



ICELAND UNIVERSITY OF THE ARTS

Report for Annual
Quality Dialogue
December 2025

Ljósmyndari: Eygló Gísla

Iceland University of the Arts

Annual Quality Report

Table of Content

- 1. Progress on any open recommendations (and necessary areas of improvement, should these exist) from the previous IWR**
 - 1.1 IUA's enhancement priorities from previous IWR
- 2. Internal Monitoring and Reviews Completed Since the Last Annual Quality Dialogue**
 - 2.1 Student Surveys
 - 2.2 Periodic Departmental Reviews
- 3. Internal Reviews Planned for the Next 12 Months**
 - 3.1 Quality Assessment of Support Services
 - 3.2 Ongoing Programme Monitoring
 - 3.3 Upcoming Periodic Reviews
- 4. Significant Quality Enhancement Initiatives**
 - 4.1 Study Development Committee Initiatives
 - 4.2 Status Report on Research Quality and Development



Ljósmyndari: Heiða Helgadóttir

1.

Progress on any open recommendations (and necessary areas of improvement, should these exist) from the previous IWR

1. From report: ‘The Iceland University of the Arts should urgently develop transparent and responsive mechanisms for resolving near unacceptable deficiencies in essential amenities, presently adversely impacting student experience (e.g., lack of chairs/desks), and for ensuring effective communication to staff and students of timelines and progress/remedy of such deficiencies.’

All Deans participate in the university’s capital planning process, with at least two opportunities annually to prioritise equipment and furniture acquisitions. Furthermore, concerns raised by students during annual meetings with the Rector are systematically addressed via established procedures to promote transparency and accountability. For example, when students provide feedback regarding housing and facilities, the Rector reviews these comments with the Managing Director, who subsequently meets with students to outline the measures undertaken, offer updates on issues, and clarify outcomes or ongoing actions.

This process is meant to ensure that students remain informed about how their input is being addressed. It also cultivates a culture of open communication and responsiveness within the university. Student representatives have confirmed that the current process is effective, as they have observed tangible improvements in response to the issues they raise. They also express confidence in the system and actively encourage their peers to bring concerns forward for discussion with the Rector. Nevertheless, they have requested more consistent communication, specifically, regular email updates detailing the status of each issue and the actions being taken, so that the student body can remain well informed about ongoing progress and resolutions.

In 2024, the IUA Board decided to allocate a portion of its surplus to infrastructure development. This led to even further investments, resulting in a substantial rise in funding for facilities compared to previous years. By now, outdated furniture and equipment have been systematically replaced across all facilities. Following the relocation of several departments, IUAs library and head offices to improved premises in Stakkahlíð 1 in 2024, this autumn 2025, the university expanded its facilities at Stakkahlíð, increasing available space and acquiring new furniture for all necessary areas.

The institution remains committed to ongoing investment in infrastructure and encourages staff and students to provide feedback on amenities and facilities.

2. From report: ‘The institution should create a transparent and effective internal communications plan to achieve a unified understanding of institutional purpose and change management, including enabling regular communication between senior management and students. This will help contextualise new areas of activity and ensure the effective embedding and explanation of the new structure, new roles (especially Deans), workloads and responsibilities for staff.’

Since August 2024, structural changes have clarified leadership roles and responsibilities, notably distinguishing the Academic Council (focused on academic decisions and including student representatives) from the Management Council (handling operational matters). The introduction of an Academic Forum in fall 2025 further supports communication among academic staff, sessional staff, and students regarding academic development.

The AC and MC meet quarterly, with three meetings dedicated to coordinating academic and organizational calendars and reviewing procedures and regulations, and a fourth in spring focused on strategic evaluation and priority setting. These meetings strengthen cohesion and align leadership on staff and student issues.

Annual performance reviews between the Rector and Deans have shown that these changes have improved clarity, streamlined communication, and empowered Deans in decision-making. Internal communications are now overseen by the Office of Community and Sustainability, with the enhanced Uglá platform providing easy access to council minutes and institutional information for all staff and students.

