



**FÉLAGSVÍSINDASTOFNUN
HÁSKÓLA ÍSLANDS**

University of Iceland's

Social Science Research Institute

**Status and Development regarding
Gender Equality at the
University of Iceland 2003-2007**

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AUTHORS' SYNOPSIS OF THE ORIGINAL REPORT

The following points are the main findings in this report. For *the authors' suggestions for ameliorations in the field of gender equality within the University of Iceland* please turn to page 20.

- The data used in this report derives from statistics; minutes from the Equal Rights Committee's meetings; interviews with 11 employees in administrative positions (Managers in Central Administration and Deans of Faculties) and five additional employees who work, or have worked, in the field of gender equality within the University, as well as other available data.
- The report's appendix addresses gender equality issues during and after the merger of the University of Iceland and the Iceland University of Education, including a new Equal Rights Programme that was approved in January 2009.
- Administrators and parties who have worked with gender equality issues within the University are overall positive towards the revision of the Equal Rights Programme that was in force from 2005-2009. The main revisions included:
 - Mainstreaming a gender and equal rights perspective into all policies and programmes at the University of Iceland
 - A clause stipulating that the perspective of equal rights and gendered discussions should be interwoven into the curriculum in Faculties where it applies was abolished in the revised Equal Rights Programme.
- Administrators at the University say they have not systematically worked towards gender mainstreaming in policies and planning.
- Administrators at the University of Iceland and parties who have worked with gender equality issues within the University are, for the most part, positive towards *the University of Iceland's Policy against Discrimination*.

- The position of Equal Rights Officer was changed from a half time position to a full position in the period dealt with in this report.
- The Equal Rights Committee and the Equal Rights Officer have organised numerous projects during the period dealt with in this report. These include a survey on bullying and sexual harassment among students and staff; research on the experience of male students in Nursing, and education in equal rights issues.
- Women constitute the majority of students at the University of Iceland. Comparatively more men study at the Faculty of Engineering than women whilst the gender ratio is relatively equal in the Faculties of Business Administration and Economics and the Faculty of Law.
- Even though the ratio of women among Associate Professors and Professors has been increasing steadily, it is still considerably lower than the ratio of men. However, the gender ratio among Assistant Lecturers is relatively equal or around 50%.
- Women's participation on boards of the University Council's institutions is around 40%, whereas their participation on boards of institutions that adhere to Faculties is 28%. However, only 17% of all heads of boards in the University's institutions are women.
- Administrators within the University of Iceland and parties who have worked in the field of equal rights within the University share the opinion that the status of gay students and staff is relatively good.
- The number of students with special academic needs has increased considerably from 1995.
- The participants agree that despite the efforts that have already been done to improve access for people with disabilities, much work remains to make the University grounds accessible and safe.
- Administrators within the University of Iceland and parties who have worked in the field of equal rights within the University agree that reception of foreign students and staff is inadequate.

- There is a need for clear regulations on passing exams in foreign languages and increased flow of information for people coming from abroad.

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EXTRACT OF THE REPORT ON STATUS AND DEVELOPMENT REGARDING GENDER EQUALITY AT THE UNIVERSITY OF ICELAND 2003-2007¹

INTRODUCTION

This report is issued by the Social Science Research Institute for the University of Iceland's Equal Rights Committee. The University's Equal Rights Programme (2005a) stipulates that an appraisal of the status of equal rights issues within the University be made every four years. This is the second appraisal; the first one, *Status and development of matters of gender equality at the University of Iceland 1997-2002*, was written by Erla Hulda Halldórsdóttir (2004).

COMPILATION OF DATA

The data used in this report derives from statistics; minutes from the Equal Rights Committee's meetings 2003 – 2007; the Committee's website²; reports and other written data from both the Equal Rights Committee and the Equal Rights Officer. This data constitutes the foundation in mapping out the status of gender equality. Furthermore, to get a glimpse of the reality behind these figures interviews were taken with employees in key administrative positions as well as others who work, or have worked, in the field of gender equality within the University.

¹ Summary of the report made by translator, Bryndís E. Jóhannsdóttir, in co-operation with the Equal Rights Officer. Please note that the following chapters were translated in full: Authors' summary of the original report, Suggestions for ameliorations, Statistical Equality, Foreign Students and Staff, and Summary and Final words.

² From the University's website before the merger, not the current one.

Qualitative method, participants and compilation of data

Qualitative research is a term that covers a variety of methodologies wherein the researcher himself/herself is the main tool of investigation. The aim is not to statistically compare participants' behaviour and attitudes, but rather understand matters from their perspectives (Rannveig Traustadóttir, 1993). Interviews are one way in the compilation of data. The interviews are characterized by great diversity and in-depth interviews are common in qualitative research. By using unstructured interviews the researcher gains insight into the participants' thoughts and feelings. The subject is usually decided beforehand, but not the content of the conversations. The research was aimed at a few of the University's leading administrators, and individuals who work, or have previously worked, in the field of gender equality within the University.

The total number of participants was 16, six men and ten women. The data acquisition was made in 16 interviews ranging from 20 minutes to one hour, during the period 2003 to 2007. The report's authors brought along the new *University of Iceland's Equal Rights Programme* (Háskóli Íslands, 2005a) as well as the *Policy against Discrimination* and the interviews often began with a discussion of these policies. These discussions were then followed by questions and deliberation on work in the field of equal rights within the University, gender equality, and the rights of diverse minorities.

PROJECTS AND POLICIES ON GENDER EQUALITY ISSUES

The current Gender Equality Act³ constitutes, at all times, the legal foundation of work in gender equality. Article 23 of the law on *education and schooling* states that:

- Gender mainstreaming shall be observed in all policy-making and planning in the work of the schools and educational institutions, including sports and leisure activities.
- Students are to be educated on gender equality and equal rights issues at all levels of the educational system.

³ The Gender Equality Act in English:

<http://eng.felagsmalaraduneyti.is/legislation/nr/4203>

- Educational and teaching materials must not discriminate against either sex.
- When counselling students on further studies or career choices, boys and girls shall receive instructions and counselling regarding the same jobs.
- Research on the status of the genders in Icelandic society must be reinforced.
- Gender mainstreaming according to the Gender Equality Act: “Organizing, improving, developing and evaluating the policy-making process in such a way that gender equality perspective is incorporated in all spheres in the policy-making and decisions of those who are generally involved in policy-making in society.”

Revision of the University of Iceland’s Equal Rights Programme

The University’s first Equal Rights Programme was in force from 2000 to 2004. Revision of that Programme was carried out in the same period as the research presented in this report. Following are the main changes that were made. The *Equal Rights Programme 2005-2009* has four main components:

1. To even position and wage structures of men and women at the University of Iceland.
2. To balance gender ratios in University committees, boards and councils.
3. To make the facilities and opportunities of women and men in their studies equal.
4. Gender mainstreaming in all policy formation and planning. (Háskóli Íslands, 2005b).

The clause stipulating counteraction against sexual harassment in the former programme was abandoned, whilst the fourth component is new and in accordance with the current Gender Equality Act. The second component is more extensive, now including committees and councils. The development of clearer standards for effectiveness in the field of gender equality work within the University is another novelty, as well as a plan of implementation. The development of these measures has been somewhat delayed and is still not in effect in January 2009.

Most of the participants were positive towards the Equal Rights Programme. However, a few participants in administration were neither familiar with the Programme, nor had come across it to any degree in their

work. The participants who have worked in the field of gender equality said that there was a serious shortage of funding to monitor the Programme, especially in research. They pointed out that a great part of the work in the field of gender equality has been, and still is, on a voluntary basis. A specific clause on sufficient funding might be necessary as financial resources are the foundation for continuing work towards gender equality. Furthermore, a distinct connection to the Icelandic Gender Equality Act would give the Programme increased relevance in University activity, as examples from foreign universities have shown. In some foreign programmes emphasis is on the fact that universities are both educational institutions and employers, and are consequently required to abide by various legal obligations⁴. The latest Gender Equality Programme, approved in January 2009, has quite a few references to the Icelandic Gender Equality Act.

Two main alterations in the last revision of the programme:

1) Deletion of the stipulation on gendered perspective in curricula

The first University of Iceland's Equal Rights Programme stipulated that "a perspective of gender equality and gendered discussion be interwoven in the curriculum of respective faculties, whenever applicable. Attention is to be brought to the writings and research of both sexes, when it applies, both during lectures and in reading lists." (Háskóli Íslands, 2002a). This stipulation was deleted after considerable discussion in the University General Forum (Háskóli Íslands. 2005d). The clause was not re-instated in the University's Equal Rights Programme, approved in January 2009, even though it stipulates that curricula and teaching arrangements and methods shall appeal to both sexes. The opinions on the wisdom of deleting this stipulation varied among the participants. The authors consider that the decision should be reconsidered as the stipulation is in accordance with the current Gender Equality Act and could prove especially useful within the faculties where the gender ratio is most imbalanced. Subject matter within individual programmes

⁴ For further information: http://www.helsinki.fi/henkos/tasa-arvo/TaSu_EN.htm#6

would consequently be examined from a gendered perspective; thus encouraging a more equal studies' selection among both sexes as well as gender mainstreaming.

2) Gender mainstreaming

The latest Equal Rights Programme stipulates that gender mainstreaming be part of all policies and planning. The faculties' administrators were asked how gender mainstreaming was coming along in their work, and whether an equal rights programme had been drawn up for the faculty. The writing of equal rights programmes had been delayed in most cases for various reasons. The authors believe that this work should be accelerated because of the merger of the two universities; and that the organisational changes should be utilised to put gender equality issues within each school on the right track. None of the administrators had systematically worked on gender mainstreaming, furthermore, there seemed to be a certain misunderstanding on the nature of mainstreaming. According to the definition of the European Union on gender mainstreaming it says, e.g., that gender mainstreaming "should not be dependent on a few dedicated individuals, but an automatic reflex throughout an organisational structure" (European Institute for Gender Equality, e.d.). In the opinion of most of the participants who had worked in the field of gender equality within the University gender mainstreaming had not been successful. A seminar on gender mainstreaming was held in 2005 for the highest ranking administration in the University. The results of this report indicate that there is still a demand for such training, especially in view of changes in manpower due to the merger.

It is clear that *the University of Iceland's Equal Rights Programme* is an ambitious and solid foundation for work in the field of gender equality within the University. However, a systematic promotion in the University community on its object and utility is lacking. Without sufficient funding and follow-up the programme is reduced to a meaningless document that is not befitting in a University that intends to be a pioneer in the field of gender equality.

Policy Against Discrimination

The University of Iceland's Policy Against Discrimination was passed in February 2005 and is somewhat more extensive than the *University's Equal Rights Programme* (Háskóli Íslands, 2005c). The participants who were familiar with the policy agreed that the University should be proud of it, but that it needed more utilisation and promotion. The authors consider *the Policy Against Discrimination* to be one of the big steps taken towards gender equality within the University, and that it needs to be held up as a beacon to guide the University on the road ahead. The Policy can prove useful to various minorities in claiming their rights, as well as reminding all University employees and students to maintain a just and democratic work ethic.

Organisational changes

As part of the organisational changes in the University's Central Administration in 2006, matters of gender were assigned to the Division of Academic Affairs. There was some dissatisfaction among the representatives of the Equal Rights Committee with this change, based on the view that gender equality issues are ubiquitous; concerning all faculties and administrative divisions. The authors and a few of the participants share this view.

Policy making in the field of gender equality seems to have grown considerably in strength in the years 2003 to 2007. *The Policy Against Discrimination* has reinforced the foundation for gender equality work within the University to a large extent. The *Equal Rights Programme* was, furthermore, revised during this period and now stipulates that gender mainstreaming be applied in all decision making. It also stipulates that institutions and faculties set their own equal rights programme. The clause on follow-up and standards for effectiveness also give reason for optimism, even though progress is relatively slow.

WORK IN GENDER EQUALITY 2003-2007

The Equal Rights Committee 2003-2007

The Equal Rights Committee's letter of appointment was approved by the University Council on 26 June 2002, and was in force until 2007 but was re-approved in June the same year.

The Equal Rights Committee's role is according to the letter of appointment:

- a) To initiate, regularly and in co-operation with the Rector and the University Council, the revision of policies in the field of gender equality and to work towards equal status of women and men.
- b) To supervise the execution of the policy in co-operation with the Equal Rights Officer.
- c) To ensure that all faculties, institutions and Central Administration file their equal rights programmes.
- d) To organise discussions and education on gender equality in the University.
- e) To act as advisor to the Rector and the University Council in matters of gender equality, and provide commentary on issues referred to the committee by the Rector and the University Council. To oversee and ensure accessibility to all facilities and conveniences available in the University community for students and staff of foreign origin.
- f) To consult with the Disability Commission

The letter of appointment is in most aspects comparable to the earlier letter from 2002, but with emphases in accordance with the extension of the equal rights concept and gender mainstreaming. Baldur Þórhallsson headed the committee until 20 June 2004 when he was replaced by Hólmfríður Garðarsdóttir who was head of the committee until the year 2007 when she was succeeded by Brynhildur G. Flóvenz.

The Equal Rights Officer

The University's Equal Rights Officer works closely with the Equal Rights Committee. Rósa Erlingsdóttir held the position until the end of the year 2003 when she was replaced by Berglind Rós Magnúsdóttir who left the post in the beginning of the year 2005. Sigrún Valgarðsdóttir took over and held the position until spring 2007. Arnar Gíslason was finally hired in December 2007. Quite a few participants, in both groups, mentioned that frequent changes in the post of the Equal Rights Officer had been an obstacle in gender equality work within the University. The position was changed from a 50% to a full one in 2004, which was one of the milestones in equal rights during this period.

Many participants estimated a need for additional Equal Rights Officers due to the recent developments of extension of the equal rights concept. Consequently, the affairs of disabled people, gays as well as foreign staff and students now appertain to the Equal Rights Officer. The extension of the concept was positive in the eyes of many participants, however, a consequent change in the work environment should follow. It was furthermore mentioned that it must be problematic for one person to tend appropriately to such diverse groups and issues. Funding to the field had not been increased despite its increased span.

The projects of the Equal Rights Committee and -Officer

Measures against sexual harassment

One of the four main components of the University's Equal Rights Programme 2000-2004 concerned the battle against sexual harassment. The report on *Status and development of matters of gender equality at the University of Iceland 1998-2002* reveals that during that period a rather comprehensive course of actions against sexual harassment was launched. The attendance was not good, but a pamphlet on remedies against sexual harassment was issued in 2000. (Erla Hulda Halldórsdóttir, 2004). This clause was deleted in the revised Equal Rights Programme even though it is stated that sexual harassment is not tolerated within the University. A report on the matter from 2004 reveals that sexual harassment is to be found, both among students and staff. A training seminar is listed for counsellors and administrators, in the procedure of matters concerning sexual harassment, in the work schedule on the execution of the University's Equal Rights Programme 2005-2009. (Jafnréttisnefnd, 2008). This project has been delayed. Procedure policy on bullying, including sexual harassment, was in the making in the autumn of 2008.

Gendered choices in studies

Choices of study programme are still extremely gendered at the University and only few faculties have a relatively equal gender ratio. Various campaign projects were in progress between the years 1998 and 2002 to even out the gender ratio in study choices. (Erla Hulda Halldórsdóttir, 2004). No similar

projects were in progress in the period of 2003-2007, but according to the plan of implementation of the University's Equal Rights Programme 2005-2009 several such projects are scheduled.

The Research Fund of the University of Iceland 2006

An appraisal was made on the division of application and dispensation from University funds by gender in February 2007. A special focus was on the Research Fund of the University of Iceland 2006 and 2007. The main findings indicated that neither sex was discriminated against.

Education on equal rights issues and recognition of the Gender Equality Council in 2005

Education on equal rights issues within the University is one of the most important aspects in the work of the Equal Rights Committee. The Equal Rights Officers organised many lectures, for example on the Central Administration's day of education. However, demand for further education was revealed in this research.

