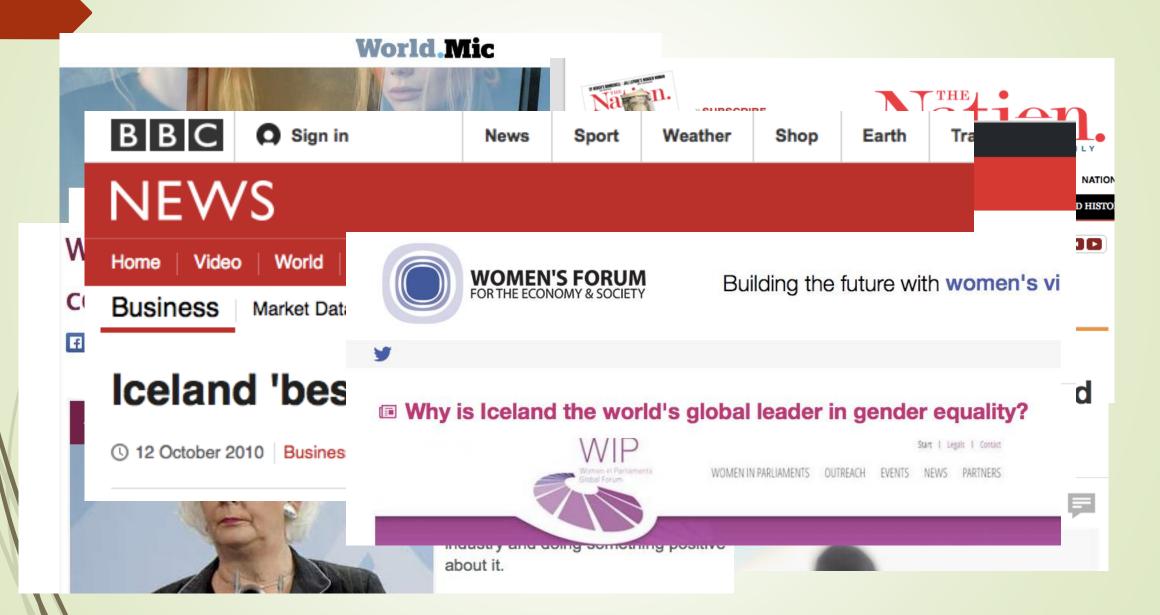


Gender Equality in Higher Education Institutions

A Collaboration between Portugal and Iceland under the EEA Norway Grants





RIA INSTITUTE FOR GENDER, EQUALITY AND DIFFERENCE





The University of Iceland

- 'always wants to be at the forefront of gender equality' (2011).
- Equality 'a guiding principle in the University's work' (2018)





Policies

- Policy of the University of Iceland, 2006-2011
- The Policy of the University of Iceland, 2011-2016
- University of Iceland Equal Rights Policy, 2013-2017
- The University of Iceland staff handbook
- The University of Iceland Human Resource Policy
- Strategy of the University of Iceland, 2016-2021



Policies

- Since 2000: Equal Opportunities Policy
- Newest action plan from 2018.
- The action plan dictates that each of the five school at UI must have their own particular action plan and policy:
 - School of Education
 - School of Engineering and Natural Sciences
 - School of Health Sciences
 - School of Humanities
 - School of Social Sciences

University of Iceland Equality Action Plan 2018-2020

Equality is one of the three central tenets of University of Iceland policy, a guiding principle in the University's work and the basis of diversity and respect in the University community (H/21, the Strategy of the University of Iceland 2016-2021).

The University of Iceland Equality Action Plan 2018-2020 is based on the Strategy of the University of iceland 2016-2021, the equality principle of Article 65 of the Constitution of conversity to scenes auto-exect, one expansity principle to miles on an are excentional act no. 97/1995, and the Act on Equal Status and Enual Rights of Women and Men no. 10/2008, taking into account the provisions of the Act on the Affairs of Disabled People no. 59/1992, with subsequent amendments.

The action plan sets out goals and defines measures intended to guarantee that staff are afforded their statutory rights in accordance with Articles 19-22 of the Act on Equal Status and Equal Rights of Women and Men no. 10/2008. The action plan also identifies the ways in which the University of Iceland as an educational institution compiles with Articles 22 and 23 regarding students and Articles 15 and 17 as a public service institute. Finally, the Equality regarding students and Articles 15 and 17 as a public service insulate. Finally, the Equality Action Plan is also based on the results of the report The Status and Development of Equal Opportunities at the University of Iceland 2012-2016, which evaluated the status of equality matters at the University of iceland and current knowledge in the field of equality.