Regular monthly meetings among the Rector, student counsellor, and Student Council representatives ensure timely feedback on student concerns. The Student Council also works closely with senior management and the student counsellor to promote student involvement in committees. Deans hold annual meetings with students in their departments, inviting the student counsellor as needed.

The Rector issues a termly newsletter and provides regular updates on IUA strategy and priorities during staff meetings. Additionally, the Managing Director and directors of OCS and University Services meet every three weeks with support staff to share current topics and developments from the Management Council.

3. From report: 'Ensure that the University Board is more connected to the Institution, its core purpose and operations, including at least bi-annual meetings with student council representatives. At the same time, the Board should devise and implement a strong succession plan for the Rector position as soon as possible.'

The University Board implemented a succession plan, resulting in the appointment of a new Rector in August 2023.

The Board sought to strengthen its engagement with students and initially invited them to an open meeting, which saw very low attendance. As a result, it was decided to present the Board's annual meeting as a key platform for student dialogue with the Board. These annual meetings have since been widely promoted within the IUA, particularly to students, encouraging their participation. While a few students attended following this approach, their participation has remained limited overall.

At monthly meetings between the Rector and the Student Council, which serve as the primary channel for information exchange, the Student Council is encouraged to advocate for student needs and interests and to request that relevant matters are communicated to the Board.

4. From report: 'The leadership of the Iceland University of the Arts should collect, review and systematise data on the institution's societal impact and engagement, and alumni successes, in partnership with stakeholder group members in order to form a collective voice of advocacy that is supported by evidence.'

Regarding societal engagement, the Iceland University of the Arts collaborates in various ways with different partners.

The Office of Community and Sustainability (OCS), established in August 2024, is pivotal in strengthening the Iceland University of the Arts' engagement with external partners and increasing its societal impact. By focusing on strategic, long-term collaborations the IUA plans to move beyond ad-hoc partnerships to further foster lasting relationships through courses, projects and exhibitions.

Open IUA, coordinated by the Office of Community and Sustainability (OCS), acts as a public-facing platform designed to strengthen engagement by offering accessible courses to the university's artistic community and to the public. Following a significant restructuring and course expansion in 2024, including new partnerships with professional associations, Open IUA has seen notable growth in participation and attendance.

In addition to multiple public lectures, the university's strong community ties are reflected in the roughly 400 events organized annually across the university, including the highly attended BA graduation exhibitions in Fine Art, Design and Architecture. These events draw tens of thousands of visitors each year.

The Office of Community and Sustainability (OCS) is committed to strengthening its connections with alumni and fostering more active involvement from the Alumni Association. Although alumni participation has been limited for several years, renewed efforts are underway to enhance collaboration and engagement. To track alumni achievements, the university regularly conducts follow-up surveys at two and five years post-graduation, gathering data on employment status, relevance of their education, further studies, and income levels.

Additionally, OCS will foster relationships with the professional community through IUA's Bakland, which appoints three of five Board members and supports ties with artists, cultural institutions, and the business sector.

Societal impact is a key dimension of research across the university. All artistic research at the IUA has a public-facing dimension, whether through exhibitions, performances, screenings, workshops, or other forms of engagement. Protocols for measuring societal impact of research conducted at the IUA are currently being defined in a way that captures, supports and eventually assesses impact in a way that makes sense for research in the arts. Support documents have already been developed to allow researchers to register and describe practice-based outputs in ways that reflect the nature of their research have been developed. This enhancement-led approach is still a work in progress, but the overall aims and direction has been marked.