The University of Iceland received the Gender Equality Council's reward in 2005. The main grounds given for the reward was the election of the first female Rector, Kristín Ingólfssdóttir.

Charges against the University due to recruitment

Two female applicants for posts at the University who were not recruited, requested that the Gender Equality Complaints Committee examine the matter. The Gender Equality Complaints Committee's findings were, in both cases, that the University had violated the Gender Equality Act and appointed a man instead of an at least equally qualified woman. The District Court in Reykjavík ruled in one of the cases that the University had not been in violation of the law.

Evaluation of remuneration

A system for evaluating qualifications and performance was taken up in the period dealt with in this report. The system is based on a Swedish model and its function is to ensure equal pay by making comparison of jobs more

transparent and systematic. This is in accordance with the University's human resources and gender equality policies, which clearly state equal pay for equal work.

The Equal Rights Committee's and Equal Rights Officer's work environment

Friction between those who work in the field of gender equality within the University and other employees was discussed in a few interviews. A few experts who have worked in this field mentioned that specialized knowledge in gender studies was neither appreciated nor utilized to its full potential. A connection between academia and the work in gender equality would make the work more efficient. The Gender Equality Act recognizes the importance of specialized knowledge in gender studies for success in establishing gender equality as does the University's Equal Rights Programme.

Reykjavík University and Bifröst University – main projects

According to the Reykjavík University's policy arbitrary discrimination is neither tolerated in recruitment nor terms of employment. Sexual harassment is, furthermore, against the Reykjavík University's ethics and work towards a balanced gender ratio among employees is required. (Háskólinn í Reykjavík, e.d.). One of the main measures in the field of gender equality in recent years was a survey on wages among the employees in 2007. The Bifröst University's Equal Rights Programme stipulates, among other things, that discrimination on the basis of gender in recruitments is prohibited as well as in terms of employment. The gender ratio on boards, councils, and committees is to be as equal as possible. The role of the Equal Rights Committee is to gather information on status of the genders within the Bifröst University annually. Equal gender ratio among students is the responsibility of individual faculties. If the ratio is below 40% the dean must account for this to the Rector and the Equal Rights Committee. Periodical surveys are made on the situation and status of recently graduated female students in order to right their lot in the labour market and society.

EQUALITY IN A BROAD SENSE

The concept of equality was rethought at the University of Iceland in 1998 – 2002 when the rights of various minorities within the University were increasingly included. These groups were for example, gay people, disabled people, and foreign staff and students. The *Policy against Discrimination* covers matters of these minorities especially.

Gay students and staff

The *Policy against Discrimination* stipulates that discrimination among students or staff on the grounds of sexual orientation will not be tolerated. It also suggests that lecturers shall strive to use teaching materials representing the diversity of human life and not assume students' heterosexuality. The participants in this research were of the opinion that the status of gay people at the University was overall a good one, and had not been aware of any discrimination. Despite this fact, Johann Wium and Guðjón Hauksson's report from 2004 on the status of gay students at the University of Iceland suggests that their condition could in many ways be improved.

Disabled students and employees

The University Counselling and Career Centre provides support for disabled students at the University of Iceland. The number of students who turn to the Centre for special resources has increased from 60 students in 1995 to 413 in 2007. The reasons for this increase may first of all lie in the fact that the overall number of students has increased considerably in this period. Secondly, attendance of disabled students might be increasing as the procedure for support is now more efficient. It is, furthermore, possible that disabled students, who in the past went through their studies without special resources, now take advantages of the assistance of the University Counselling and Career Centre.

The affairs of disabled people have improved somewhat in the period dealt with in this report. Work in this arena is in the spirit of the *Policy on the Affairs of Disabled People*, approved in 2002. The main goals are to

- support disabled people to take active part in the University community.
- evaluate needs individually.
- educate those who work with disabled people.
- enable students and staff who for some reason become disabled to continue the same work and studies as before.
- enable disabled people to participate in official gatherings at the University.
- make University grounds accessible and safe, with the restrictions made by the older buildings.

In addition to the making of the *Policy on the Affairs of Disabled People* in 2002, rules on special resources while studying at the University of Iceland were also drawn up. The rules stipulate the right of students with special needs to customised solutions. The authors agree with the participants that lecturers, as well as other employees, need to be educated on the various disorders that can serve as impediment for people in their studies; many of which are not visible to others. The *Policy against Discrimination* is also a pillar in affairs of disabled people. The Policy states, for example, that is forbidden to discriminate against students or members of staff on the grounds of disability. The University is legally obliged to ensure that buildings are accessible to all; especially ensuring that obligatory classes be accessible for everyone. Disabled employees have a right to an adequate working environment.

A Disability Commission with nine members was appointed in 2002 and received permanent funding in 2005. The Commission's role is, among other things to "[...] to provide University policy in the affairs of the disabled and oversee its execution. Act as co-ordinator to all those who work in the field, gather information on the status of disabled people within the University and initiate education on disabilities within the University community." (Háskóli Íslands, 2005a). The commission has organised various seminars and presentations on the affairs of the disabled and issued the pamphlet *University for everyone – accessibility and resources at the University of Iceland* (*Háskóli fyrir alla. Aðgengi og úrræði við Háskóla Íslands*), aimed at those who are disabled. The object was to make the work and service more visible. Despite the efforts of the Disability Commission in improving accessibility of University buildings, it is still the main impediment for those

who are physically impaired. Since 2005 University rules stipulate that a disabled representative must attend all meetings that concern the affairs of the disabled at the University of Iceland

Some progress has been made regarding students who suffer from mental problems in the period dealt with in this report. Rector appointed a working group in 2005 on mental health issues within the University. The group formed a procedure policy on resources for people with mental problems; both students and staff. Manía, the University of Iceland's association for mental health issues was founded. The aim was to encourage a more positive attitude towards people with mental health issues and give information about resources.

The participants agreed that even though much progress had been made in the affairs of disabled people, further ameliorations were needed. Policy making has improved considerably, however, lack of funding has been a barrier in this field.

SUGGESTIONS FOR AMELIORATIONS

- Education on equal rights issues within the University must be increased:
 - Training and education among the University's administrators is increasingly important due to the rising number of Heads of Faculties and Chairs of Programmes following the merger of the University of Iceland and the Iceland University of Education.
 - The authors of this report would like to point out that a clear political message from the administration, urging managers and University staff to take advantage of such training and education, is an important prerequisite for adequate attendance and consequent progress.
 - The findings of this report point to the following factors as the most important for special education and staff training:
 - *Mainstreaming*: The Icelandic Gender Equality Act as well as the University of Iceland's Equal Rights Programme assume that gender mainstreaming be used in the University's management. It is, therefore, necessary to educate administrators on gender mainstreaming on a regular basis, especially now that the number of University's managers has increased considerably.
 - *The Equal Rights Programme, the Policy against Discrimination and Policy on the Affairs of Disabled People*: The University has aspired in policy making with the writing of equal rights programmes and a policy against discrimination. The findings of the research indicate that these policies have not been adequately introduced to managers within the University. Knowledge on the policies' content is one of the prerequisites for using them in daily management. These policies should, preferably, be distributed regularly to new students and academic staff as well as other employees for example by e-mail.

- *Affairs of Disabled People*: There has been a considerable increase in the number of disabled students in the last few years. During the interviews for this study the participants in administrative positions expressed a willingness to learn about the situation of this group within the University. The report's authors consider it necessary that disabled students be recruited to work in co-operation with the Equal Rights Committee in educating administrators and other University employees on the affairs of this group.

- The decision to abolish the clause in the Equal Rights programme concerning a gendered view in teaching, should be reviewed in regard to the current Gender Equality Act that stipulates that schools are to systematically use a gendered perspective in their work. The review should include an assessment of whether the abolishment of this clause conforms to the University's policy of gender mainstreaming in all University activity. The experience of foreign universities, for example the University of Helsinki and the University of Lund, of such a clause should be taken into account.

- The report's authors consider it necessary to increase the number of employees who work in the field of equal rights in Central Administration. This needs to be done in order to contribute to a necessary stability that has been lacking considerably within the University over the last few years. The University has grown considerably with the merger with the Iceland University of Education at the same time that the Equal Rights Officer's field of work has been expanded considerably. Due to changes in the nature of the Equal Rights Officer's duties and the increased scope it is necessary to increase the manpower in the field of equal rights. In addition to these changes the authors consider it necessary that each School appoint their own Equal Rights Officer to manage the School's Equal Rights Committee and to ensure contiguity and the creation of specialised knowledge in equal rights within the school.

- Funding to the field of equal rights must be increased in order to achieve the goals of the University of Iceland's Equal Rights Programme and Policy on the Affairs of Disabled People. The authors point out that the Equal Rights Committee's as well as the Equal Rights Officer's scope of occupation has increased considerably due to the extension of the concept of equality and the University's great increase in size. Consequently the field requires more funding.
- The findings in this report indicate that a rift of some sort has formed between those who work in the field of equal rights and other employees. The authors propose that these two groups converse in either small or large meetings, or symposia, on a regular basis. This could be a venue for employees who work in the field of equal rights to converse with other employees who are in key positions to influence matters in the direction of equality. During those meetings the groups would endeavour to see each other's points of view and consequently form a common understanding of the University's equal rights policy as well as the country's Gender Equality Act.
- Specialized knowledge in equal rights and research within the University should be utilized; both within the programmes in gender- and disability studies. This has already been done to a certain degree in work on ameliorations for the disabled with the representative on the Disability Commission who is a specialist in Disability Studies. Specialized knowledge in gender studies could increasingly be used in the same manner; for example in mainstreaming gender and equal rights perspective into all policies and programmes at the University of Iceland. The report's appendix reveals that the Equal Rights Programme, approved in January 2009, assumes that specialization in gender equality be applied in equal rights work within the University. This policy must be actively implemented.
- Actions in matters of foreign students and staff must be co-ordinated. There is a need for a joint frame of reference in passing exams in foreign languages. A specialized institution, or staff, dealing with

matters of foreign employees and students, independent of how they come to work or study at the University, would be an improvement.

- Work on improving access for disabled people to the University's buildings must be accelerated. The input of disabled students and staff must also be a part of the design and implementation of special access, both in new buildings and in improvements on older buildings.
- During the interviews with the participants it became evident that lack of funding has been an impediment for the University to fulfil its legal application to offer equal accessibility to disabled students. Those include improved access to buildings; customized materials and facilities. It is urgent that funding to this field be ensured.

STATISTICAL EQUALITY⁵

The basis of this chapter is mostly the state of affairs in the year 2007. Statistics on gender equality at the University of Iceland after the merger in 2008 is to be found in the appendix.

Women are now 68% of all students at the University of Iceland, an increase from 61% in the academic year 2002-2003 as per figure 1.

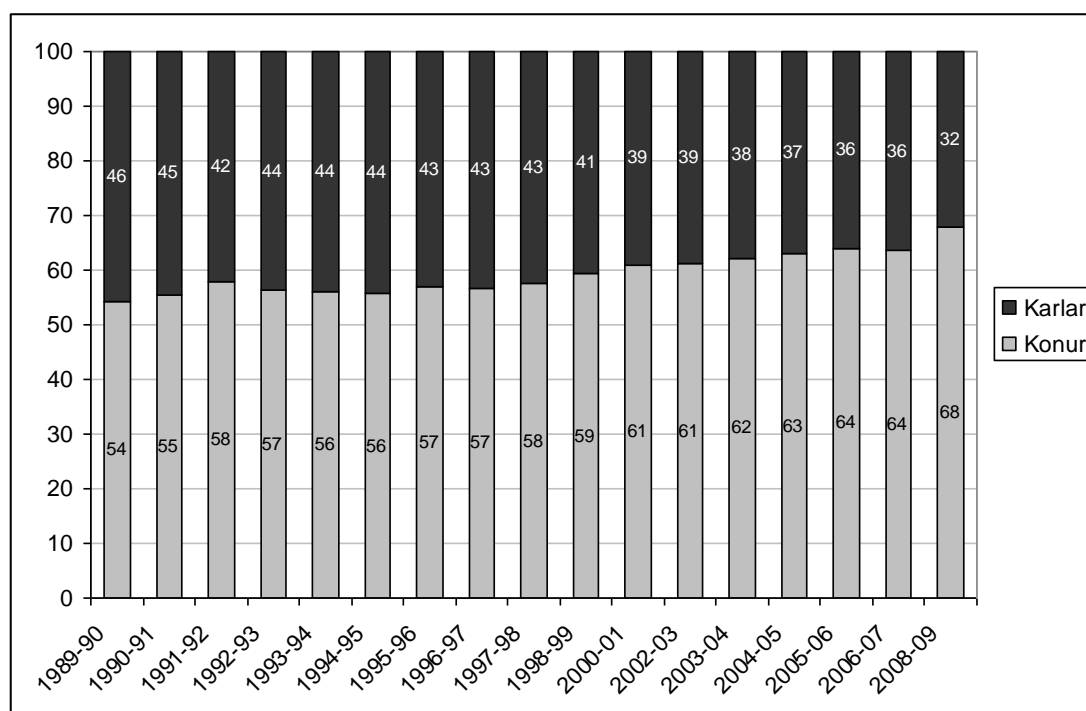


Figure 1. Students at the University of Iceland. Gender ratio 1989 – 2008.
Karlar: Men; Konur: Women

It is important to note that the number of male students at the University of Iceland is not decreasing, simply increasing slower than the number of female students. Hence, the increase in male students during the period of 2003-2006 was 399 individuals or 12,5% whereas the increase of female students in the same period was 1266 individuals or 25%. As can be seen on figure 1 there is a four percent increase in the number of female students

⁵ The Registration office is the source of information in this chapter, unless otherwise specified.

between the years 2006 – 2009. This shift stems from the merger of the University of Iceland and the Iceland University of Education. After the merger, the School of Education was created at the University of Iceland, where 84% of the students are women.

Figure 2 shows gender ratio among students in master's studies at the University of Iceland. The women's share has increased from just over 61% in 2003 to 64% in 2007. The same applies here as for the total number of students; the number of male students is not decreasing, however the increase is slower than in the number of female students. The fact that the gender ratio has remained relatively stable from the year 2004 is interesting and gives rise to the question whether the gender ratio has permanently stabilised.

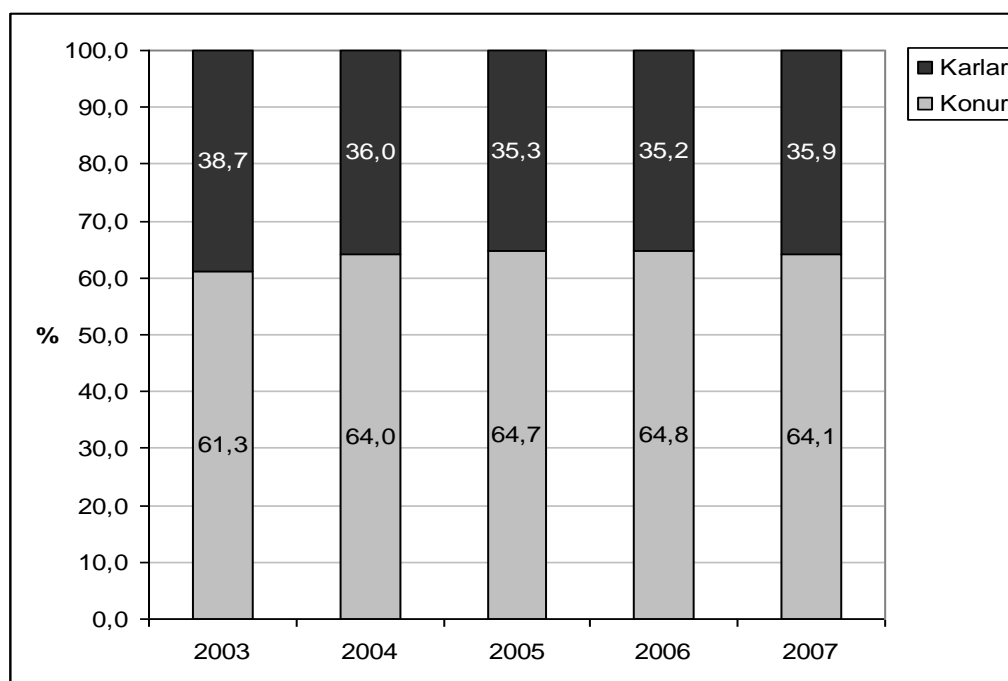


Figure 2. Student in masters' studies at the University of Iceland. Gender ratio 2003-2007. Karlur: men / konur: women.

