



# Money Talks: Gender budgeting in the University of Iceland

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Gendering the Academy  
and Research: combating  
Career Instability and Asymmetries



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# Context

- Iceland 330.000 inhabitants, 7 academic institutions
- Number 1 on the Global Gender Gap Index since 2008 (Beckhouche et al, 2015)
- *Aura of gender equality* (Pétursdóttir, 2009)
- University of Iceland, founded in 1911, central administration and five academic schools within 25 faculties
- 13.000-14.000 registered students
- Annual student registration fee
- 222<sup>nd</sup> place on the Times Higher Education list (2016)





# Gendered consequences of trends and financing

## Shared themes:

- ✓ The dream of becoming Harvard...
- ✓ NPM policies, measurable instruments, perceived as objective and gender neutral
- ✓ Lack of transparency
- ✓ Gender not part of the managerial and financial decisions
- ✓ The managerial and financial trends STEM focused







*“the next step is to do gender mainstreaming, but no one knows what that means and there are no measurements for that”.*





# Gender budgeting

*“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.”*





# What is gender budgeting (GB):

- It is a way of linking gender equality policy with the budgetary process
- It is based on the premise that budgets are not gender neutral
- It applies to the revenue raising side as well as the expenditure side.
- It begins with analysis of the impact of the budget on women and men, and progresses to integrate gender into budget-planning.
- Its ultimate goal is that a gender-sensitive approach is applied to all aspects of all budgetary processes [also the undervalued part], and that gender is mainstreamed.

Sheila Quinn, 2009: 4





# What are the rationales for gender budgeting?

- ✓ Gender equality
- ✓ It is about the expenditure of public money
- ✓ Transparency and accountability
- ✓ Efficiency
- ✓ Equality within the work environment







# Data

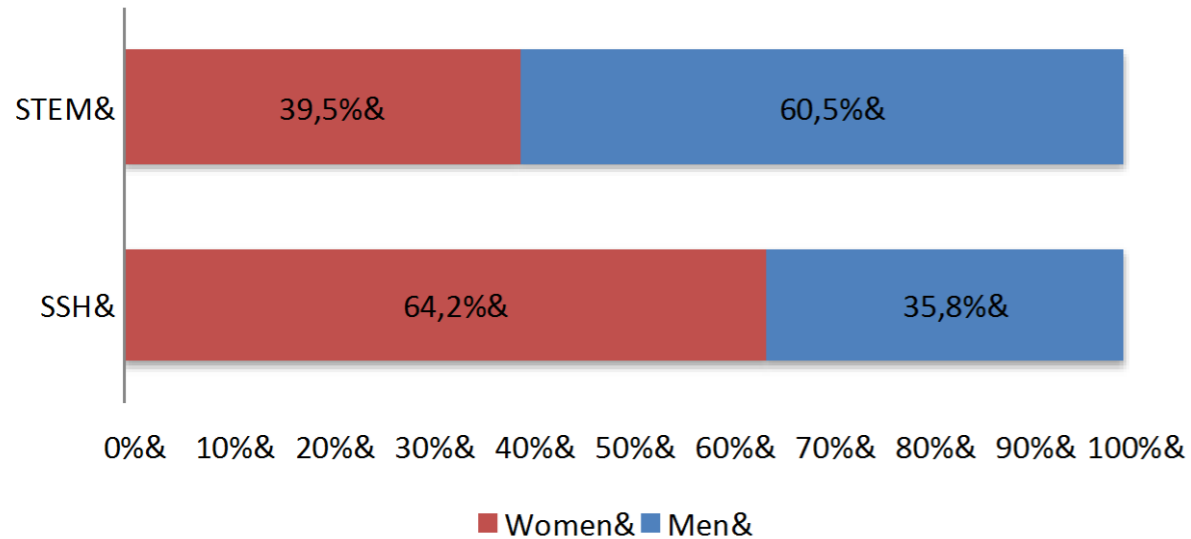
- 5 fact-finding interviews with key players at UI with regard to the budgeting process.
- Statistical data from UI.
- Secondary data: UI legislations, policies and annual reports.
- 14 semi-structured interviews with early stage academic career makers.
- Two focus groups and semi-structured interviews with associate and full professors (10 men and 7 women).