The framework is structured around four interrelated focus areas within which collaboration and societal impact are embedded rather than treated as additional requirements. Societal impact is considered through case studies, engagement activities, and other forms of evidence that illustrate how research connects with audiences, partners, and communities beyond the university. We have developed a societal impact case study template, informed in part by the UK REF approach to societal impact case studies, which helps departments articulate impact in clear and accessible language. The focus is on describing what changed, who was affected, and why that change matters, with particular attention to reach and significance. When it comes to research collaboration, we have developed case study templates that allow departments to describe how collaborations were established, who was involved, and how responsibilities were shared and managed over time. We have also introduced short stakeholder collaboration statements, where partners can describe their involvement and reflect on the collaboration from their perspective. Rather than relying on metrics, the case studies encourage a narrative account of impact, supported by references and external corroboration. All together, these case studies provide departments with a structured but flexible way to reflect on societal impact as part of the periodic, department-level research assessment process.

To measure public awareness and perceptions of the IUA, the university participated in a brand awareness survey. There are plans to repeat the survey annually to track developments, particularly given the university's current rebranding. Guidelines on metrics for capturing societal impact are still being developed by the Ministry in collaboration with the universities as part of a broader effort to collect and publish key statistics. Furthermore, the IUA remains in dialogue with the Ministry on how to present more fully the types of research outputs produced by our researchers that are lacking in the current funding model.

5. From report: ‘The leadership should establish annual monitoring of programmes to include monitoring and review of performance indicators and student feedback on the quality of learning provision. This will provide the Academic Council with clearer ‘touchpoints’ to monitor enhancement in between Subject-Level Reviews’.

Annual monitoring of programmes was introduced in 2022, complementing periodic reviews and institutional assessments. Centralised data collection and surveys, including student’s pulse survey, final-year feedback, and teaching evaluations, are now integrated into daily management. A comprehensive overview of these metrics is being developed, with annual presentation to the AC and MC planned.

6. From report: ‘An institutional assessment and feedback plan should be created by staff and students which achieves consistency of purpose across programmes in approaches to feedback in the pass/fail context’.

The university is developing a unified assessment and feedback policy for the pass/fail context, building on increased use of assessment rubrics and clear final assessment guidelines across departments. This is done in close collaboration with the Teaching Committee, which includes academic and student representatives. The new assessment policy, which is currently under revision, will be introduced at the cross departmental T&L workshop in March 2026.

Various initiatives for supporting improved feedback and assessment are underway. Programme learning outcomes across the curriculum are being clarified to support effective assessment and feedback. This is done by departments to allow for sufficient T&L support and is set to be completed in May 2026. Some departments such as Architecture have already completed the task.

A Cross-departmental review of current practices, identifying areas for alignment, and development of a framework outlining shared principles and minimum expectations for feedback. The framework will be adapted to each discipline, piloted, evaluated, and reviewed annually to ensure consistency and support for student learning. Some departments are already working actively on this task and may adapt rubrics in courses where appropriate. The Performing Arts Department has adapted rubrics for all courses and revision of assessments is in the final stages at the Department of Design.

The expected outcome is that by spring 2027 all departments will have set clear guidelines and rubrics for all final projects, and that the shared framework for general assessment will be ready for use. Clarity of LO’s will provide students and teachers with clarity of expectations and basis for constructive feedback and assessment.

7. From report: ‘Programmes, Schools and Support Services should develop simple mechanisms for demonstrating to students that their feedback has been acted upon (for example ‘you said, we did’ posters), thereby ‘closing the feedback loop’.

Since 2022, the university has strengthened its communication and feedback mechanisms through several initiatives. The internal portal Ugla, annual student pulse surveys, and regular meetings between the Rector and the Student Council have all contributed to more effective engagement with students.

Students participate in key committees, including the Academic Council, providing them with opportunities to ask questions, share ideas, and express concerns. Issues raised during these meetings are systematically addressed and the rector moves the matter forward through appropriate channels. Students are then informed about the progress. Both formal and informal meetings between student groups and university leadership have increased, allowing for more direct responses to student input

and ensuring that feedback is integrated into decision-making processes.

Survey data consistently show that most students prefer to receive information by email. As a result, the Iceland University of the Arts continues to use email as the primary channel for sharing important institutional updates.

8. From report: ‘The Iceland University of the Arts should formulate a common academic timetable to support its interdisciplinary ambition and prevent further frustration of student opportunity, and ensure that unavoidable changes are communicated in a timely manner.’

