

*The gendered nature of science within Icelandic academia

Spain, 29th of June 2015

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*The case of Iceland

- * Iceland: Capital Reykjavik
- * 330.000 inhabitants
- * Ranks number 1 on the Global Gender Gap Report (Hausmann et al., 2013)
- * Iceland's welfare system promotes defamilisation policies, which are accompanied by extensive childcare policies.



*Icelandic academia

- *7 academic institutions
- *meritocracy.
- *Performance indicators:
- *Incentive system: Point system
- *Promotion when having acquired enough points



*The gendered situation at UI

- *75% of all full professor positions are occupied by men
- *2013: Students/teacher ratio in SSH 43/1, in STEM 21/1.
- *Permanent employment contracts: 60% men and 40% women.
- *Temporary contracts: Women form 62% of all adjunkts and sessional lecturers.

*Theoretical framework

- * Gendered institutions (Acker, 1992) and inequality regimes in organizations (Acker, 2006)
- * Double standards in academia (Coltrane, 2004, Þorvaldssdóttir, 2001)
- * Time as an instrument of power and control (Davies, 1989).
- * Bourdieu's symbolic and social capital (1996)

*Data/Methods

- *Mixed methods
- *Data deriving from PhD study: Interviews with academics and an online survey to which all academics were invited to take part (response rate 55%)
- *Data deriving from the European Garcia project: desk based data, interviews, focus groups with newcomers, leavers and selection committee members in STEM and SSH departments.

*Obstacles

Aura of gender equality

Symbolic and social capital

Gender equality
within academia

Flexibility

Academic housework

* Aura of gender equality

* Act on Equal Status and Equal Rights of Women and Men no. 10/2008

* UI Equal Rights Policy

* UI Equal Rights Officer

* UI Equal Rights Days

* Aura of gender equality in hiring practises

* *[The selection process] is carved in stone. There are acts on public higher education institutions, on minimum qualifications of the applicants, and sometimes the job description contains extra criteria. So the evaluation committee, and the selection committee, do not have much leeway. Because you are looking at defined criteria: Education, research, teaching and administration.*

* Aura of gender equality in hiring practises

- * "We look into these three criteria and who scored the most in all those criteria, and maybe not necessarily [a candidate] that scored the most in all those three criteria but [a candidate] that is the best whole-package.
- * "The first thing you do is to look at the job description. What is asked for in the job description?"
Later on in the interview he says:
- * "It is important that the candidate fits in with the needs of the department".

* Aura of gender equality career making

- * So you end up saying well I guess women don't like points as much as men do [laughs], and that means they move slower up the system.

* Academic housework

Everything that can be seen as natural chores that come with the profession such as attaining departmental meetings, and other meetings, the organization of courses, the reviewing of articles and books, and the writing of recommendation letters, are part of either the teaching or research responsibilities that academic employees have, and therefore they will not be measured according to an hourly rate”.

Ul, inner web

„I feel that it’s quite big a section, there are all sorts of small tasks that you’re sort of expected to do. I get lots of emails that say ‘you need to be here because this is something you should have an opinion about’, and you should have read this before you show up and things like that. And then there are all of these jobs that nobody sees but that you are expected to do, that are time consuming without reflecting directly into some kind of compensation”.

Brynja, female assistant professor

* Academic housework

„You do this because it's what's expected of you as a staff member“ Jón, male assistant professor

„Now I sit here with you, for example, who pays that? I pay that, it is just like that, I have to work tonight and do the tasks I would otherwise be doing now. “

Female full professor



*Student interaction

Ólöf: I have this policy. I will answer their mail (of MA students) at whatever time whenever.... and I get a lot of praise from my students for answering them very reliably and very quick. And they sometimes make fun of me because they just sent me email and one minute later I had already answered, okay? So they like that and they find this very amazing.

Kristján: I don't have a bad conscious in not replying peoples' emails for a couple of days because that seems to be accepted that you don't reply, and that's because you can't, but [they know] you will eventually.

*Committee work

Situation of women in “men” departments:

„In reality this is not equality when a young individual spends so much time working with all sorts of committees [because] that reduces their research activity and that is what matters to work your way up to a higher position [within academia]”.

Female associate professor

*Symbolic and social capital

- *Subordinate position - The need for senior approval
- *Double standards in academia for women and men
- *The only thing that sort of annoys me is when you see those young boys, they're warmly welcomed to the academic environment that they get here, and positions are created for them. And you are like, yeah no wonder they are doing so well. You both admire them and, (you are) a bit annoyed by the whole thing, it is not equality, it is not equal circumstances.

*Flexibility

- * Flexibility is seen as one of the advantages of working in academia
- * I have always been [snaps her fingers] 4.30! I have to go home! Pick up [the children]! I have to cook and all that stuff, but I usually start by putting my computer up at home, check if I have gotten any emails since I left and I go between [domestic] chores and work. I sit down at the computer check [my email], maybe try to finish something, send out one or two emails, and then I maybe get disturbed again. And I am doing it whilst I am cooking or something like that (Linda).
- * Well you find out quickly that you really can't do both at the same time. You can't be working on the computer and having the kids running around at the same time because they will mess with you [laughs]. They will climb on your shoulders and then they come and touch the keyboard and they will do all sorts of things because they see the computer as a rival, you know" (Björn).

Sonja: I always came home early ... he, [her husband] couldn't do it himself and in the past I have always taken more days off when the children were sick because my workplace is more flexible.

Pétur: 'Of course when they [the children] are sick and so on, you sometimes are in a position to take leave from work'.



*Flexibility

*Gunnar: “A long work week really means that you have a lot of time to work on things that you added you know, you are working on it because you **decided** to and that’s what you **like** to do, and **that’s why** you are doing it”.

* Jóhanna: Last winter I worked every single evening and it was very difficult to do that, but I mean, that was just the **price that I had to pay** for leaving work so early”

* Good practises: Gender budgeting

- * Gender equality policy, Gender equality days
- * Glass ceiling index
- * Gender budgeting is an application of gender mainstreaming in the budgetary process. It means a gender-based assessment of budgets, incorporating a gender perspective at all levels of the budgetary process and restructuring revenues and expenditures in order to promote gender equality (Council of Europe)
- * “If I am asked how much goes into the postgraduate programme and how much goes into the undergraduate programme, then I can’t really answer it. I could make hundred different numbers. [...] But I could of course make a rough estimation”.

*Steps

- * Analysis of the national framework
- * Analysis of the actual situation within the university
- * Analysis of the budgeting process and evaluation of this process
- * Development of a toolkit for the university

*Thank you for your
attention!



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