

7-8 NOVEMBER 2016, BRUSSELS



UNIVERSITY OF ICELAND

Overall context



Diagnosis: The University of Iceland (UI) is the oldest and the leading academic institution in Iceland. It enrolls 14.000 students in 25 faculties within five academic schools, composed of around 800 academic staff (45% women), and 750 administrative staff (55% women). In addition, women are more numerous (65%) of the University's 2500 sessional teachers. The higher up the academic ladder, the more men; hence 70% of the professors are male. The GARCIA action plan targets one STEM and one SSH unit: The School of the Social Sciences and The School of Engineering and Natural Sciences. Some actions target the entire University and some the local context. Gender equality has been formally on the agenda since 2000.

Actions:

During the course of the last three years, the GARCIA project and its actions have had a significant impact on the formulation of the official new Equal Rights Policy of the University of Iceland.

Gender and working cultures

Diagnosis:

- Quantitative and qualitative analysis revealed a gendered long-hours culture with resulting major work-life balance issues for early-career academics.
- Analysis of curricula and externally funded research projects showed that the gender dimension is far from being implemented in accordance with the university's Equal Rights Policy.

Actions:

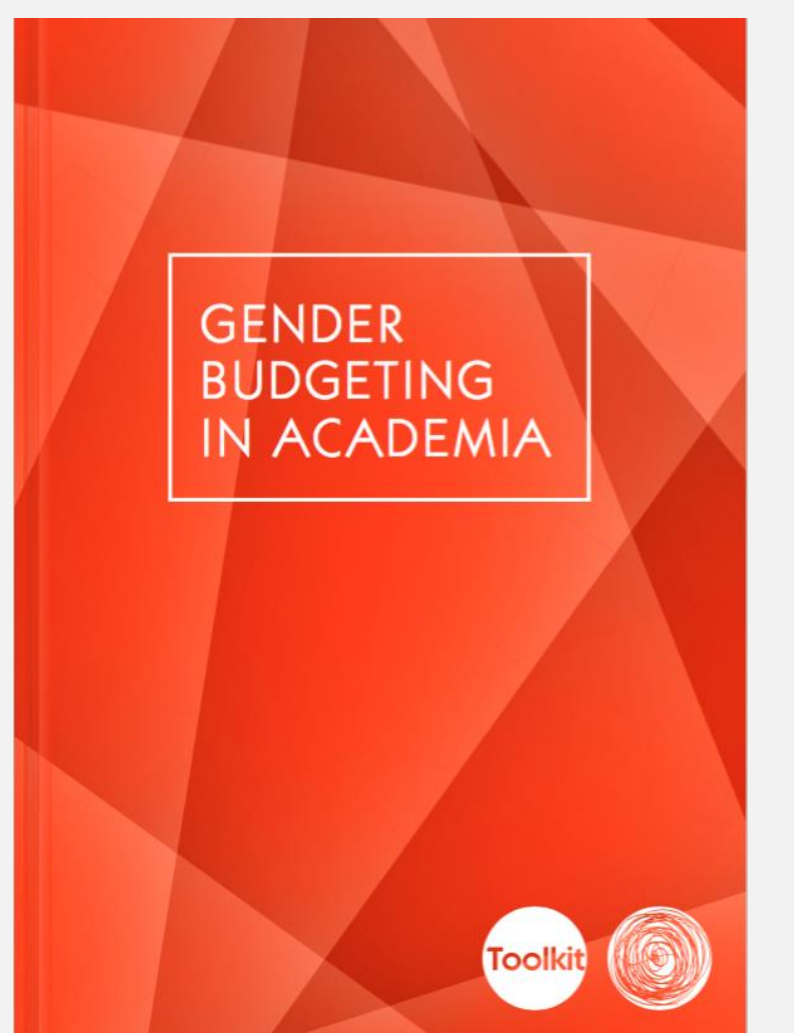
- Seminars on long-hours culture and work-life balance issues.
- Formal meeting with the Equality Committee of the University of Iceland to address the point evaluation system and its role in preventing adequate implementation of gender perspective in research and teaching.
- Open invitation workshops on the gender perspective in respectively teaching and research.
- Continued lobbying to formally integrate gender perspective in hiring and promotion processes.

Gender Budgeting

Diagnosis: Managerial and financial frameworks within the institution have been considered objective and gender neutral, an assessment of the institution revealed on the contrary. Male dominated fields and men benefit from the current managerial processes and practices.

Actions:

- Findings on gender biases in management methods and decision-making presented for key players from central administration and the academic school at a University of Iceland's gender budgeting task force meeting and an open event organized by the Equal Rights Committee of University of Iceland chaired by the director of finance.
- Findings on how the tool of gender budgeting can be used to tackle gender biases in management methods and decision-making presented at Menntakvika, School of Education's annual research conference, Þjóðarspejillinn, Conference in Social Sciences and the Icelandic GARCIA national conference. Key players from the central administration and the academic schools attended these events.
- Development of a gender budgeting toolkit, that will be utilized by the University of Iceland's gender budgeting task force and the School of Social Sciences.
- A seminar on how to integrate gender into managerial and financial systems and decision-making, in cooperation with The Ministry of Finance and Economic Affairs and The City of Reykjavík. Key players from the central administration and the academic schools attended the course.
- Gender budgeting part of the curriculum of the course on practical gender studies for masters students in the School of Social Sciences. Student took on gender budgeting projects at The School of Social Sciences, The School of Education, The Division of Marketing and Public Relations and The City of Reykjavík. The findings were presented within each division and at the Equal Rights Committee.