The institution is implementing a unified academic timetable through strategic initiatives led by the Vice Rector for Teaching and Learning. The objective is to reinforce programme cores while enabling greater flexibility and offer more opportunities for interdisciplinary engagement. To obtain this objective the process has been broken into a few steps. The steps are:

- **Aligning study structure:** At undergraduate level, all departments are transitioning to a standardised 5/10/15 ECTS course framework (2022-2027). Most programmes have already adopted this model. This has been done when programmes are up for quality enhancement.
- **Identifying the core of the programme:** All programmes on BA level were in 2024-2025 asked to reflect upon their curriculum to identify the true core of the programmes and whether some modules or courses might belong as electives. The aim is to create a 150 ECTS study core of obligatory courses, while allowing for 30 ECTS electives. The result is that all programmes, except Architecture (with reference to the European quality standards of professional competence for architectural education), see the benefits of adopting this model. For some, such as The Acting Programme 150 ECTS is not enough time for students to require the expected competence for a BA degree, they will therefore curate part of the electives for the acting students.
- **Possibilities and use of electives:** All programmes were asked to reflect upon the possible use of 30 ECTS electives. The idea is that students will have the option of deepening or broadening their specialization through their electives.

Implementation timelines for the new study structure have been established: Music is leading with full integration from 2026, Design and Performing Arts by 2027, Fine Art by 2028, Film by 2029, and Architecture and Arts Education through joint electives and restructuring, respectively. Complete alignment of BA curriculum structure and timetables is anticipated by autumn 2029.

At postgraduate level, a common 5 ECTS research methods module will be introduced in 2026. Electives will be scheduled on Tuesday and Thursday mornings, and semesters will consist of three five-week teaching blocks with two open weeks for intensive or interdisciplinary study. Full coordination of MA timetables is expected by autumn 2026.

While complete timetable coordination may not be fully realistic given programme diversity, enhanced planning has reduced scheduling conflicts. Unavoidable changes are communicated promptly via central channels to support student planning.

- 9. From report: ‘Develop a Research Strategy that establishes an inclusive concept of artistic research, respectful of academic freedoms, and setting out how staff and possibly future doctoral students will be supported with appropriate time for research activity, and where appropriate, grant applications’.**

The research strategy has been updated to align with the new university strategy, with guiding principles and specific aims. The strategy’s action plan was approved by the AC in late fall 2025.

Section 4 provides further details on the initiatives undertaken to enhance the research environment.

- 10. From report: ‘In the context of building a sustainable research culture, the Iceland University of the Arts should review its approach to fixed-term (e.g., 10 year 4+4+2) academic appointment contracts in consultation with staff, and evaluate the efficacy and wellbeing impacts of the process of (re-)appointment as a staff term approaches its contractual end date.’**

Between 2022 and 2024, the IUA engaged in sustained internal deliberations regarding the 4+4+2 contract model. During the 2024–2025 academic year, the IUA undertook a comprehensive review of its academic appointment policies, evaluating their implications for research output, professional engagement, career progression, and job security. A SWOT analysis, alongside comparisons with prevalent models at Nordic, European, UK, and US institutions, led to a suggestion of a hybrid approach for an appointment system, integrating both fixed-term and permanent contracts.

The issue is still under consideration by both internal and external stakeholders at the IUA. At present, no final decision has been reached regarding the potential introduction of permanent positions, including the timeline and implementation approach.

- 11. From report: ‘The process for promotion should be transparent and, where external panels are used to evaluate applications, the panel should possess expertise in the relevant discipline and convey their reasoning for their outcome decisions clearly and constructively to staff.’**

The evaluation committee comprises three members, including experts in relevant disciplines. Since spring 2023, assessments have included teaching and academic experience. Academic staff may apply for promotion at any time, with defined deadlines communicated each semester. Promotions become effective on January 1st or August 1st, depending on the semester.