The gender ratio in doctoral studies has remained relatively stable in the last five years with approximately 60% female students (see figure 3). This ratio has remained stable despite the fact that the total number of doctoral students has doubled, from 97 in 2003 to 221 in 2007. The increase in the

number of students has therefore been equal between the sexes. The fact that there were more men than women in doctoral studies during the years 1997-2002 is interesting, however the gender gap narrowed at that time, i.e. the number of women increased more than the number of men during those years. (Erla Hulda Halldórsdóttir, 2004).

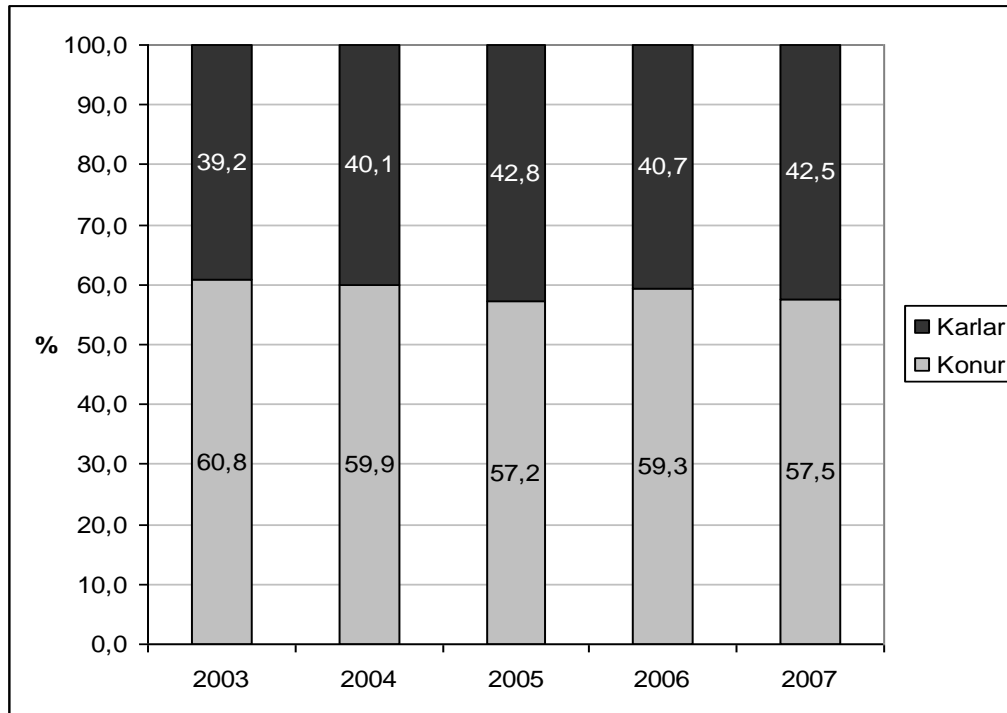


Figure 3. Students in doctoral studies at the University of Iceland. Gender ratio 2003-2007. Karlur: men / konur: women

The average age of all students at the University of Iceland in January 2008 was 28.2 years. There was, however, a considerable difference between the sexes. The average age of women was 28.9 versus an average age of 27.1 for men. Figure 4 shows the ratio of men and women by age groups. There are proportionally more men in the youngest group, compared to the whole student body. Women are 58% of the youngest group whereas they are 64% of all students regardless of age. The proportion of women increases by age and reaches its peak in the age group 41 – 45; where women are 77%. It is possible that family life plays its part here, as women may begin their studies later than men due to child bearing. However, it is not clear why the ratio of women scales down after the age of 45 and goes down to 71% in the oldest group. It should be noted that there are relatively few individuals in

the oldest group (162 students in the age group 56 – 60 and 110 students that are older than 60), therefore a relatively small fluctuation can cause a rather big leap in percentages.

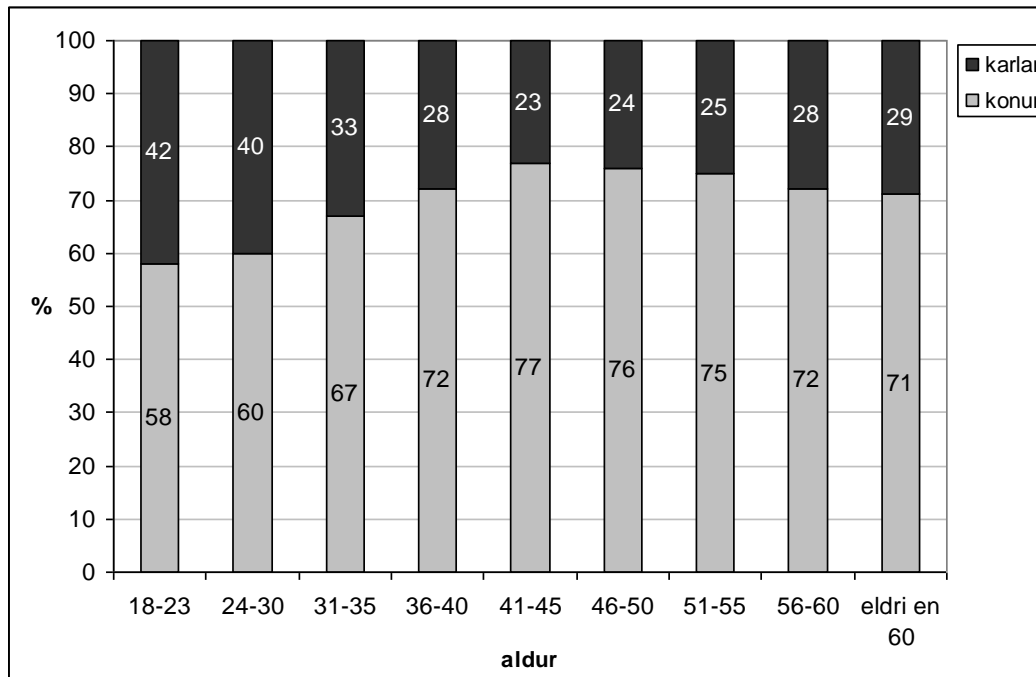


Figure 4. Gender ratio by age. All active students at the University of Iceland in January 2008. Karlar: men / konur: women

Gender ratio by faculties and among University staff

There has been a considerable increase in the number of male students at the Faculty of Nursing from 2003 – 2007, or from eight to 20 (see figure 5). This increase can possibly be the result of the campaign project from 2002, aiming toward an increase in male students at the Faculty of Nursing (for further information see: Erla Hulda Halldórsdóttir, 2004). However, if the faculty is to reach its goal of 10% male students by 2011 much more needs to be done.

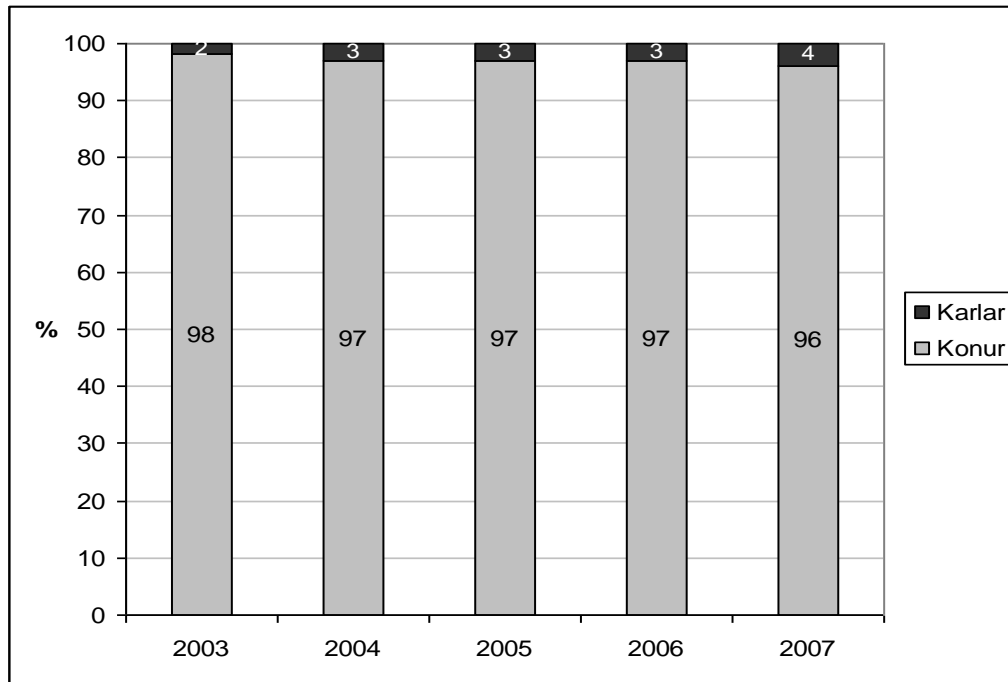


Figure 5. Gender Ratio in the Faculty of Nursing.
Karl: men / konur: women.

There has been an increase in the number of students of both sexes in the Faculty of Social Sciences. The increase among women has, nonetheless, been more rapid than among the men in the last few years, and women are now approximately 76% of all students at the Faculty. (see figure 6).

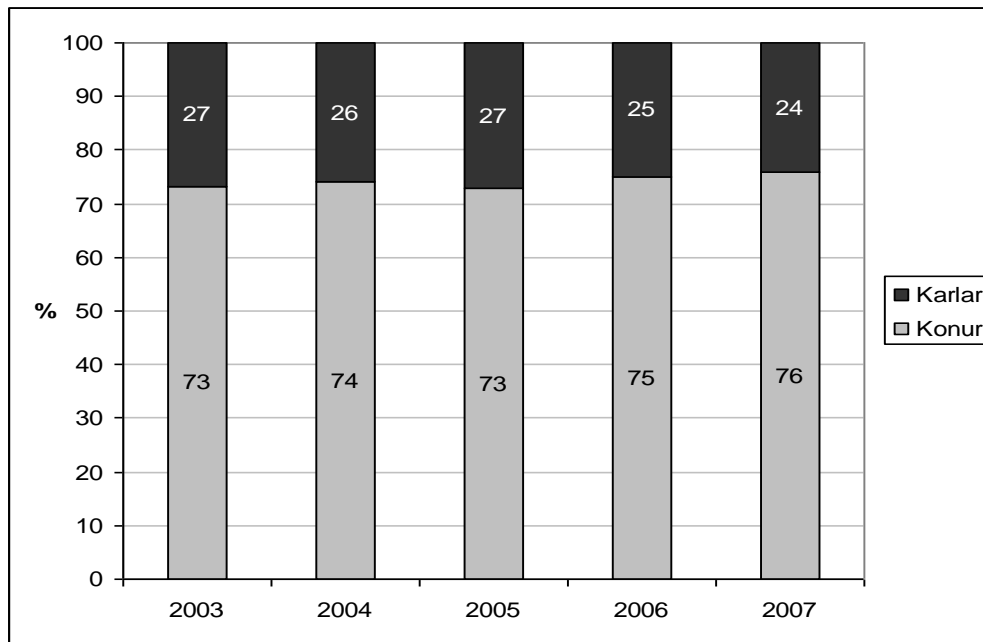


Figure 6. Gender ratio in the Faculty of Social Sciences.
 Karlar: men / konur: women.

Women have constituted the majority of students at the Faculty of Physical Science since studies in tourism were launched at the Faculty in 2000, as women form the vast majority in that programme. The ratio has been rather stable since, as is shown on figure 7; even though there is a slight increase in the number of male students.

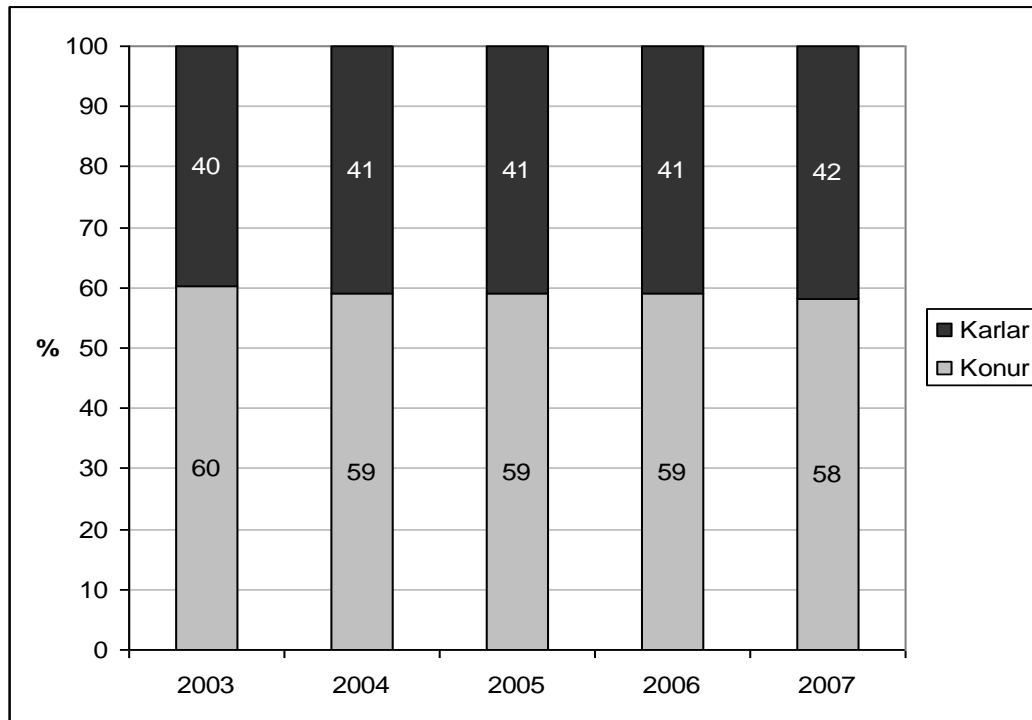


Figure 7. Gender ratio in the Faculty of Physical Sciences.

Karl: men / konur: women.

An extensive campaign to inform prospective female students on studies in Engineering and Computer Science, with an eye to increase the number of women studying at that Faculty of engineering, was conducted in 2001. At first it seems that the effort was somewhat successful as the number of women at the Faculty increased by four percent in the years in question. Nevertheless, it seems clear that the reason for this increase can be seen when you look at individual programmes within the Faculty, and that this development is the result of four factors mentioned here below.