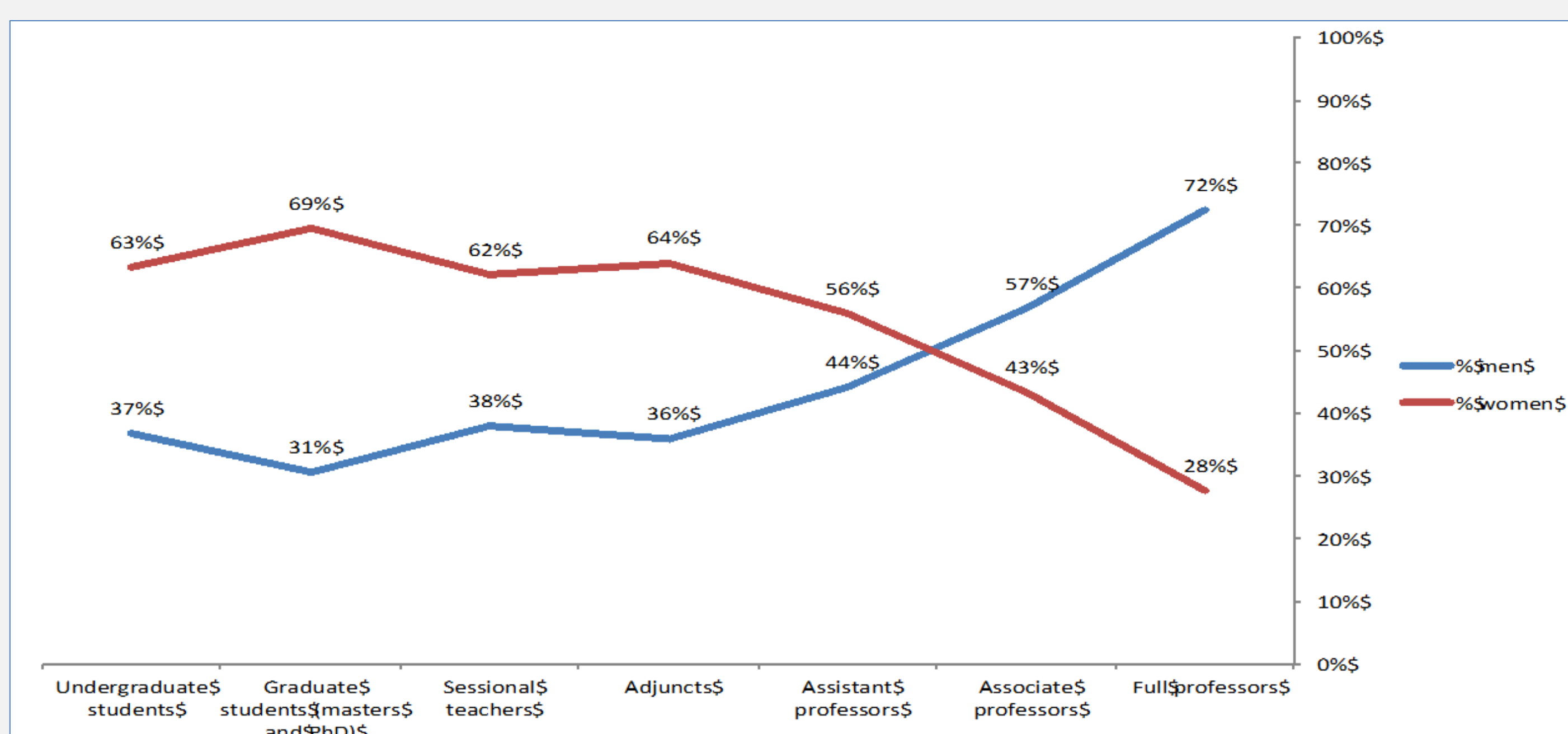


Leaky Pipeline

Diagnosis: Women predominantly occupy the SSH fields that enjoy the least amount of funding, the highest teacher-to-student ratio (i.e. bigger workload), the least amount of stature, and the fewest options for a future career in academia. Oppositely, STEM fields, which are dominated by men, receive considerably more funding and enjoy a higher stature even though they attract a much lower number of students. If we move up the academic ladder we also find that men overwhelmingly occupy the higher academic positions with the most stature.

Actions:

- SSH: Peer-to-peer mentoring groups for early-career academic women and PhD students.
- Overall institution: Facilitating and supporting the founding of the Association of Women in Science. Mediating between different academic fields.



Hiring & Promotion Practices

Diagnosis: The findings reveal that there are very few job openings within the University of Iceland after completing a PhD degree and there was a need to open up the discussion on opportunities outside of academia. Furthermore, the findings on the selection process of assistant professor in the School of Engineering and Natural Sciences and the School of Social Sciences reveal that there is an inconsistency between the formal criteria and the actual selection practices, different conceptions of 'quality' and gender practices influence the selection process.

Actions:

- Workshop on career opportunities for PhD students in SSH and STEM in collaboration with The Students Counselling and Career Centre and the School of Social Sciences, which will be part of the services offered by the Student Counseling and Career Centre in the future.
- Building on the findings and the workshop the School of Social Sciences has put more emphasis on how to prepare for a career after completing a PhD degree into their monthly seminar for PhD students.
- The Students Counselling and Career Centre will develop a seminar on how to prepare an application for job opening outside of academia for students in their final stages of their PhD.
- Reflexive working group with selection and evaluation committee members, experts from the Division of Science and Innovation and the Division of Human Resources and the Equal Rights Committee.
- The Equal Rights Committee is developing Guidelines for the integration of equality dimension in hiring and promotion building on the findings of the reports and the reflexive working group.