- 12. From report: ‘The Iceland University of the Arts should enable a sessional member of staff to become a representative of all sessional staff, to act as ‘point person’ for ensuring more effective communication to sessional staff, and their access to orientation and professional development opportunities.’**

With approximately 600 sessional teachers engaged annually across a diverse array of disciplines, the university has adopted a departmental representation model. Each department appoints a dedicated representative to advocate for sessional teachers and to participate in the Academic Forum.

Instead of designating a single sessional teacher as a point of contact for orientation and communication, the university has appointed three Academic Coordinators. Their primary responsibility is to support sessional teachers by facilitating orientation, sharing key information, and providing access to resources such as the Teachers Handbook. Academic Coordinators also extend invitations to sessional teachers for regular educational events, including pre-semester kick-off meetings and the Teachers Café.

Sessional teachers who teach at least 200 hours per term are eligible to apply for professional development grants. Additionally, deans invite sessional staff to a termly gathering to foster a sense of belonging and enhance their engagement within the institution.

13. From report: ‘The Iceland University of the Arts should address as a priority its language policy so that its stated commitment to bi-lingual institutional communication is effective and non-discriminatory in practice, and so that International Students’ expectations are met both in general communications and in the classroom.’

A revised language policy was adopted in late 2022, ensuring clear and accessible information about language use. The language of instruction is specified for each programme, and central communications are available in both Icelandic and English. Permanent staff are offered complimentary Icelandic language courses.

14. From report: ‘The Iceland University of the Arts should develop an equalities action plan detailing the proposed approach and timeline for prevention of racial stereotyping; creation of safe and confident space for students and staff in a post ‘MeToo’ learning environment; inclusive practice to enable students with additional support needs of all types to flourish in the institution; and communicate clearly the channels for report and support of violations.’

Equality and inclusion are central pillars of the university’s strategy from 2024. An inclusion officer was appointed in 2024 to lead the development of a new equality plan, introduced in spring 2025. Key initiatives encompass enhanced diversity monitoring, inclusive admissions practices, and the establishment of accessible learning and work environments. Measures implemented include improved admissions procedures, provision of electric wheelchairs, and development of sensory-friendly spaces, thereby promoting accessibility and fostering an inclusive institutional culture.

Student counselors serve as trusted representatives for students, and particular emphasis has been placed on effectively introducing their services to the student body. Students are encouraged to approach counselors regarding any matter, and counselors strive to ensure that student concerns are appropriately addressed and directed.

The Iceland University of the Arts’ response plan and notification button for cases of bullying, violence, and harassment are widely and repeatedly publicized through channels such as Uglá, posters, and orientation events for new students. During orientation, a dedicated presentation is delivered on the response plan and the university’s code of conduct, with students encouraged to seek support whenever needed. Staff members also receive briefings on the response plan, as well as training on relevant issues and procedures to follow should cases arise.

As of spring 2026 neurodivergent meetings for sharing experiences and interests are offered to students bi-weekly at the university premises.

1.1 IUA's enhancement priorities from previous IWR

9.1 Quality Management

The IUA has continued to strengthen its quality management framework, with the Quality Handbook now fully embedded in daily operations.

During the 2025–2026 academic year, support services will undergo a comprehensive quality assessment, focusing on a vision for strong support service units in two buildings, Laugarnes and Stakkahlíð, as part of IUAs short term solution in its housing situation. Furthermore, in this assessment, core processes such as admissions, new student orientation, and graduation procedures are taken under revision. This initiative is designed to ensure central coordination and consistent adherence to established quality standards.

Departmental strategies are being aligned with the new institutional strategy for 2024–2028, with ongoing reviews and revisions of sub-strategies as required. Efforts are underway to establish key performance indicators (KPIs) and develop a monitoring dashboard for university performance metrics. The Uglá Data Warehouse project has consolidated most student and programme data, and staff statistics will be included in coming years. The long-term objective is to enable external publication of these statistics.

There has been a marked increase in the use of key metrics, student surveys, and teaching evaluations. Currently, performance indicators are used reactively rather than systematically, but plans are in place to integrate data sources and define standardised KPIs moving forward.