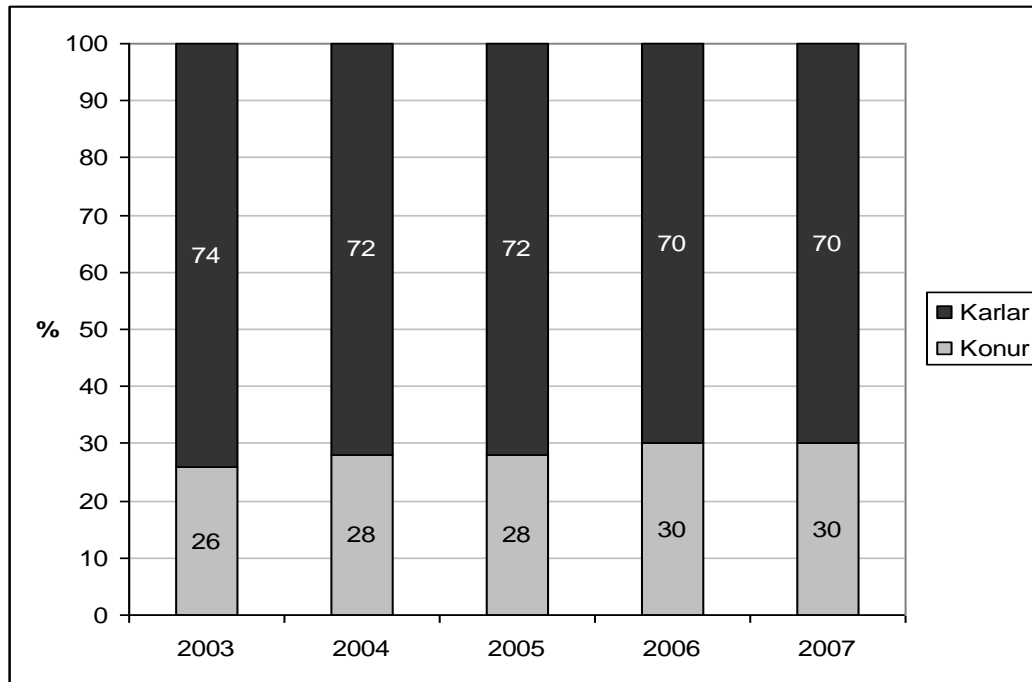


Figure 8. Gender ratio in the Faculty of Engineering.
Karl: men / konur: women.

First of all figure 9 shows that the gender ratio is extremely uneven in the programmes of Electrical- and Computer Engineering and the programme of Computer Science, around 13% women versus 87% men. This gender ratio has remained relatively stable during the years 2003 – 2007, but notably the proportion of women in Computer Science has gone down from 19% in 2003 to 12% in 2007. The decrease in the total number of students in these two programmes has been markedly higher than in other programmes at the Faculty of Engineering; or from 448 students in 2003 to 277 in 2007. Therefore, these programmes make up a smaller percentage of the whole of the Faculty; or from 49% in 2003 to 32% 2007. Thus the gender ratio in these programmes, weighs less in the Faculty’s total gender ratio.

Secondly, the increased ratio of women among the total number of students at the Faculty of Engineering can be explained by the increase from 28% in 2003 to 34% in 2007 in the number of female students in Industrial and Mechanical Engineering (see figure 9). Concurrently there has been an increase in the total number of students in the programme. The number of students in the programme Industrial and Mechanical Engineering at the Faculty of Engineering increased from 28% in 2003 to 38% in 2007. This

relative increase of women in the Programme along with the relative increase of the overall percentage of the Programme in the Faculty has significant effect on the overall gender ratio within the Faculty.

Thirdly, an opposing factor is the fact that the proportion of women in Civil and Environmental Engineering has decreased from 47% in 2003 to 36% in 2007, and at the same time the total number of students in that programme has increased. This has led to the programme increasing its share of the total number of students in the faculty from 19% in 2003 to 22% in 2007. (see figure 9).

Finally, an MPM programme in Project Management was founded in 2005 where women constitute 60% of the students. Approximately 30 students were in the Programme in the academic year 2005 – 2006 and over 70 students 2006 – 2007 (see figure 9).

Hence, the portion of women has only increased in one Programme in the Faculty of Engineering, or Industrial and Mechanical Engineering, perhaps due to the campaign mentioned earlier. The proportion of women in Electrical and Computer Engineering has not changed, and has gone down in Civil and Environmental Engineering. Recruitment of women in the MPM programme has been a success, as they constitute 60% of the body of students in the programme.

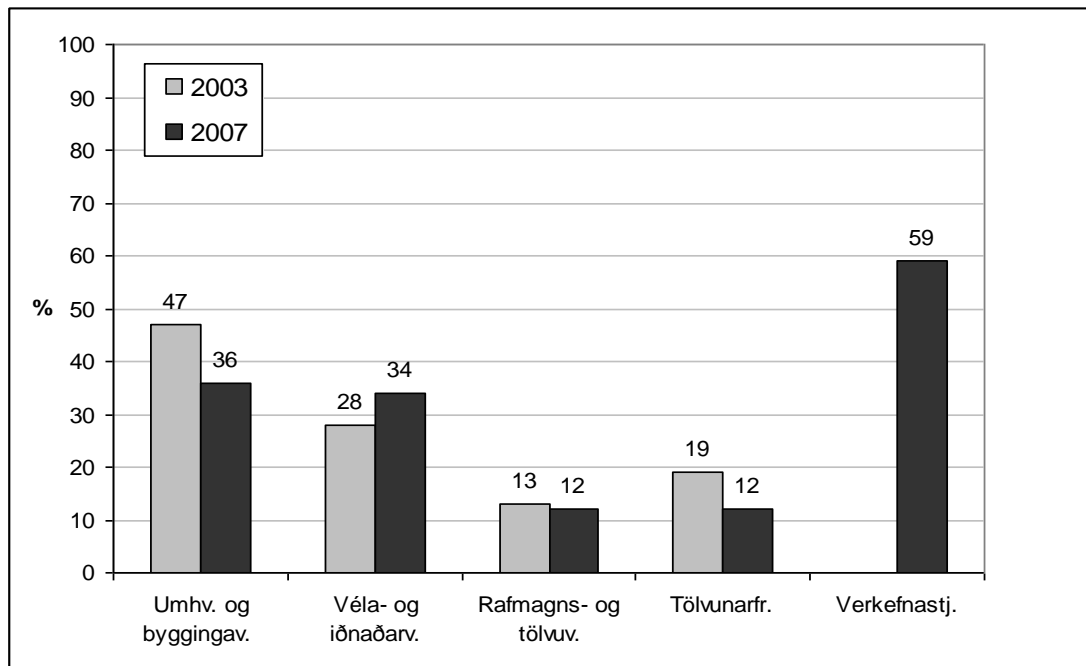


Figure 9. Ratio of women in different programmes with the Faculty of Engineering in 2003 and 2007.

From the left: Civil and Environmental Engineering; Industrial and Mechanical Engineering; Electrical and Computer Engineering; Computer Science; Project Management.

Women are the majority of students at the Faculty of Odontology (see figure 10). There have been more fluctuations in the gender ratio in this Faculty than others, probably due to the fact that only 50 to 70 students attended the faculty during this period. Random fluctuation in the number of men and women who study at the Faculty can therefore cause a considerable change in the percentage. The development needs to be monitored over a longer period to be able to ascertain a permanent increase in female students.

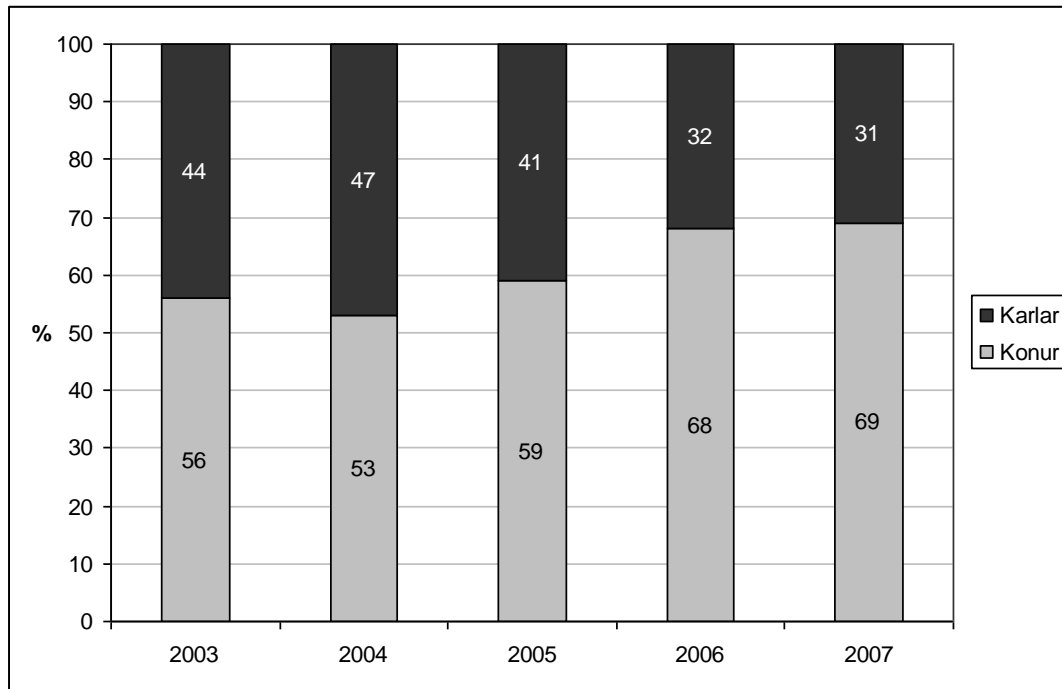


Figure 10. Gender ratio in the Faculty of Odontology.
Karlal: men / konur: women.

The number of men beginning studies at the Faculty of Pharmaceutical Sciences has been rising in the last few years (see figure 11). The same applies here as for the Faculty of Odontology; the student body only comprises 80 – 130 individuals in the years in question, making random fluctuations in gender ratio seem significant. It will be interesting to monitor the development in the years to come, i.e. whether the number of male students will continue to increase.

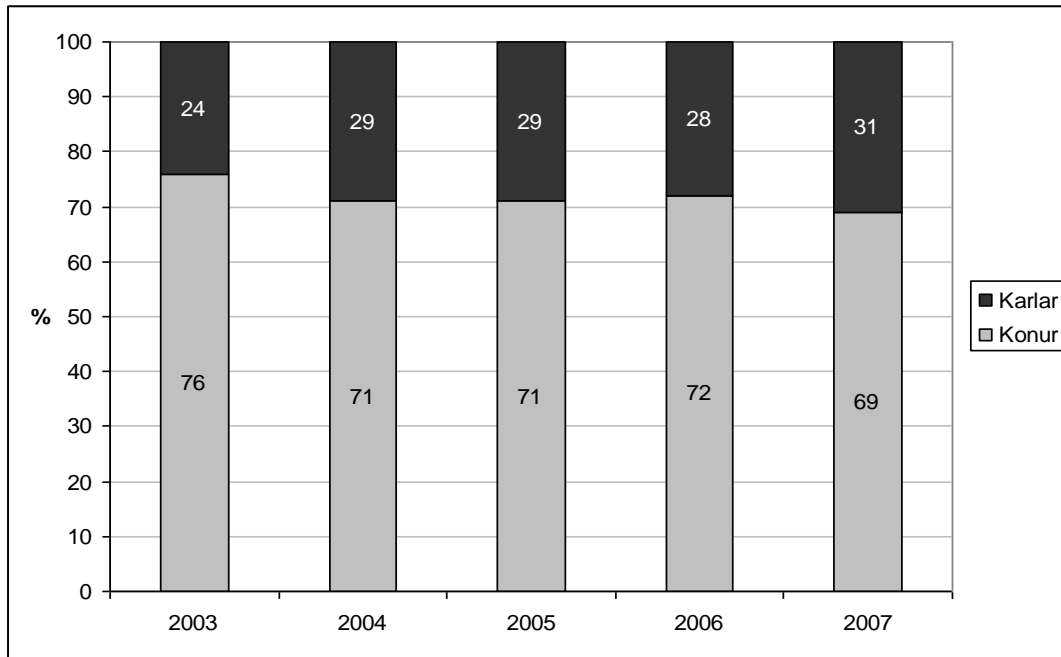


Figure 11. Gender ratio in the Faculty of Pharmaceutical Sciences.
Karl: men / konur: women.

The gender ratio in the Faculty of Humanities has remained relatively stable in the last few years; two out every three students are women (see figure 12).

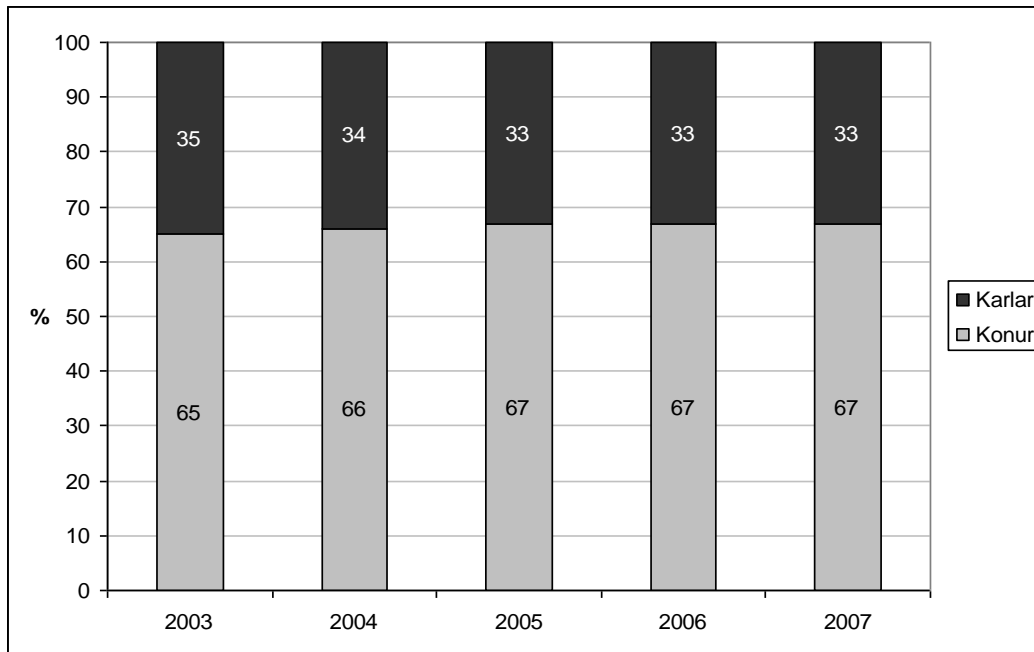


Figure 12. Gender ratio in the Faculty of Humanities.
Karl: men / konur: women.

The gender ratio in the Faculty of Business Administration and Economics is almost equal as it has been in recent years (see figure 13).

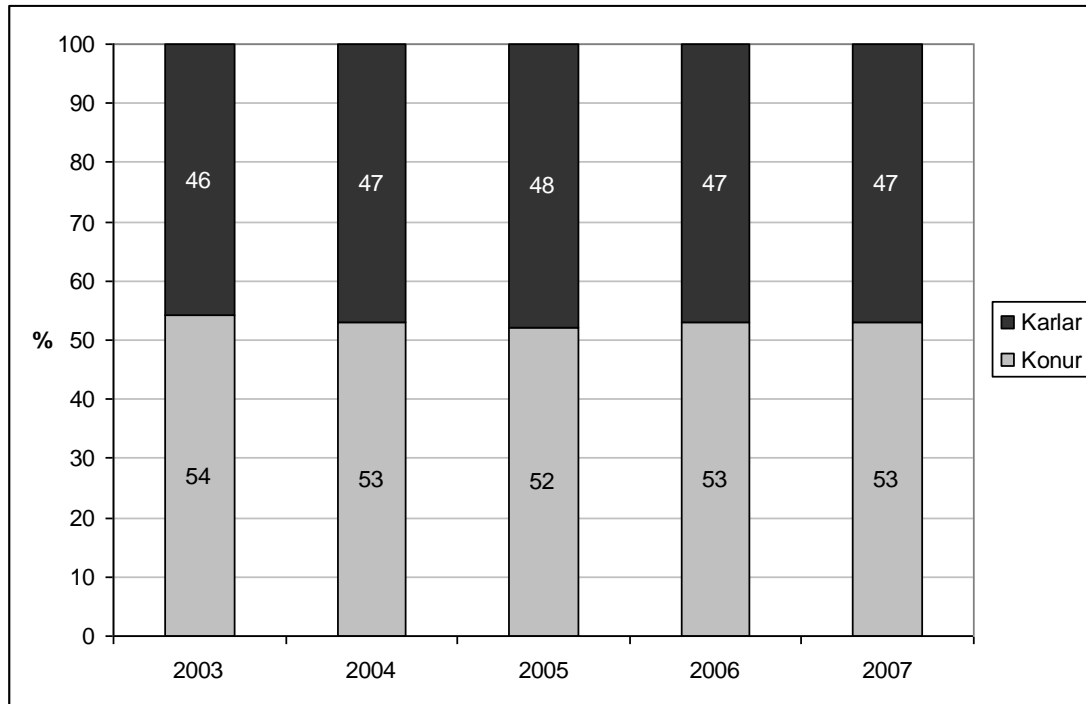


Figure 13. Gender ratio in the Faculty of Business Administration and Economics. Karlar: men / konur: women.

