality of teaching and research, the appropriate facilities, the dissemination of knowledge and the service given to society.**

The *quality of teaching and research* in the humanities is high in the University of Iceland, especially in fields relating to Icelandic language, literature and history. The tenured staff are, in general, highly qualified, with a high percentage holding doctoral degrees and a fine

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<sup>11</sup> In Article 3 these factors are listed a to d, but here we refer to them as 1-4.

average score in publication rates. New criteria for appointment will ensure that these qualifications are maintained. In international terms Icelandic students of the humanities are considered competent and can easily gain admittance to leading universities world wide. As with the University as a whole, the faculties of Theology and Humanities have grown very rapidly in recent years, with a considerable increase in numbers of both Icelandic and foreign students. Acceptable learning outcomes have been defined for a wide range of programmes of study, traditional as well as innovative, which all fulfil conditions for approval. Both faculties aim to maintain this growth without compromising the quality of teaching and research. An adequate internal system of quality assurance is in place.

With regard to *appropriate facilities*, including library resources, study space for students, staff offices and teaching accommodation, the University and the faculties are fully aware of problems pointed out in the *External Peer Review Group: Final Report 2006* and have integrated improvements into their plans for the period 2006–2011.

Teachers and researchers seem generally well aware of the importance of the *dissemination of knowledge*, not only through scientific publications, but also by means of more popular books and articles, as well as public conferences.

In its policy for 2006–2011, the University of Iceland stresses the importance of *service given to society*. As the oldest and largest Higher Education Institution in Iceland, with almost exclusive responsibility for teaching and research in theology and the humanities, the University sees it as its special duty to ‘nurture the Icelandic cultural heritage and to carry out vigorous research on Icelandic language, culture and society. The University must thus especially nurture those fields of scholarship and research which relate to Iceland.’ This significant and distinctive role accorded to the humanities within the University was confirmed when the accreditation committee met the Rector. Service to society is also provided by: open access to studies in the field of humanities; education that qualifies for positions in the Icelandic society; active participation by the University in debates on contemporary issues.

**2. The cooperation and support of the university towards research, teaching staff and experts, including appropriate measures for the education and teaching of students.**

The administrative system of the University is, on the whole, flexible and functions adequately. As the result of recent underfunding, the faculties of Theology and Humanities have, however, had difficulties in providing the necessary *administrative support* for research and teaching. The faculties are fully conscious of the fact that administrative resources have not grown at the same rate as teaching and research activities, and this issue has been addressed in the policy plans of the University and the two faculties, with the intention of reinforcing administrative support.

Particularly strong support is to be found in the provision of high quality information technology services. The intranet Ugla meets the highest international standards and is used extensively in teaching and research.

The university has an adequate code of ethics, the independence of staff is respected, students have the right to participate in the administration of the university at all levels and there are measures in place that allow students to make appeals and complaints.

**3. The fields of research, the cooperation between undergraduate and graduate studies and appropriate expertise available.**

The University of Iceland offers in the humanities a wide variety of programmes that are all appropriately related to research activity. Staff are, as earlier stated, in general highly qualified and the research base is solid in most areas of activity. As the result, however, of recent underfunding, positions in some areas have been left vacant and sessional teachers are responsible for teaching that could be more appropriately carried out by tenured staff.

Both faculties consider the close relationship of research to teaching to be important, and the research base for teaching is strengthened by collaboration with independent research institutes. The ties between undergraduate and postgraduate studies are currently in existence and, according to the plans for 2006–2011, they will be made closer by more extensive use of graduate students as tutors on undergraduate programmes.

**4. The status of the different fields of study at a national and an international level, including cooperation with other Higher Education Institutions and organisations, national as well as international.**

Naturally research in Icelandic language, literature and history reach the highest international standards. Recent developments within the faculties of Theology and Humanities indicate clearly that several other fields are developing strongly. An impressive variety of new interdisciplinary programmes have been formulated and are supported by innovative research in institutes such as the Vígdís Finnbogadóttir Institute for Foreign Languages.