Student engagement has been enhanced through regular dialogue between the Rector and the Student Council, as well as student participation on principal committees, ensuring that student perspectives are actively considered and addressed.

Finally, the university continues to align its data collection practices with the requirements of the Ministry, particularly through the implementation of the Uglá Data Warehouse project.

9.2 Implementation of School of Academic Development

The status was outlined in the 2024 annual report. The situation remains unchanged.

9.3 Revision of Academic Employment, Positions and Roles

The status was outlined in the 2024 annual report. The situation remains unchanged.

9.4 Future Visions for a New University Building

The status was outlined in the 2024 annual report. The situation remains unchanged.

A short-term vision is for the IUA to operate from two principal locations: Laugarnes and Stakkahlíð. The development of a unified facility to accommodate the entire university continues to be a priority for the institution's leadership and will remain so until the matter is fully solved.



Ljósmyndari: Óþekktur

2. Internal Monitoring and Reviews Completed Since the Last Annual Quality Dialogue

2.1 Student Surveys

Three student surveys were conducted: a pulse survey for all students, final-year feedback for graduating students, and a follow-up survey for selected cohorts (2015, 2016, 2019, and 2023). Feedback from final-year students identified key areas requiring enhancement, which are being addressed. Survey results indicate that subsequent curriculum updates and more effective organisational practices have contributed to greater student satisfaction, as reflected in recent teaching evaluations.

2.2 Periodic Departmental Reviews

1. Department of Architecture: The MA programme finalised their periodic review and the programme director for the BA programme took the initial steps towards their periodic review process. Among the results of the MA review was to produce a curriculum to match the 5-10-15 ECTS plan and increased technical courses.

2. Department of Fine art: Adopted a new curriculum for both the BA and MA studies, following its periodic review in autumn 2023. The changes might be considered minor in content but the curriculum for all programmes now accommodates IUA's 5-10-15 ECTS plan.

3. Department of Music: The department is currently undergoing a reorganising process. One aim is to simplify the BA programmes and the selection on undergraduate level, decreasing them from seven to three, and implementing IUA's 5-10-15 ECTS plan. The first programme to launch was *Music Innovation and Technology*, welcoming the first cohort in fall 2025. The other two programmes, *Performing Studies* and *Composition Studies* finalised their curriculum late 2025 and are opting for intake of the first cohort in 2026.

4. Department of Performing Arts: All programmes started a reflection on their practices and curriculum in one way or another. BA in *Acting* and BA in *Theatre and Performance Making* began the process of periodic review and are aiming for an updated curriculum for the fall 2026.

MA in performing Arts graduated the first cohort in the summer of 2025 after the most recent periodic review in 2022. Last spring a decision was made to review the programme, but some indicators suggested the programme could be refined to become more effective. Among adjustments proposed by a review committee was to strengthen theory courses, to strengthen connection between the programme and the professional industry and making the intake procedure more rigorous and comprehensive. Finally, the committee suggested one cohort every two years, instead of every year, to maintain high standards and quality. During the review process the programme delayed intakes for a year and aims for intakes in spring 2026 alongside adjusted curriculum.

5. Department of Design: All three programmes on BA level, i.e. fashion design, graphic design and product design, adopted a new curriculum following its periodic review in autumn 2023. The changes might be considered minor but the curriculum for all programmes now accommodate the IUA's 5-10-15 ECTS plan.

6. Department of Filmmaking: The first cohort of IUA's newest department graduated in summer 2025. On that occasion a reflection on the department's development was prepared by the Dean of the Department. It is evident that the faculty have accomplished a great deal from establishing the department and leading the first cohort towards graduation. In the first years they experienced certain growing pains, spanning from refining the student intake process, to navigating the IUA's administrative environment. Now that as the department has moved beyond its initial establishment phase the Dean of department is sketching up the department's future, that hopefully includes an MA programme, stronger research culture in the field of film making and making the department become more outward facing in the university and beyond.