The gender ratio at the Faculty of law is also equal, as it is in the Faculty of Business Administration and Economics and has remained stable in the last few years. (see figure 14)

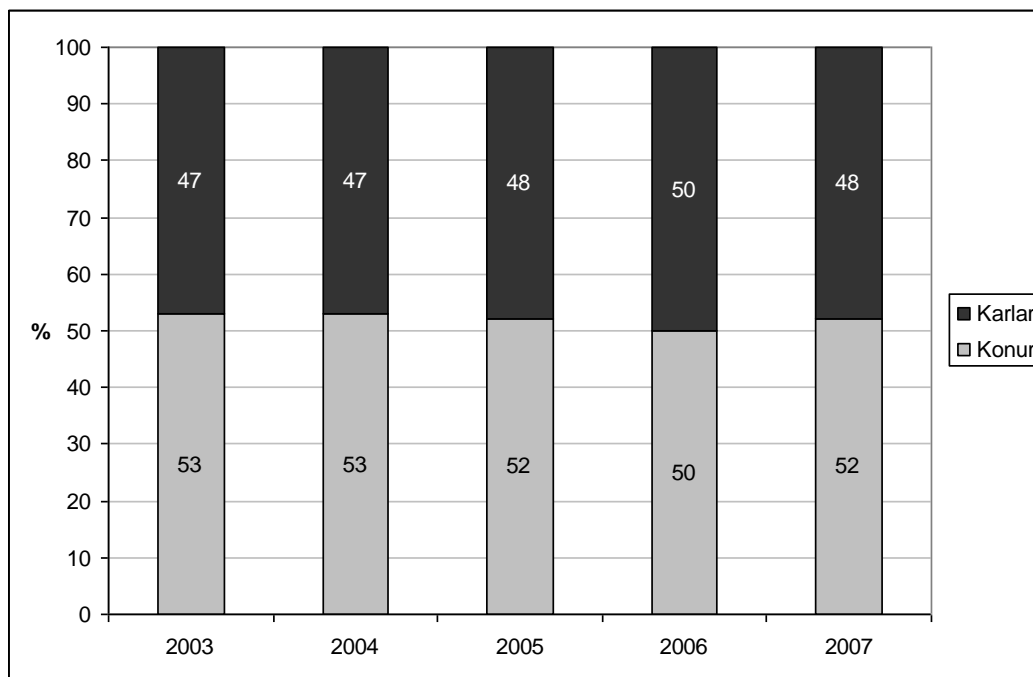


Figure 14. Gender ratio in the Faculty of Law.

Karlal: men / konur: women.

The gender ratio has been relatively stable in the Faculty of Medicine over the last few years (see figure 15). The proportion is, nonetheless, more equal in the cand. Med. Programme, where women make up the majority; or 58% of the students. Women's participation in the programme has increased during the years dealt with in this report. The gender ratio in the radiography and biomedical science programme is the most unequal where 95% of the students are women. Approximately 40 students are in the programme that was launched in 2006. This is not apparent in figure 15, perhaps because at the same time the participation of male students in the physiotherapy programme has increased somewhat, or from 22% in 2003 to 36% in 2007.

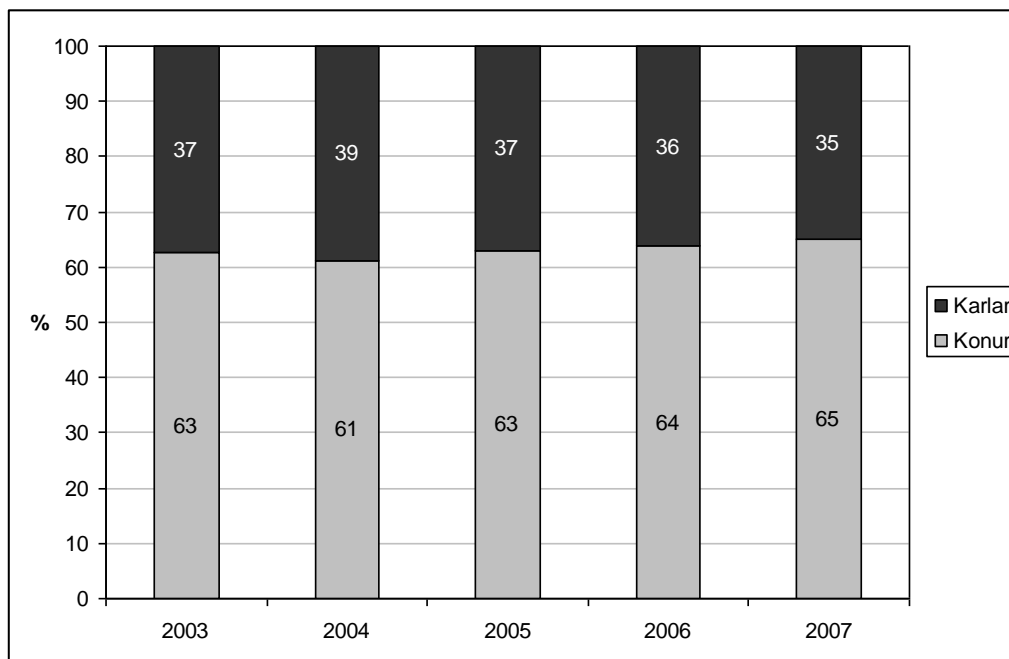


Figure 15. Gender ratio in the Faculty of Medicine.

Karlal: men / konur: women.

The percentage of women in the Faculty of Theology is now 64% and has alternated between 64% and 71% in recent years (see figure 16). An important factor is that students are only admitted into the Deacon Programme (often completed in one year) biannually, but very few men take part in this programme. These fluctuations can additionally be due to the number of students at the Faculty, but during the years 2003 and 2007 between 130 to 160 students were enrolled. Hence, random fluctuations are more prominent in the Faculty of Theology than in larger faculties.

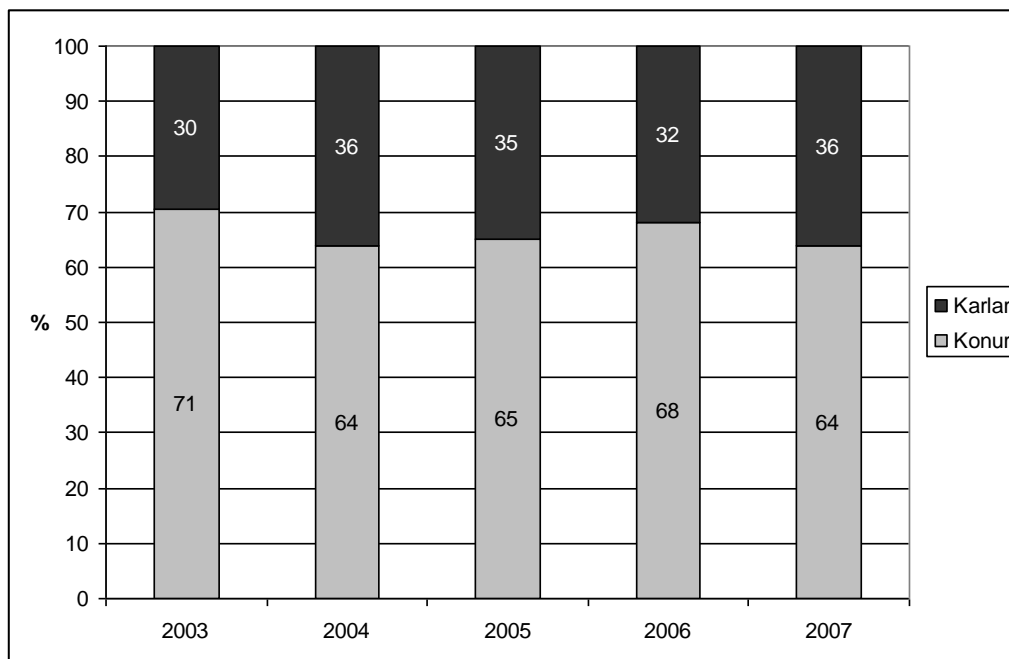


Figure 16. Gender ratio in the Faculty of Theology.

Karlar: men / konur: women.

Figure 17 shows that the ratio of women among Assistant Professors, Associate Professors and Professors has been steadily rising in the last 10 years. The ratio has remained relatively stable for the last six year, or in just over 50% among Assistant Professor, and approximately 30% among Associate Professors. The ratio of women who are Professors has been steadily rising in the last few years, even though they are a considerable minority, or only 22% of all Professors.

For comparison the gender ratio of women among Assistant Professors at the Reykjavík University is 17%, among Associate Professor 20% and among Professors 19% (Division of Human Resources and Quality, Reykjavik University, e-mail communications).

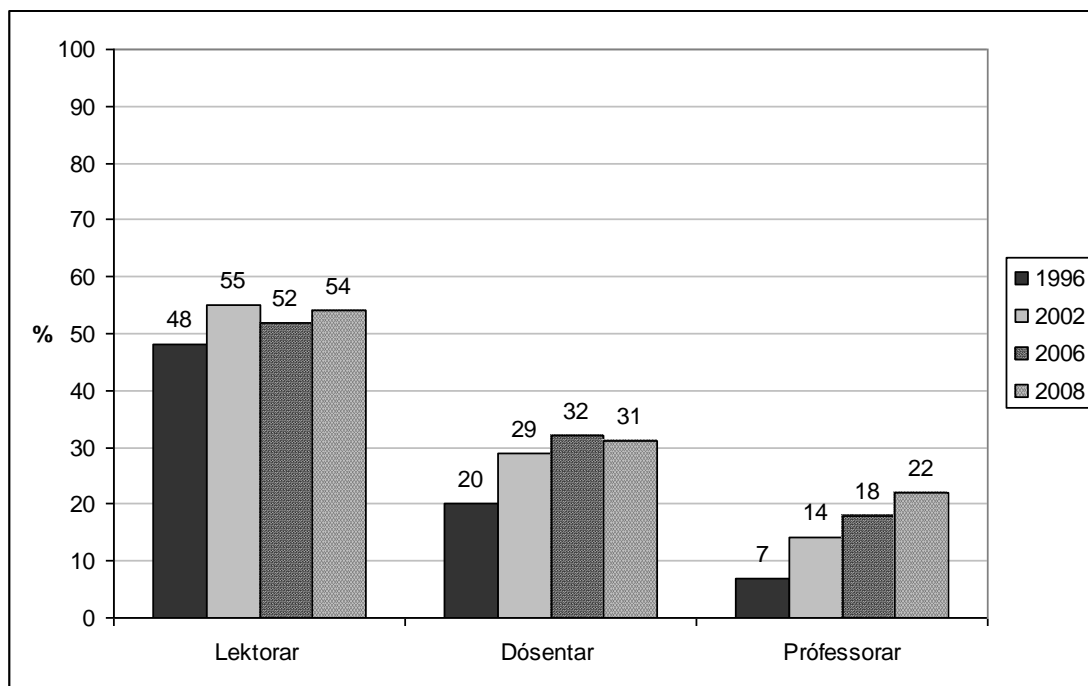


Figure 17. Ratio of women among Assistant Professors, Associate Professors and Professors in the years 1996, 2002, 2006 and 2008.
 Source of reference: The University of Iceland's Equal Rights Committee (e.d.).

The ratio of women among tenured academic staff varies considerably between the Faculties. Thus the ratio of women is around, or below 20% in six out of 11 Faculties.

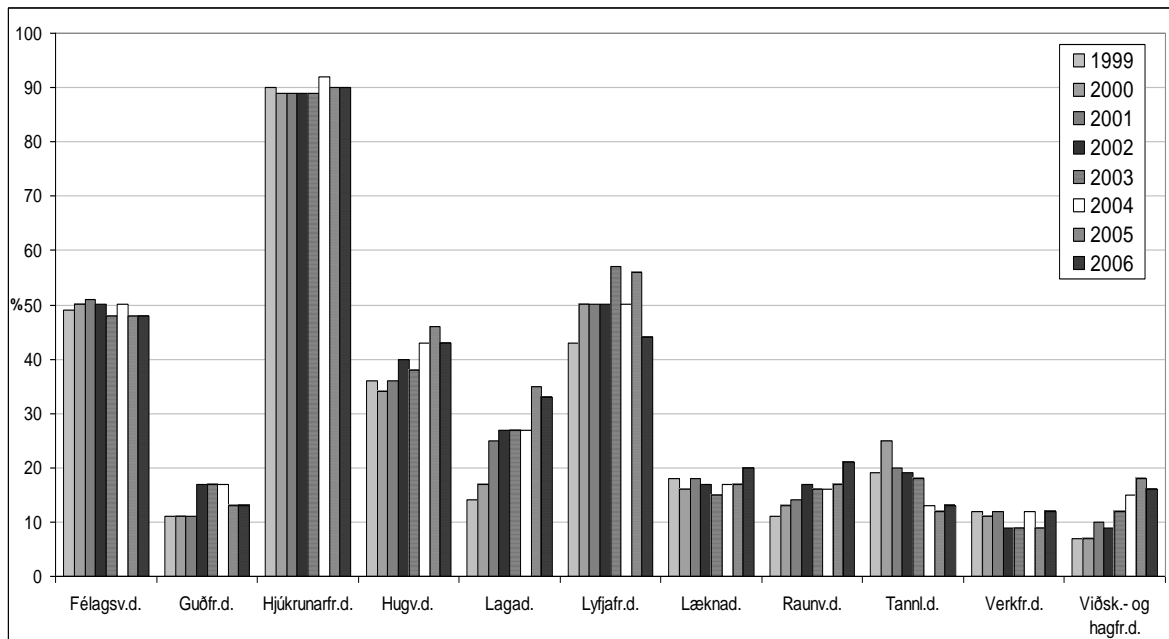


Figure 18. Ratio of women in different Faculties from 1999 – 2006.

From left: Faculty of Social Sciences; Faculty of Theology; Faculty of Nursing; Faculty of Law; Faculty of Pharmaceutical Sciences; Faculty of Medicine; Faculty of Physical Sciences; Faculty of Odontology; Faculty of Engineering; and Faculty of Business Administration and Economics.

Source of reference: The University of Iceland's Equal Rights Committee (e.d.).

Erla Hulda Halldórsdóttir's report (2004) on *Status and development of matters of gender equality at the University of Iceland 1997 – 2002* gives a good overview of the gender ratio in different domains in the University community. Halldórsdóttir states that in the experience of the European scientific community, women are less likely to occupy the most senior and prestigious positions in Universities and the scientific arena. The so-called *scissor figure* is featured in the report. The *scissor figure* reveals that the majority of students in undergraduate studies are women, however, they tend to be less numerous after the first or second University degree. Figure 19, based on statistics from 2007, shows that the *scissor* is still a reality. The only difference is that women are now the majority of all doctoral students. Otherwise the same pattern is revealed; women are in majority to begin with, until the doctoral degree, or while they are students at the University. After that the paths separate and men are the vast majority of experts, Associate Professors and Professors at the University of Iceland. However, the gender ratio among Assistant Professors is equal.