In all fields of study and research there is extensive collaboration and exchange programmes for staff and students with foreign universities. A unique factor for the University of Iceland is the systematic organisation of research in highly specialised and internationally recognised institutes. Collaboration with these institutes is highly important to researchers, teachers and students as it strengthens the bonds between the different activities going on in the faculties of Humanities and Theology and broadens the scope of those activities.

***Conclusion***

As described above, the accreditation committee has found that in all respects the operations of the Faculty of Theology and the Faculty of Humanities in the University of Iceland are in accordance with the *Higher Education Institution Act 2006* and examination of points 1 to 4 has led to a positive evaluation of the study of humanities in the two faculties.

As the University of Iceland has very high ambitions to be in the world league of universities and the faculties of Theology and Humanities have set out ambitious plans to ensure the internationally high quality of their activities, the accreditation committee has chosen to also point out in chapters 2–10 of this report some aspects that need special attention in this context. Most of the issues have already been addressed by the two faculties, i.e. the strengthening of administrative support and the amelioration of library and study space facilities, including offices for sessional teachers. The accreditation committee has in addition considered the following issues: advantages and disadvantages of the unrestricted admission system; the risk of grade inflation; the necessity of clearly distinguishing between courses for BA and MA students; the need to focus on particular strengths; the risk of distortions in age and gender profiles; the importance of having a well functioning system of staff appraisal.

These comments do not however in any way conflict with the overall impression of a highly qualified field of humanities.

***Recommendation***

The committee recommends the accreditation of the field of humanities in the University of Iceland.

**Signatures of the Accreditation Committee for Higher Education  
Institutions in the field of Humanities in Iceland 2007**

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Prof. Brynja Svane  
*University of Uppsala, Sweden, Chair*

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Ann Kettle  
*University of St. Andrews, Scotland*

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Prof. Nils Erik Villstrand  
*Åbo Akademi University, Finland.*

## **Appendix 1: Visit to the University of Iceland**

### **Wednesday 14 March (Brynja, Ann and Eiríkur)**

- 10:00 **Visit to the Árni Magnússon Institute, Institute of Lexicography, Neshaga**  
The group was met by Professor Guðrún Kvaran, who introduced the lexicographical part of the Institute. Sigrún Helgadóttir and Þórdís Úlfarsdóttir presented projects the lexicography group is working on.
- 11:00 **Visit to the Árni Magnússon Institute, Árnagarði**  
The group was met by Vésteinn Ólason, director of the Árni Magnússon Institute. Margrét Eggertsdóttir, Haraldur Bernharðsson, Guðvarður Már Gunnlaugsson and Gísli Sigurðsson introduced research projects of the institute.
- 12:00 **Lunch at the National and University Library of Iceland**
- 13:00 **National and University Library of Iceland**  
The group was received by Áslaug Agnarsdóttir, Director of Services.
- 14:30 **National Museum of Iceland, Setbergi**  
The group was met by Dr. Steinunn Kristjánsdóttir, assistant lecturer in archaeology, University of Iceland, and a researcher at the National Museum of Iceland.

### **Thursday 15 March (Brynja, Ann, Nils and Eiríkur)**

- 9:15 **Meeting with the Dean of the Faculty of Humanities and the Dean of the Faculty of Theology.**  
The Deans walked the committee through the university area.  
  
**Present:** Oddný Sverrisdóttir, Dean of the Faculty of Humanities, and Hjalti Hugason, Dean of the Faculty of Theology.
- 10:00 **Visit to the Rector of the University of Iceland**  
Main University Building  
  
**Present:** Kristín Ingólfssdóttir, Rector of the University of Iceland, Oddný Sverrisdóttir, Hjalti Hugason and Þórður Kristinsson, head of Division for Academic Affairs.
- 10:30 **Introduction to the application, learning criteria and university education**  
Main University Building  
  
**Present:** Þórður Kristinsson, Oddný Sverrisdóttir, Hjalti Hugason, Sigurður J. Grétarsson, Professor of psychology and Chair of the Committee for Academic Affairs at the University of Iceland, Óskar Einarsson, Head of Office, Faculty of Humanities, Gunnar Harðarson, Associated Professor of Philosophy and Chair of the Committee for Academic Affairs at the Faculty of Humanities.
- 12:00 **Lunch at Skróður, Hótel Saga.**

**13:00 Introduction to the university intranet, ‘Ugla’**

Room 301, Nýi Garður

**Present:** Hreinn Pálsson, Head of Examinations, Matthew Whelpton, Associate Professor of English Linguistics, Ragnar Stefán Ragnarsson, Head of Software Development and Óskar Einarsson.