The first University of Iceland Equality Action Plan was approved by the University Council in

Discrimination on the basis of sex, gender, origin, skin colour, disability, sexual orientation, gender identity, age, health, religion, views, residence status, financial means or culture is

The action plan is founded on the integration of gender and equality dimensions. Gender ring account plant is nourosed on one integration or genous and equality universions. Genous mainstreaming must be ensured in all policy-making and strategic planning (Article 17) and considerations of equality must be incorporated into all University operations. All members of the University of Iceland community are jointly responsible for ensuring equality, but the co the University to remain committee or purely responsibility lies with the highest authorities at the University, i.e. the rector and

Emphasis is placed on gender equality, but efforts are also made to incorporate other

Each of the five schools, as well as central administration, shall establish an equality action plan, based on this Equality Action Plan. School deans and the managing director and division pian, based on this Equality Action Plan. School bears and the managing director and birranon heads of central administration are responsible for ensuring that individual provisions of the Equality Action Plan are implemented within the relevant organisational unit.

Particular attention is drawn to the University Professional Council on responding to gender related and sexual har assenent and gender-related and sexual violence and the procedure on the response to gender-related and sexual harassment and gender-related and sexual violence, which can be found on equality hills. This includes people's obligation to report offences of which they have reasoned suspicion or knowledge. Anyone receiving a complaint



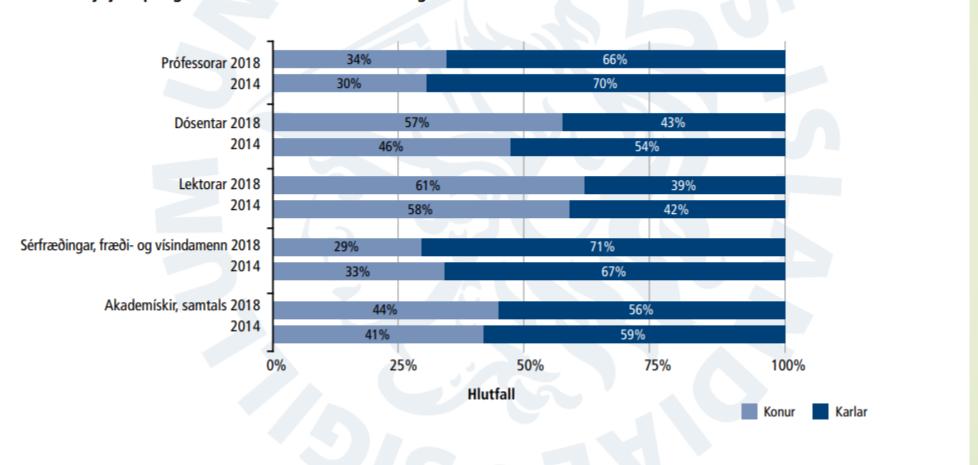
Numbers remain discouraging

- 2019: 12.524 students, 66.5% women, 33.5% men.
- STEM: 59% men, 41% women
- SSH: 30% men, 70% women
- Icelandic men generally do not have to attend university to secure high future incomes



I. Mannauður

I.3. Kynjaskipting í akademískum störfum 2014 og 2018





The Neoliberal Academy

- 1980s: Political development towards emphasis on privatisation and economic globalization
- Academia: Global ranking systems of central importance
- New public management / new managerialist strategies
- Public service institutions -> corporation-like entities







- 'increase [the] number of papers published in respected international peer-reviewed journals ... by 100%' (2006)
- 'specific goals on research and innovation' (2011)
- Evaluation System for Public Universities (2013).



Work/Life Balance

- The university endeavors to provide the conditions employees need to coordinate their professional and familial obligations.
- Employees shall be offered the chance of a temporary time commitment reduction if familial obligation demands it.
- This shall not affect their professional advancement.
- Employees shall be offered flexible working hours if familial obligation demands it.
- The university encourages fathers to make use of the opportunities to coordinate professional and familial obligation.



- Women academics afraid of going on maternity leave
- Do not take full maternity leave
- Constantly feet guilty
- Expected to work even when they had a sick child at home or in the hospital.
- Women end up taking on family responsibilities.

Smidt, T. B., Pétursdóttir, G. M., & Einarsdóttir, Þ. (2017). How do you take time? Work–life balance policies versus neoliberal, social and cultural incentive mechanisms in Icelandic higher education. European Educational Research Journal, 16(2–3), 123–140.

Rafnsdóttir, G. L., Heijstra, T.M. (2013). Balancing Work–family Life in Academia: The Power of Time. Gender, Work & Organization, 20(3): 283-296.





Policy change or system change?