Karlar: men / konur: women

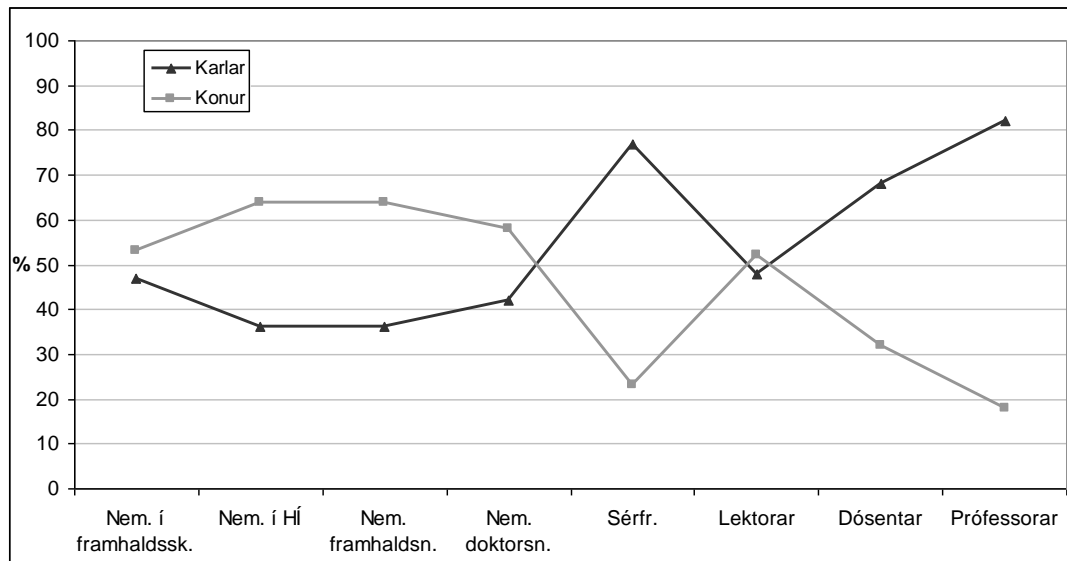


Figure 19. Women and men in the University community.

From left: students in Icelandic colleges, students at the University of Iceland, students in master's studies, students in doctoral studies, Research Specialists, Assistant Professors, Associate Professors, Professors

Gender ratio in committees and on boards

The plan for the implementation of the University of Iceland's Equal Rights Programme 2005-2009 states that statistics on gender ratio in the University's committees, boards and councils must be registered (Equal Rights Committee, 2008). Figure 20 shows that the proportion of women is over 40% in all the domains displayed.

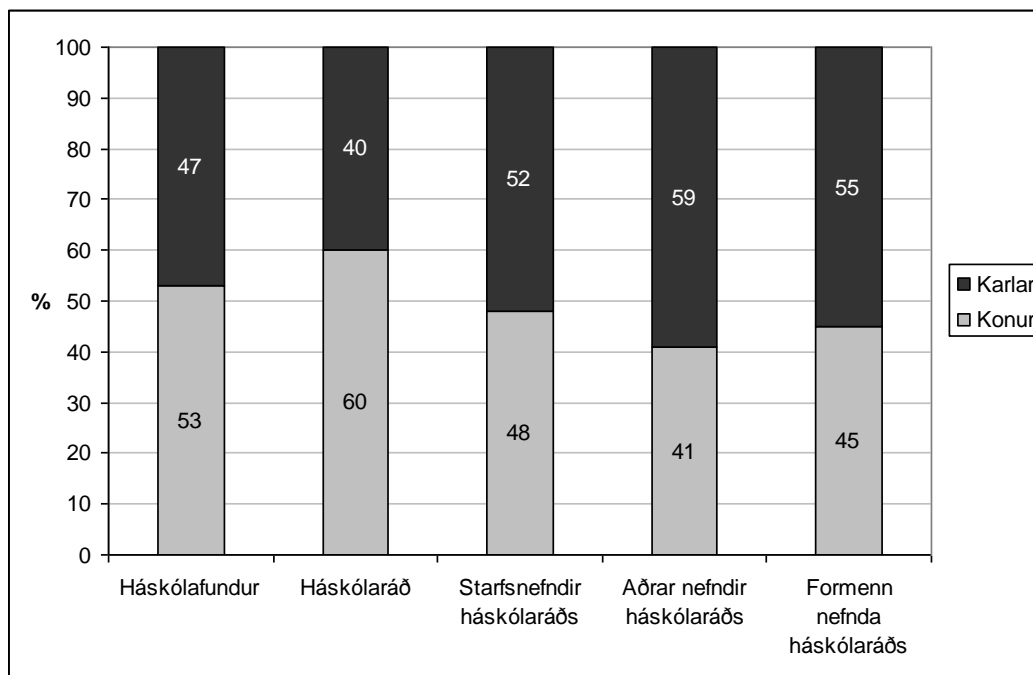


Figure 20. Gender ratio among representatives with the right to vote at the University General Forum; University Council; The University Council’s Working Committees⁶; other committees of the University Council⁷; and among heads of University Council’s committees in 2006.
 Source of reference: The University of Iceland’s Equal Rights Committee

Figure 21 shows that participation of women on boards in institutions that appertain to the University Council is relatively good, or 40%. However, the participation of women on boards in institutions that adhere to faculties is considerably lower or 28% and only 17% of the heads of these boards are women, which must be considered a very low percentage.

⁶ Finance Committee, Teaching Committee, Science Committee, Marketing and Communications committee, Equal Rights Committee, Salaries Consultation Committee and Quality committee.

⁷ Assessment Committee for the Work Evaluation Fund, Appeal Committee for Work Evaluation, Committee for Equipment Acquisition, Intellectual Property Committee of the University of Iceland, Disability Commission, Health and Safety Committee, Building and Planning Committee.

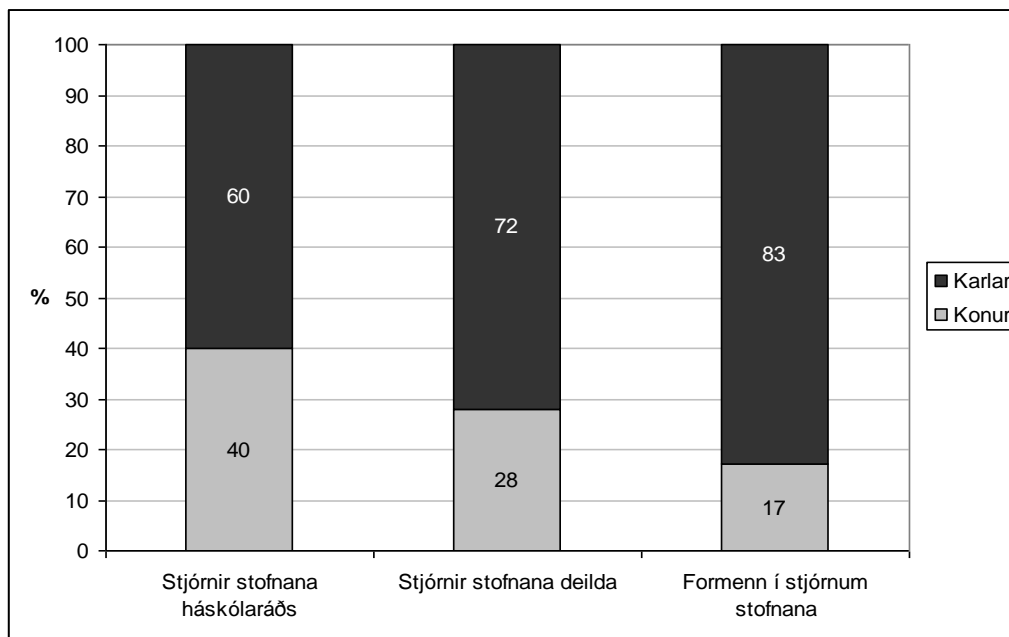


Figure 21. Gender ratio on boards of University Council's⁸, on boards of Faculties⁹ and among Chairs of boards in all institutions 2006.

Karlar: men / konur: women. Source of reference: The University of Iceland's Equal Rights Committee

Figure 22 shows the gender ratio in evaluation committees and of heads of committees. Men are in a considerable majority, especially among heads of committees.

⁸ Institute of International Affairs, The Centre for Women's and Gender Studies, Centre for Ethics, Institute for Sustainable Development, The University of Iceland Continuing Education Institute, The University Art Collection, The Árni Magnússon Institute for Icelandic Studies, The University of Iceland Press, Research Liaison Office of the University of Iceland, The University of Iceland Computer Services.

⁹ Centre for Research in the Humanities, Social Science Research Institute, Institute of Economic Studies, Nursing Research Centre, Science Institute, the Law Institute, Institute of Theology, University of Iceland: Institute of Biology, Institute of Business Research, Engineering Research Institute, Institute for Experimental Pathology, The Institute of Anthropology, Institute for Public Administration and Politics

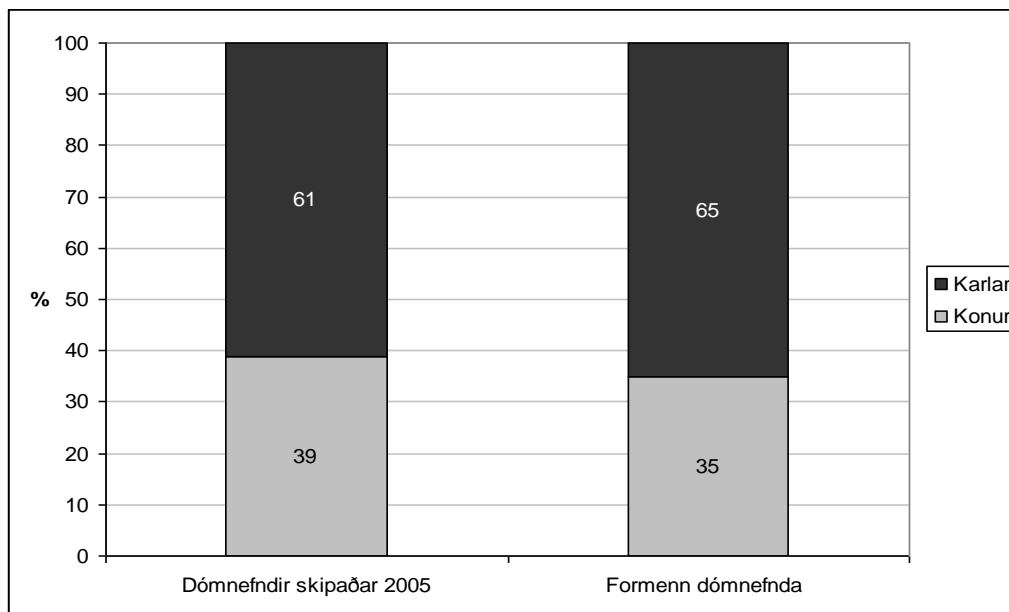


Figure 22. Gender ratio in evaluation committees appointed in 2005 and among heads of committees.

Karlur: men / konur: women. Source of reference: The University of Iceland's Equal Rights Committee (e.d.).

Summary

Women are a considerable majority of students in both undergraduate- and graduate studies at the University of Iceland or approximately 68%. The reason is to some extent women's accumulated need for education as the proportion is more equal in the youngest age group where women constitute 58% of the student body compared to 77% in the age group 41 – 45 years of age, as shown in figure 4.

Study selection is still significantly gendered and women are in majority, 70/30, in quite a few Faculties, with the exception of the Faculty of Engineering where the proportion is reversed, and 70% of the students are male. The authors of this report estimate, due to this fact, that it is important to continue with campaign projects in various faculties and programmes to level out the studies selection. Furthermore, it is important to examine whether any factors in the study environment of individual faculties or programmes act as a deterrent for either sex.

The ratio of women among Assistant Professors is 58%. Among Associate professors the ratio is 35%, and among Professors 21%. In both groups the proportion of women has increased in the last 10 years. It will be interesting to follow the promotion system; whether the increased participation of women studying at the University of Iceland will result in more female Associate Professors and consequently Professors in the near future. The proportion of women among tenured lecturers varies considerably by Faculties, as shown in figure 18. In the year 2006 women constituted over 40% of the tenured lecturers in only four out of 11 Faculties. The reason may be a vicious cycle, as few women seek tenure due to lack of role models and so in turn sustain that lack. The University of Uppsala in Sweden has developed an interesting procedure to break the vicious cycle. Their Equal Rights Programme stipulates that all students at the University of Uppsala are to be offered lecturers of both sexes. In the event of a shortage of lecturers of either sex, the programme must employ a guest- or assistant lecturer of the sex that is in minority to hold lectures or maintain courses. A written explanation must be submitted if the Programme cannot fulfil this requirement. (University of Uppsala 2006). The requirement ensures that students of the sex that is in minority in the Programme at the University of Uppsala have role models of the same sex.

The proportion of women in committees and on boards is also relatively good. However, women constitute only 28% of board members in institutions that belong to individual Faculties and only 17% of heads of these boards are women.

FOREIGN STUDENTS AND STAFF

The University of Iceland's Policy against Discrimination stipulates that discrimination against people on the account of ethnicity, origin, cultural background or any other factors based on race will not be not tolerated. Each Faculty is to have on staff an international officer who shall manage the affairs of foreign employees and ensure that they receive the services they are entitled to. (University of Iceland, 2005c)

The number of foreign students has increased steadily from the year 2000, as can be seen on figure 25. It is therefore not surprising that procedures concerning foreign students and staff have of late been under revision.

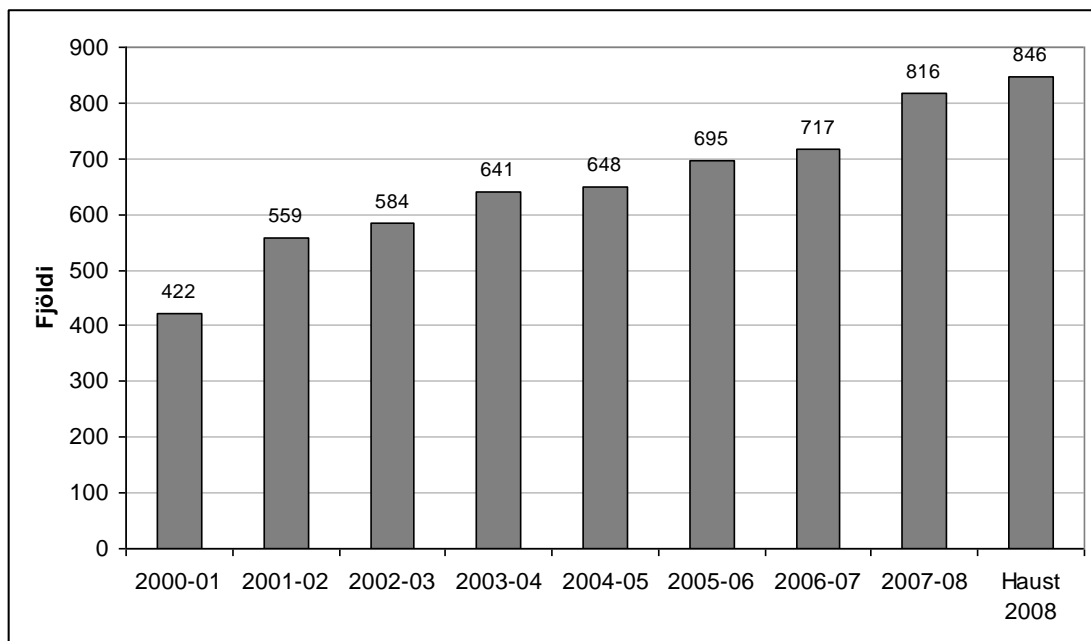


Figure 25. Number of foreign students at the University of Iceland from the year 2000 to autumn 2008¹⁰

¹⁰ All students of foreign nationality (both exchange and independent students)

A work group on the affairs of foreign students and staff was operated in 2003-2004, and this group issued a report with its main findings in 2004. The report states that the flow of information to this group must be improved. This could be done through a website in English containing information aimed at foreign students and staff, and by issuing an informative brochure that could also be distributed electronically. According to the working group it was necessary to clarify who, within individual Faculties, was to act as contact person for foreign students and staff. Furthermore rules on passing exams in a foreign language must be clarified.

