



SUPERVISING HANDBOOK

2025



UNIVERSITY OF ICELAND

WELCOME!

A warm welcome to the GRÓ Gender Equality Studies and Training (GEST) Programme.

In this handbook, you will find useful information for both fellows and supervisors related to the final projects.

The GEST team

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THE GRÓ GEST POST-GRADUATE DIPLOMA PROGRAMME: AIMS AND OBJECTIVES

The overall goal of the GEST programme is to educate and train participants in gender equality theories and methods and to strengthen their professional capacities for advancing and implementing gender sensitive projects in their home countries. The programme's curriculum covers both basic gender theory and key tools for practical project development, in addition to studies in security, migration and environment. It incorporates an interdisciplinary approach, and encourages intellectual debates and the development of new methodological practices.

The programme aims to enhance an understanding of the structures and mechanisms that need to be in place to promote gender equality in global and local contexts. The programme emphasizes critical thinking skills and aims to equip fellows with the essential analytical tools for understanding gender equality and its impacts on social development and public policy.

The main objectives are to help participants develop:

- The capacity to advance gender equality in low and middle income, conflict and post-conflict countries societies.
- An understanding of the main issues in international gender equality studies and how they apply to different cultures, and also how they intersect with ethnicity, sexuality, religion, race and class.
- Skills in gender analysis and in dissemination of knowledge about gender equality methods.
- The capacity to engage in critical and transnational dialogue on gender equality issues.
- An ability to organize and manage projects focusing on gender equality.
- A sense of the individual's social and geographic location, and of how meanings of main concepts and practices are changed through transnational knowledge transfers and dialogues.

INTEGRITY AND CONDUCT

The GRÓ GEST academic programme is an intensive blend of classroom hours, study trips and visits, and work on assignments. Fellows typically spend a lot of time together and come to depend on each other for support, guidance, and assistance, especially given the new and sometimes challenging environment. Thus, each cohort of GRÓ GEST fellows grows into a closely knit community providing support to its members. GEST wishes to remind all students, supervisors and teaching staff that they are expected to conduct themselves in a manner that positively contributes to an environment of respect, civility, diversity, and inclusiveness. We place strong emphasis on reflecting the values we stand by, both inside and outside of the academic setting, and consider GEST fellows and faculty to be our best ambassadors.

GEST has adopted a zero-tolerance policy on sexual harassment and abuse, hate speech, racism, drug use, and soliciting prostitution. We are committed to enforcing this policy, and all fellows will be subject to discipline, up to and including immediate expulsion from the academic programme, for a first offence. With expulsion from the academic programme, fellows will also forfeit their rights to their scholarships.

Please see the Rules of Procedure on the Response to Gender-Related and Sexual Harassment and Other Sexual Violence in Annex 1 and the Equal Rights Policy of the University of Iceland [here](#).

GRÓ GEST will make every reasonable effort to address any breach of conduct that may occur. Every report will be investigated promptly and impartially, with every effort to maintain confidentiality. The complainant and the accused will be informed of the results of the investigation.

If GEST finds that its policy has been violated, it will take appropriate corrective and remedial action, up to and including expulsion from the programme and/or similarly appropriate action towards offending vendors, contractors, supervisors, or teaching staff.

ORGANISATION

In 2025, the GRÓ GEST Programme will consist of six modules of 3 - 6 ECTS credits each.¹

At the end of the programme, GEST and the University of Iceland will award an official post-graduate diploma from the University of Iceland to successful fellows. The certificate yields 30 ECTS, which corresponds to half a year's work at a post-graduate level.

In the spring term of 2025, the following modules compose the GEST programme.

Modules	Module Coordinator
Theories and Concepts of Gender (3 ECTS)	Thomas Brorsen Smidt
Project Development Tools (6 ECTS)	Thomas Brorsen Smidt
Gender, Violence and Security (5 ECTS)	Giti Chandra
Gender, Labour and Migration (5 ECTS)	Thomas Brorsen Smidt
Gender, Environment and Climate Change (5 ECTS)	Irma Erlingsdóttir
Final Assignment (6 ECTS)	Margrét Ann Thors

Information about locations and classroom numbers is announced in the final syllabus and weekly overview for the 2025 spring term.

¹ European Credit Transfer and Accumulation System, ECTS, which are the credit points earned for each module. This standardized credit system is intended to ensure appropriate workload between university courses.

THE FINAL ASSIGNMENT

The final assignment is an important part of the GRÓ GEST diploma programme. The fellows work on it throughout their time in Iceland. The final assignment can take one of three forms:

- A project proposal that outlines a plan of action with all the necessary steps and activities needed to address and solve the problem (most cases).
- A research proposal that will be carried out in the fellow's home organisation or university after they return to their home country (some cases).
- An essay or research project based on existing data that will conclude during the fellow's stay in Iceland (ERASMUS+ students).