**13:30 Introduction to humanities research at the University of Iceland**

Room 301, Nýi Garður

**Present:** Höskuldur Þráinsson, Professor of Linguistics and Chair of the Centre for Research in the Humanities, and Einar Sigurbjörnsson, Professor of Theology and Chair of the Centre for Research in Theology.

**14:15 Meeting with representatives of tenured academic staff**

Room 301, Nýi Garður

**Present:** Guðmundur Jónsson, Professor of History, Guðrún Nordal, Professor of Icelandic Literature, Guðni Elísson, Associate Professor of Literature, Ásdís Egilsdóttir, Associate Professor of Icelandic Literature, Gottskálf Þór Jensson, Lecturer of Literature, Jacob Martin Thøgersen, Lecturer of Danish Literature, Jón Karl Helgason, Adjunct Lecturer of Icelandic for Foreign Students, Árnfríður Guðmundsdóttir, Associate Professor of Theology, Gunnlaugur A. Jónsson, Professor of Theology, Jón Ma. Ásgeirsson, Professor of Theology.

**15:15 Coffee break**

**15:45 Meeting with sessional teachers**

Room 301, Nýi Garður

**Present:** Sólveig Anna Bóasdóttir, Theology, Árni Svanur Daníelsson, Theology, Bjarki Már Karlsson, Icelandic Linguistics, Björn Þorsteinsson, Philosophy, Brynhildur Róbertsdóttir Boyce, English Literature, Trausti Ólafsson, Literature, Brynja Grétarsdóttir, Icelandic for Foreign Students.

**16:45 Meeting with heads of departments**

Room 301, Nýi Garður

**Present:** Gauti Kristmannsson, Literature and Linguistics, Martin Regal, English Literature and Linguistics, Torfi H. Tulinius, Roman and Classical Languages, Svavar Hrafn Svavarsson, Philosophy, Eiríkur Rögnvaldsson, Icelandic Literature and Linguistics and Þór Whitehead, History and Archaeology.

**18:00 Close**

**Friday 16 March (Brynja, Ann, Nils and Eiríkur)**

9:30 **Meeting with representatives from the Institute of Vigdís Finnbogadóttir**  
Room 301, Nýi Garður

**Present:** Gauti Kristmannson, Oddný Sverrisdóttir and Laufey Erla Jónsdóttir, Project Manager.

10:00 **Meeting with students**  
Students Common Room, Nýi Garður

**Present:** Hulda Kristín Jónsdóttir, 1<sup>st</sup> year MA Student in English Literature, Jóhann Hjalti Þorsteinsson, 1<sup>st</sup> year MPAed Student in History, Áspór Sævar Áspórssson, 3<sup>rd</sup> year BA student in History, Laufey Brá Jónsdóttir, 3<sup>rd</sup> year BA Student in Theology, Sigurrós Alice Svöfudóttir, 2<sup>nd</sup> year BA in Theology and Philosophy and Grétar Halldór Gunnarsson, 5<sup>th</sup> year student of Theology.

11:00 **Meeting with the Deans**  
Main University Building

**Present:** Hjalti Hugason, Oddný Sverrisdóttir, Óskar Einarsson and Róbert H. Haraldsson, Professor of Philosophy and Vice-Dean of the Faculty of Humanities.