The work group also put forward the following five suggestions for ameliorations in the reception of foreign staff:

1. definition of procedures in receiving foreign staff
2. all foreign employees be registered irrespective of the duration of their stay
3. statistics on foreign exchange lecturers, guest lectures and other foreign employees should be systematically collected and registered in order to give a clear picture of the University of Iceland's foreign relations at each period in time
4. employees of foreign origin who are staying for at least one month should receive both assistance and information from a specially appointed contact person in individual Faculties or Institutions
5. a working group with participation of all faculties, the Office of International Education and the Division of Human Resources should be founded to oversee the affairs of foreign employees that adhere to the International Council (Working group on the status of foreign staff and students at the University of Iceland, e.d.)

Reception of foreign staff and students was not up to standards according to the participants in this study. Receiving foreign staff and students adequately is an important factor in turning the University into a leading research university. Lack of accessible information in English was mentioned as the main deficiency.

The chairs of departments that participated in this study, said that the teaching of foreign students was overall successful. Nonetheless, the offering of guidance and exams in English is still at the discretion of the lecturers and heads of faculties. A participant who works on equality issues mentioned that some faculties have regulations on how long translating services for exams are available for students, while others have no such regulations. There is a need for a coordinated policy on how foreign students pass their exams according to the participants.

Foreign students are not a homogenous group as their backgrounds, goals and resources generally vary widely. It can, therefore, be dubious to refer to them as a special group. Some of these students are partially raised in Iceland, others choose to study at the University of Iceland through one of its collaborating foreign universities; yet others choose to come here on their own accord. One of the participants pointed out that the foreign exchange students can seek service and information at the Office of International Education, while others need to rely on their own resources concerning such issues as housing and their rights and obligations. In this participant's opinion matters would improve if the same office would assist all foreign students; exchange or independent students alike.

There seems to be a lack of co-ordinated procedures in the affairs of employees of foreign origin. A few of the participants in the study mentioned that currently the future colleagues of the foreign employee needed to see to all the necessary arrangements for the foreign employee to commence employment at the University.

We want to invite the best guest lecturers to come here and teach our courses. The situation today is that I, as a lecturer myself, find a foreign lecturer and make all the arrangements. That's the way it is. There are a few lecturers who volunteer to occupy themselves with these matters pro-bono.

There seems to be a need for specialised staff whose work is to receive foreign staff "so that individual lecturers need not provide a visa for foreign employees or help them do their taxes etc." (a participant in an administrative position).

A few were concerned that employees of foreign origin were socially isolated, especially due to the fact that Icelandic is such an outlandish language. One of the participants wanted to establish a peer support system for foreigners to prevent social isolation and pointed out this should be easier now with the University's division into bigger units; with five schools replacing the former 11 faculties. Each school could run an effective peer support system.

Upon examination of the participants' comments as a whole it became evident that they are in accordance with the ameliorations put forward by the *Work group on matters of foreign students and staff*. Clear regulations on passing exams in foreign languages are needed, as well as improved flow of information for people of foreign origin. The flow of information can be improved by increasing available material in English, accessible on the University of Iceland's website. Furthermore, it needs to be clear who is to provide assistance to foreign students and staff. This task is best off in the hands of specially assigned employees in the view of the authors.

CONCLUSION

The opinions of the participants in the study varied considerably concerning the success of work in the field of equal rights in recent years. Quite a few among the participants in administrative positions within the University considered the work on gender equality to be successful as the following quotes demonstrate:

I have always been proud of the University's policy in gender equality

Matters are as good as they get at the University [...]. The University is clearly a pioneer in this field.

There are not many places of work here in Iceland where equal rights are as much at the forefront as at the University

In my experience, at least, most people have made peace with this field and accept that gender equality is a part of Quality Assurance.

However, there were a number of people who disagreed. Among these there were a few of the participants in administrative positions, and almost all the participants with experience of working in the field of gender equality at the University.

The University administration is unfortunately not at all interested in this field. I have been extremely disappointed.

[The field of gender equality] is in the pits of the administration's list of priorities and I find it both alarming and reprehensible.

It [work in the field of gender equality] has been in a considerable slump, I'd say since 2005.

It [the University] is not a pioneer in my opinion, it dares not take a progressive stand, it dares not defy society's prejudices, instead it just follows the rest of society blindly; simply hops on board; this is how I see it anyway.

Both groups clearly have a point. Considerable progress has been made towards gender equality in the last few years. Some success has been attained in increasing the number of women in different domains of the University as illustrated in the chapter on *Statistical Equality*. Increased proportion of women among Associate Professors, Professors and Deans of

Faculties as well as a relatively equal gender ratio in most of the University's committees, can be mentioned in this respect. This success is important. However, as also illustrated in the chapter on *Statistical Equality* the gender ratio in certain domains is still short of being acceptable. The gender ratio in a few of the University's Faculties is, for example, significantly distorted among students (figures 5 – 16), women are still only 18% of all Professors in 2006 and women head only 17% of boards of University Institutions. The issuing of *The University of Iceland's Policy against Discrimination* was an important step in the right direction as was the change in the position of Equal Rights Officer from half to full position. All these factors have, without a doubt, moved gender equality in the right direction within the University, which can be proud of these stepping-stones.

There is, on the other hand, definitely room for improvements. One of the most important is supervision of the University's policy in the field of gender equality; especially the Equal Rights Programme's stipulation on gender mainstreaming. The authors' suggestions for ameliorations can be found on page 20 of this report with a further discussion and a summary on factors that need to be improved.

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SUMMARY OF THE APPENDIX – MERGER

The following is an extract from the report's appendix on equal right issues after the merger of the University of Iceland and the Iceland University of Education in the summer of 2008.

Women constitute 68% of the student body after the merger.

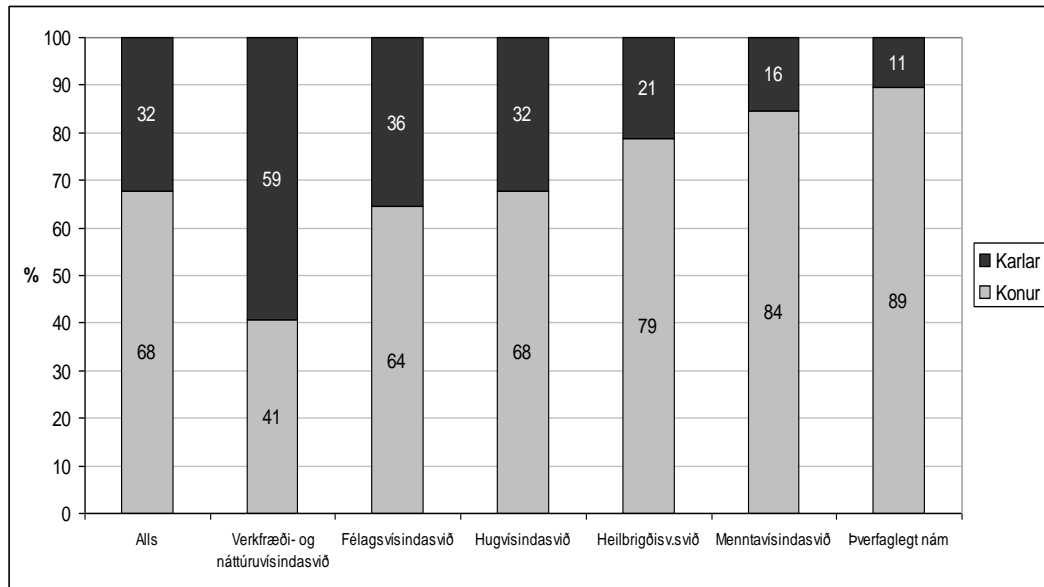


Figure 25. Students' gender ratio by school.

From left: Total; School of Engineering and Natural Sciences; School of Social Sciences; School of Humanities; School of Health Sciences; School of Education; Interdisciplinary studies. Karlar: Men; Konur: Women.

The following figures show the students' gender ratio in individual faculties:

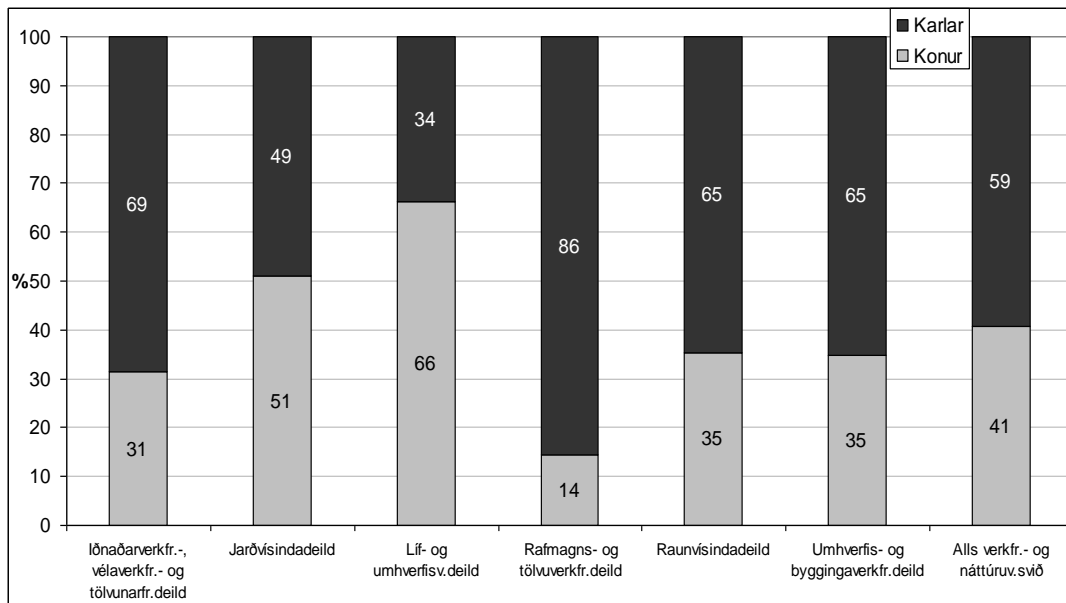


Figure 26. Students' gender ratio in the faculties of School of Engineering and Natural Sciences

From left: Faculty of Industrial Engineering; Mechanical Engineering and Computer Sciences; Faculty of Earth Sciences; Faculty of Life and Environmental Sciences; Faculty of Electrical and Computer Engineering; Faculty of Physical Sciences; Faculty of Civil and Environmental Engineering; Total. Karlur: Men; Konur: Women

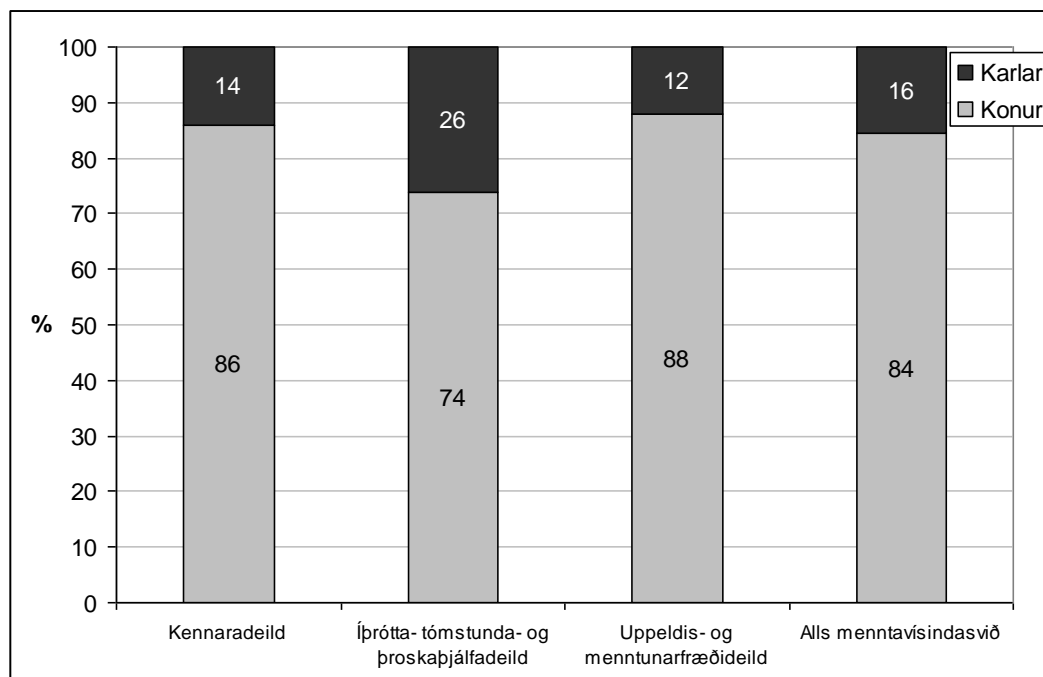


Figure 27. Students' gender ratio in the faculties of the School of Education.

From left: Faculty of Teacher Education; Faculty of Sport Sciences, Social Education and Leisure Studies; Faculty of Education Studies; Total. Karlur: Men; Konur: Women

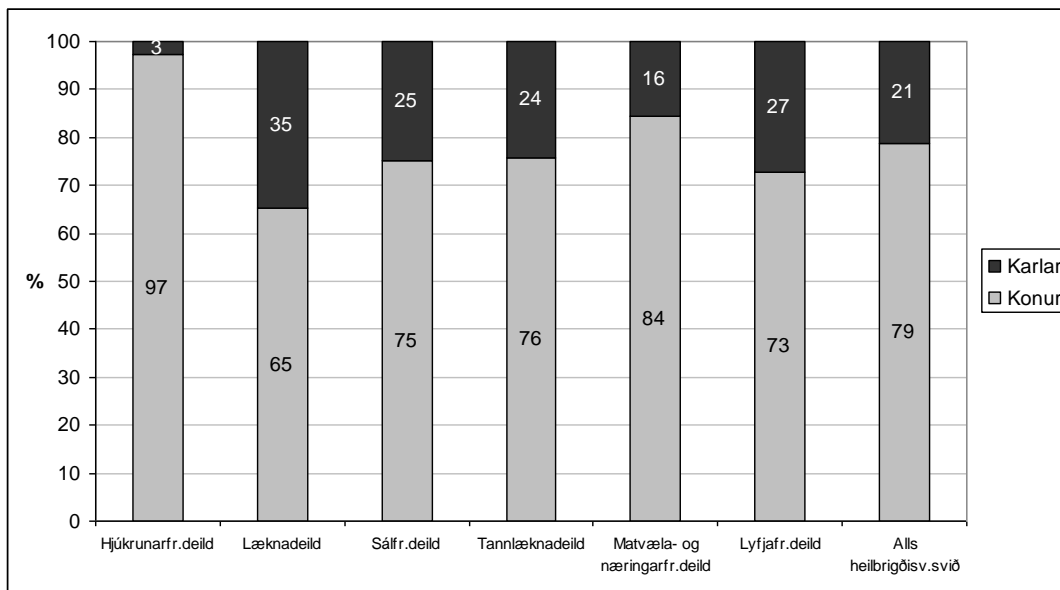


Figure 28. Students' gender ratio in the faculties of the School of Health Sciences.