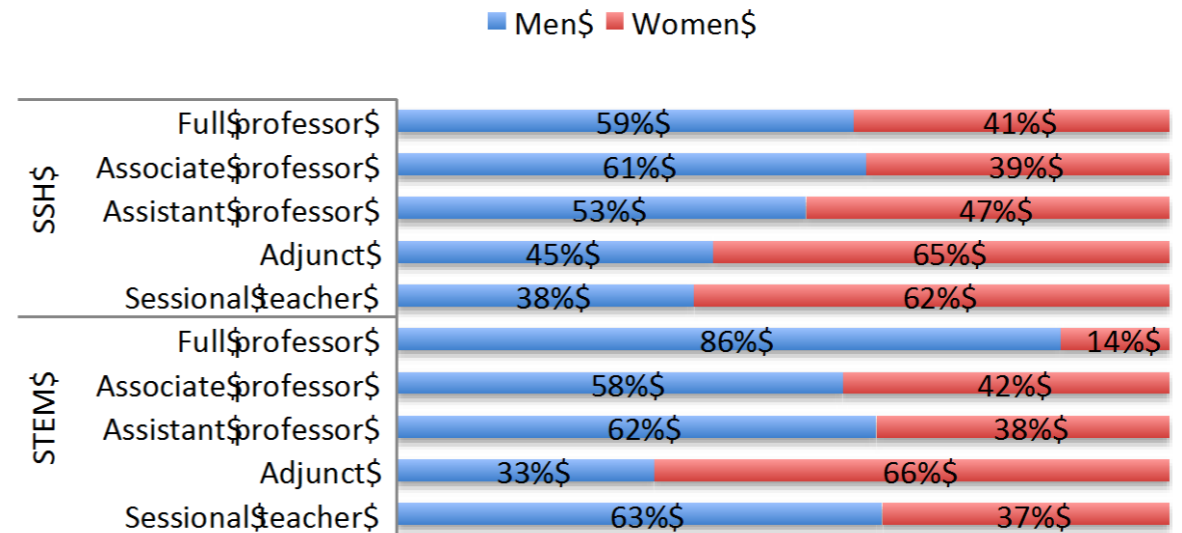


# STEM versus SSH University of Iceland

## Students



## Academic(staff)





# Funding towards the institution

## University of Iceland:

- About 2/3 of state funding based on payments per full-time equivalent student (60ECTS)
- Annual state funding 65-100% higher for STEM students than SSH students.
- Example: Mathematics gets 60% higher than Political Science for full-time equivalent student.

### • Affects:

	Fulltime\$ teachers	Students	S/T\$ratio
SSH	106	4555	43,0
STEM	110	2297	20,9

Price category	Price in ISK	Price in euro	Price proportion
Social- and human sciences, theology, law and other comparable disciplines	611.000	4350	1.0
Computer Science, mathematics and other comparable disciplines	958.000	6830	1.6
Education and other comparable disciplines	916.000	6530	1.5
Nursing and other comparable disciplines	1.149.000	8200	1.9
Natural sciences, engineering and other comparable disciplines	1.200.000	8550	2.0
Medicine	1.649.000	11.750	2.7
Odontology	2.654.000	18.920	4.3





# Third party funding

University of Iceland: N of funded research projects by the national research fund, the average amount granted by academic school and sex of principal investigator 2013

	N research projects	Average amount
<b>SSH</b>	<b>9</b>	<b>€42.887</b>
Men	5	€43.845
Women	4	€41.678
<b>STEM</b>	<b>37</b>	<b>€46.092</b>
Men	31	€45.748
Women	6	€47.868
<b>Total</b>	<b>46</b>	<b>€45.465</b>





# Allocation of public funding within the academic institution

University of Iceland – matching funds for third party funding:

- Schools are rewarded for success in fund raising with matching funds:
  - International competitive grants: 60% of the grants value
  - National competitive grants: 35% of the grants value
  - Other grants: 20% of the grants value
  - Within the frame of annual limits of 30 million ISK (213.000 euro) per year
  
- UI grants from EU-FP7 for 2008-2014: STEM 29 projects, SSH 4 projects





# System of evaluation affecting academic staff

## University of Iceland - Evaluation System for Public Universities:

- Research points: Affect promotion, prestige and salaries
- Most rewarded: Publications in high ranked journals with a high impact factor, and books/chapters from 'prestigious' publishing houses.
- Publication in 'superior journal' up to double research points.
  - The superior journals in UI: *Nature*, *Science*, *Cell* and the *New England Journal of Medicine*.
- Teaching: fixed amount of points annually.





# Academic housework at UI: The undervalued part of the academic profession

About the job obligations of academic staff:

„Everything that can be seen as natural chores that come with the profession such as attending 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”

*UI, 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 about this particular issue in the faculty or in the university and you should be here, everybody should be here, cause 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 themselves directly in some kind of compensation”. Assistant prof.





# Academic housework – important but “costly”

## 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

## The obligations of scholars towards society:

„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.“

*„We have to give back, we can not just take. And that doesn't count in our incentive system”*

„Everything that concerns to improve the connection to the field, collaboration and service to society, so our research can be useful like when participating in policy making and in working groups for the government where we can share our knowledge, this is not valued.

Female full professor







# Conclusion

- Gender budgeting can be a tool to uncover the differential impact of the budget on women and men in academia.
- Gender budgeting is not just about counting heads, but it is about taking the implications into account as well.
- The undervalued aspects of the budgeting process should not be ignored either.
- Next step: Are there significant explanations for the differences that we found?
- Based on a gender budgeting analysis academic institutions have the opportunity to reconstruct the academic budgetary policies and the distribution of resources to achieve more fair and equal academia.
- Gender budgeting is an ambitious project that requires a major shift in thinking and in practice.





# Dialogue

- How to apply Gender Budgeting in Spanish academic institutions?
- Are there any projects that you can think off, within your field?
- Do you have any recommendations for the University of Iceland?