7. Department of Arts Education: began its process of periodic review of all their programs. One aim that has surfaced is to simplify the selection of programmes and degree titles, but currently there are 17 programmes in the department.



Ljósmyndari: Owen Fiene

3.

Internal Reviews Planned for the Next 12 Months

3.1 Quality Assessment of Support Services

The Quality Manager, together with the Directors of IUA's support services, is presently undertaking a comprehensive review of support service provision, with a particular focus on the university's transition to operating from two main locations. This evaluation aims to strengthen and optimise the quality and effectiveness of all support services delivered to students and staff.

3.2 Ongoing Programme Monitoring

A proposal for ongoing monitoring of academic programmes has been drafted, in line with IAQA's Quality Framework. The first ongoing monitoring is planned for spring 2026, with feedback to follow.

3.3 Study Development Committee Initiatives

Department of Arts Education: The review process continues for all programmes and aims to implement an updated curriculum for the fall 2027.

Department of Architecture: The programme director for the BArch programme aims to finalize the review process in 2026, with an updated curriculum for the fall 2027.

Department of Music: The reorganisation of the department continuous with the aim to launch the two new BA programmes, i.e. *Performing Studies and Composition Studies* in fall 2026.

Department of Performing Arts: The two BA programmes *Acting* and *Theatre and Performance Making* will finalise their review process this upcoming year, aiming for an updated curriculum in 2027 that accommodates IUA's 5-10-15 ECTS plan.



Ljósmyndari: Ópekkur

4.

Significant Quality Enhancement Initiatives

4.1 Study Development Committee Initiatives

The Study Development Committee, comprising the Vice Rector for Teaching and Learning, Head of Teaching Development, Quality Manager, and Director of Student Services, is working on few initiatives. Among those are improving guidance for learning outcomes, to enhance clarity and consistency in teaching and assessment, and aligning with international standards. Also, guidelines and templates for micro-credentials are being developed, and five courses in collaboration with the University of Akureyri are underway.

Finally, the committee is supporting the development and launch of INDA, a joint programme with Reykjavík University, for which the aim is to open for applications in February 2026 with the first cohort starting in autumn 2026.

4.2 Status Report on Research Quality and Development

Over the past year, the IUA has made notable progress in strengthening its internal research culture and infrastructure. A new course, *Research and Dissemination*, was launched to support new researchers through peer-led training in methodologies and communication, reinforcing the university's commitment to capacity building. The Research Support team also organised regular workshops and offered individual consultations to assist researchers in developing and executing their projects.

A major milestone was IUA's formal partnership with the Research Catalogue (RC), a recognised international platform for artistic research. The implementation of RC has provided academic staff with a space to reflect on their artistic research projects and submit research outputs, which now form part of the university's internal research assessment. RC plays a vital role in enhancing the visibility, accessibility, and scholarly recognition of artistic research, while also supporting cross-institutional dialogue and collaboration.

In line with strategic goals, funding for the internal research fund was increased, additional research leave was granted, and a writing initiative was launched. Staff participated in writing workshops and received travel grants to present their work at conferences. Efforts to improve documentation and visibility of research outputs were furthered through a targeted initiative to register research results in IRIS, the national research database of Iceland. This campaign aimed to ensure comprehensive representation of IUA's research activities and strengthen the university's contribution to the national research landscape.

Departmental research meetings and the recurring event series *On Research* provided platforms for staff to share their work, build connections, and foster collaboration across disciplines. Increased emphasis was placed on the development of a doctoral programme in the arts, marked by the establishment of a dedicated working group and a collaborative initiative with the University of Iceland and the National Gallery of Iceland.

The university's research assessment framework was refined through broad consultation across departments, the Academic Council, and the Executive Board, ensuring a robust and inclusive evaluation process.

Among the highlights of the year was *Hugarflug*, IUA's annual research conference, which saw a notable increase in international applications following promotion via SAR (Society for Artistic Research). The two-day event welcomed a diverse group of participants and provided a vibrant platform for dialogue on artistic research.