From left: Faculty of Nursing; Faculty of Medicine; Faculty of Psychology; Faculty of Odontology; Faculty of Food Science and Nutrition; Faculty of Pharmaceutical Sciences; Total. Karlar: Men; Konur: Women

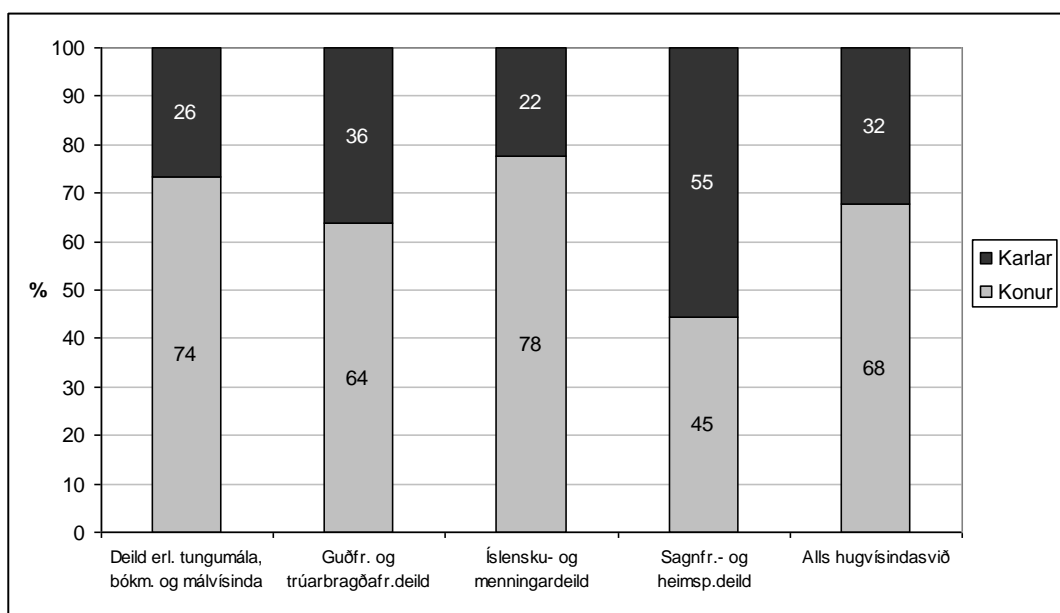


Figure 29. Students' gender ratio in the faculties of the School of Humanities.

From left: Faculty of Foreign Languages, Literature and Linguistics; Faculty of Theology and Religious Studies; Faculty of Icelandic and Comparative Cultural Studies; Faculty of History and Philosophy; total.

Karlar: Men; Konur: Women

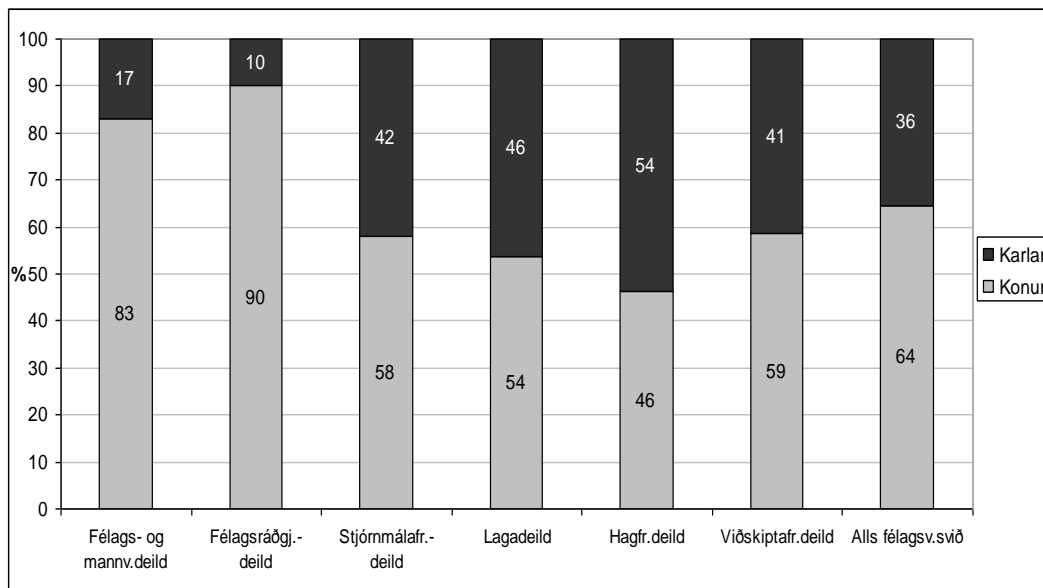


Figure 30. Students' gender ratio in the faculties of the School of Social Sciences.

From left: Faculty of Social and Human Sciences; Faculty of Social Work; Faculty of Political Science; Faculty of Law; Faculty of Economics; Faculty of Business Administration; Total. Karlur: Men; Konur: Women

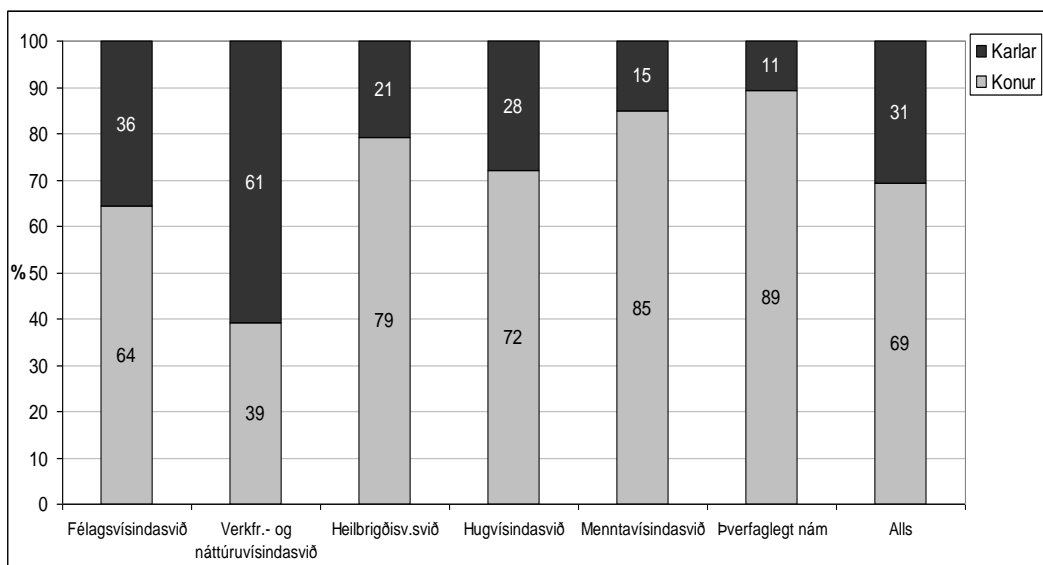


Figure 31. Gender ratio among graduate students by school.

From left: School of Social Sciences, School of Engineering and Natural Sciences; School of Health Sciences, School of Humanities; School of Education; , Interdisciplinary studies. Karlur: Men; Konur: Women

There are seven women and four men on the University Council, substitutes are three men and three women. There are 67 representatives

with the right to vote at the University General Forum, thereof 31 women. Women constitute 41% of the board members in the University Council's institutions but form the majority among their directors; or 56%. Only two out of ten boards are headed by women or 20%. Statistics on boards in Faculties' institutions were not available.

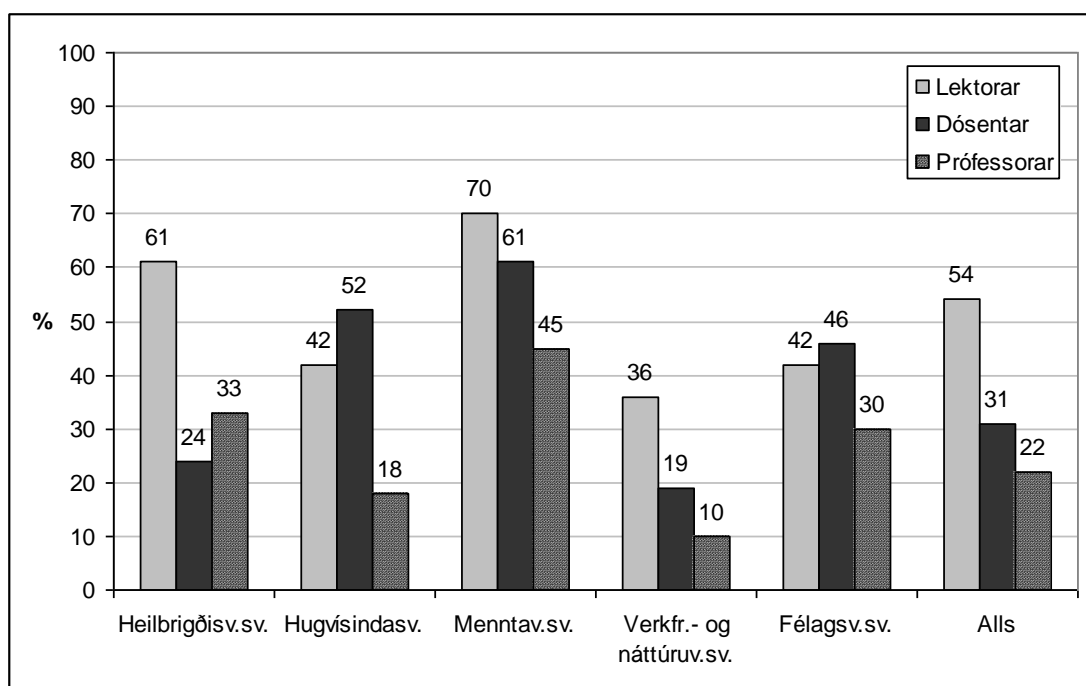


Figure 34. Gender ratio among Assistant Professors (Lektorar), Associate Professors (Dósentar) and Professors (Próffessorar) by School in December 2008. (source: Equal Rights Officer). See also figure 17.

From left: School of Health Sciences; School of Humanities; School of Education; School of Engineering and Natural Sciences; School of Social Sciences; Total.

Men are in a considerable majority among the administrators in the five University Schools. Women make up overall 33% of the highest administrators; or ten out of 30. Women are somewhat more numerous among heads of faculties or 36%, however, there is only a single woman among the five deans of schools.

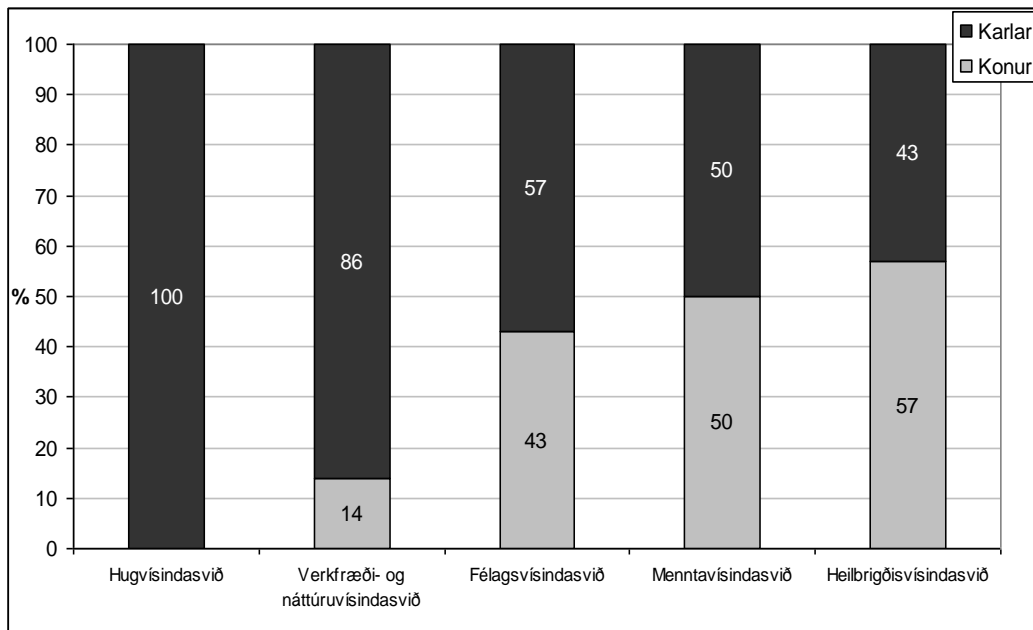


Figure 36. Gender ratio among the highest administrators in the schools.

From left: School of Humanities; School of Engineering and Natural Sciences; School of Social Sciences; School of Education; School of Health Sciences. Karlar: Men; Konur: Women

New Equal Rights Programme

After the merger a new Equal Rights Programme was drafted that took into consideration, among other things, the administrative changes brought about by the merger of the two universities. Following is a brief discussion on the changes to the Programme. The current Equal Rights Programme still has the same main components, however, now the programme not only covers the status and possibilities of women and men while studying, but also after graduation. Thus the University focuses also on advancement of gender equality in the Icelandic community. Specialized knowledge is also given a more important status; in accordance with the Gender Equality Act from 2008. The Programme specifies that “the University’s ambition is to [...] to develop expert knowledge in the field of equality for the advancement of gender equality in the Icelandic community.” This is an example of how the University intends to champion gender equality outside the university with the interaction of science and realization of goals. The programme states, furthermore, that the University prides itself on the creation of specialized knowledge in gender

studies and stipulates that it be applied in equal rights work within the university. The report's authors consider this a positive step even though this clause of the Gender Equality Programme is yet to be realized. The wording in the new Programme on gender ratio in committees, boards, councils and working groups is more focused than in the previous programme. This is in accordance with the current Gender Equality Act which stipulates that the representation of men and women be as equal as possible, and not lower than 40% when there are more than three representatives in a body. In nominations a man and a woman shall be nominated. The organisational status of equal rights issues has been strengthened with the provision that an equal rights committee work within each of the five University Schools. The committee's responsibility is to oversee the making of the Schools' Equal Rights Programmes.

However, the clause on gendered perspective in teaching and University curricula is not included in the new Equal Rights Programme, merely a request that "introduction of Programmes, curricula and teaching methods be constructed as to appeal to both sexes." Nonetheless, the Equal Rights Programme is stronger on the whole with a more blunt wording that has a solid foundation and premise in the Icelandic Gender Equality Act.

Status of equal rights issues within the new structure

An e-mail was sent to eight people who worked in the field of equality and/or merger process within the University in December 2008. The e-mail contained questions on the influence of the merger on equal rights issues within the University. The new Equal Rights Programme had not been approved at that time. The authors received answers from six participants. Most of the participants agreed that it was difficult to assess the influence of the merger on the status of equal rights issues within the University at this early stage. A few saw an opportunity in the structural changes. Many estimated a need for additional funding and manpower, especially in view of a larger university and growing demand for University education, due to the difficult situation in the labour market. The authors' evaluation is that an equal rights committee within each school will make the extensive work of the Central Administration's

Equal Rights Committee and Equal Rights Officer easier. Furthermore, the authors believe that the employment of an Equal Rights Officer in each School would be advisable. This would ensure the development and application of specialized knowledge within each School as well as the University as a whole.

Education, training and work facilities

The intention to educate administrators and other University staff on gender equality was revealed in the answers of the participants. There has been a considerable increase in the number of administrators after the merger and provision of education and training is explicitly stated in the new Equal Rights Programme. Education is especially to be aimed at administration and staff in positions of influence. Neither funding nor man power had been assured for this extensive project in January 2009, which cannot be considered promising. If this will not be remedied, a continuing pattern of well-intentioned and bold policy making without resources and implementation will emerge.

All participants agreed that the merger had had little or no effect on the knowledge, will or general atmosphere of gender equality within the University. Hence, it can be stated that the pre-requisite for successful work in gender equality, both before and after the merger, is on the one hand clear policy making and on the other funding and manpower for execution and supervision. The new Equal Rights Programme is promising, however, it remains to be seen whether realisation and supervision will prove successful.