12:00 **Close**

## **Appendix 2: Documents Received**

1. Higher Education Act 63/2006 (draft translation).
2. Accreditation of Higher Education Institutions according to Article 3 of Higher Education Act, No. 63/2006 (draft translation).
3. National Qualification Framework Iceland (draft translation).
4. Checklist on structure and approach on Expert Committee report and recommendations
  
5. Application for Accreditation of Humanities at the University of Iceland.
6. Appendix 1: The University of Iceland Act - No. 41/1999.
7. Appendix 2: Rules for the University of Iceland - No. 458/2000.
8. Appendix 3: The University of Iceland Research and Education Policy.
9. Appendix 4: Overview of Policies Approved by the University General Forum.
10. Appendix 5: The University of Iceland Policy 2006–2011.
11. Appendix 6: Contract between the Ministry of Education, Science and Culture and the University of Iceland, January 2007.
12. Appendix 7: Legal Framework of Public Universities.
13. Appendix 8: Rules on the Composition and Procedures of the University General Forum, 5 Nov. 1999, with subsequent amendments.
14. Appendix 9: University of Iceland Institute of Regional Research Centres.
15. Appendix 10: Quality Criteria and Requirements for Doctorate Studies.
16. Appendix 11: Overview of University of Iceland Research Institutes and Affiliated Institutions.
17. Appendix 12: Credit Assessment System for Research.
18. Appendix 13: Rules on Admission Requirements for the University of Iceland – No. 573/2005.
19. Appendix 14: On Good Practice in Teaching and Examinations at the University of Iceland.
20. Appendix 15: The Lisbon Recognition Convention.
21. Appendix 16: University of Iceland Quality System.
22. Appendix 17: University of Iceland Financial Statement 2005.
23. Appendix 18: University of Iceland Rules of Ethics.
24. Appendix 19: Overview of External Evaluations.
25. 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).
26. Appendix 21: Rules on Promotion of Instructors, Specialists and Scholars at the University of Iceland - No. 863/2001.
27. Appendix 22: Rules on Academic Staff Duties.
28. 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.
29. Appendix A: Rules for the University of Iceland Institute of Theology.
30. Appendix B: Rules about Organised Graduate Study Programme for Masters and Doctoral Degrees at the Faculty of Theology.
31. Appendix C: Policy of the Faculty of Theology.
32. Appendix E: Policy of the Faculty of Humanities 2006–2011.
33. Appendix F: Rules for Admission to Graduate Studies in the Faculty of Humanities (not translated).

34. Appendix G: Rules for the Centre for Research in the Humanities (not translated).
35. Appendix H: Rules on the Recognition of BEd Degrees from Iceland University of Education at the Faculty of Humanities (not translated).
36. Appendix I: Rules on the Recognition of Previous Studies (not translated).
37. Appendix J: Rules on the Appointment of Lecturers (not translated).
38. Appendix K: Rules for the Appointment and Academic Advancement Committee (not translated).
39. Appendix L: Rules on Appointment (not translated).
40. Appendix M: Rules on Sanctions for Improper Use of Sources (not translated).
41. Appendix N: Rules on BA Theses (not translated).
42. Description of Learning Outcomes in Humanities.
43. Peer Review Report on the Faculty of Humanities.
44. Excel sheet with links to staff homepages.
45. New version of Part 8 of application (including doctoral programmes in humanities).
46. Information on teaching staff at the Faculty of Humanities – January 2007.
47. Table of number of students with registration codes (Faculty of Humanities).
48. Table of number of students with registration codes (Faculty of Theology – in Icelandic).
49. Table of number of hours paid for teaching courses, divided on staff and part-time (sessional) teachers (Faculty of Humanities).
50. Staff and Teaching (Faculty of Theology).
51. Studies and Students (Faculty of Theology).
52. Information on cost and revenues, Faculty of Humanities.
53. Information on cost and revenues, Faculty of Theology.
54. Information sheet on Ugla, the university intranet.
55. List with examples of ongoing individual research projects.

In addition the application referred to a number of documents on the University homepage:

56. The University of Iceland Policy on Issues Related to People with a Disability (not translated), see <http://www.hi.is/id/1005376>.
57. The University of Iceland Policy on International Relations (not translated), see <http://www.hi.is/page/althjodastefna>.
58. Equal Rights Programme for the University of Iceland 2005-2009, see <http://www.jafnretti.hi.is/page/equalrightsprogramme>.
59. The University of Iceland Language Policy (not translated), see <http://www.hi.is/page/malstefna>.
60. The University of Iceland Policy against Discrimination, see <http://www.jafnretti.hi.is/solofile/1007549>.
61. The University of Iceland Bibliography, listing works by nearly all instructors (not translated), see <http://www.hi.is/page/arbokogritaskra>.