The assignment, which provides 6 ECTS credits, is **required to be approximately 20 – 25 pages long**. However, many fellows choose to write longer papers. Furthermore, the GRÓ GEST programme is conducted entirely in English and the Final Assignments are to be written in English, which for most fellows is a second language. For these reasons we expect that the supervision will require more work on the part of the supervisor than would most 6 credit papers. We assign 40 hours – the equivalent of the supervision of a 30 ECTS credit master's thesis – to the supervision of the assignments. Usually, supervision will require fewer hours than that, but we expect supervisors to use *up to* that many hours, if needed.

As a part of the larger module for the final assignments, fellows attend sessions on academic writing, reference systems, the University library, professional development, and how to deliver professional presentations.

The purpose of the assignment is for the fellows to reflect on and critically engage with the theories, methods, and skills learned during the training course and to consider when these would be appropriate and how they should be applied. The assignment should be relevant to gender equality issues in the fellows' home countries. As such, the assignment should be based on information and data from the fellows' home countries and have a practical application. At the end of the programme, the fellows give oral presentations with an overview of the main points and findings of the project proposal, research or essay.

Learning outcomes

Upon successful completion of the assignment, fellows will be able to:

- Collect and critically examine information and data necessary for analysing their chosen topic.
- Use theoretical frameworks for critical gender sensitive inquiry into their chosen topic, its social context, and its policy environment.
- Design interventions and strategies to address the gender disparities and concerns at the centre of the project proposal.
- Apply the tools and skills gained during the programme to the issues addressed in the essay or proposal.
- Work effectively as independent and self-motivated learners.

- Demonstrate the ability to reference an extensive range of literature and utilise this in the development of analysis and discussion of ideas.
- Demonstrate the ability to effectively communicate the main findings of the project proposal or essay.
- Write a coherent, critically reflexive project proposal, research report, or essay that adheres to standards of academic writing (citation, references, list of references, avoiding plagiarism, etc.).

ROLE OF THE SUPERVISOR AND FELLOW

GEST fellows are responsible for every aspect of their final projects, from picking a topic to submitting the completed work. Fellows are also responsible for meeting all the deadlines of the Final Assignment module, independent of the schedule agreed upon by the supervisor and fellow. Supervisors are expected to help, encourage, and support the fellows and give feedback on their work. The supervisor can advise on every aspect of the assignment but should not analyse or write it. Supervisors can comment on the fellow's language use and grammar, as well as suggest alternative phrasing when appropriate.

What we expect of supervisors:	What we expect of fellows:
Meet with the fellow once before the start of the programme, and at least four (4) times during the Spring semester to discuss the project and its progress. The supervisor is <i>not</i> responsible for setting up meetings.	Proactively contact the assigned supervisor, well in advance to set up meetings.
	Show up to all scheduled meetings on time. In very special cases when there are no other options, a fellow may consult with GEST staff to be excused from regular classes for the purpose of meeting in person with their supervisor.
Work with the fellow on a plan to complete the assignment on time. Discuss the fellow-supervisor relationship and what to expect throughout. The supervisor is <i>not</i> expected to provide information about Iceland, the GEST programme, travel, etc.	Work with the supervisor on a plan to complete the assignment on time and follow the plan. Discuss the fellow-supervisor relationship and what to expect throughout.
Respond promptly (at most within 1 week) to messages from the fellow -- within reason! The supervisor is <i>not</i> expected to be at the fellow's beck and call 24/7.	Work independently on the assignment, seeking advice when needed but not incessantly. Continue working while waiting for the supervisor's response to questions or requests.
Give guidance to the fellow in framing and structuring the assignment.	Be receptive to guidance by supervisor, but do not expect direction on the minutiae of analyzing the subject or writing the assignment.
Give guidance regarding the scope of the assignment, including the necessity of limiting the scope if the fellow proposes an assignment that is too wide or otherwise too large to complete within the given timeframe.	Understand that the assignment is required to be 20-25 pages long. Assignments may be longer, but that is the choice of the fellow. Regardless of its size, the assignment must be turned in by the deadline. Be realistic.

Advise the fellow on source material as needed and/or where to find it.	Understand that <u>the fellow</u> is responsible for every aspect of their final projects, from picking a topic to submitting the completed work. This may include, but not be limited to, finding and analysing sources, collecting and analysing data, writing the text, citing sources correctly, completing any and all tables used, finding appropriate images as needed, formatting the assignment according to a template.
Inform the fellow in advance if the supervisor will be unavailable to perform supervisory duties on certain days/time periods during the spring semester 2025.	Inform the supervisor of all relevant deadlines regarding the final assignment, and, as needed, other responsibilities that will impact the fellow's work on the final assignment.
Be available to read and comment very promptly on final drafts of the assignment during the two weeks leading up to the deadline on May 4.	
Read and give comments/advice on the assignment's design, outline, drafts and final version, keeping in mind that GRÓ GEST fellows are subject to very tight deadlines and do <i>not</i> have the opportunity to postpone turning in an assignment to a later semester.	Understand that it is absolutely not possible to postpone the submission of the Final Assignment. The assignment will be assessed based on what has been turned in by 23:59 on Sunday, 4 May 2025
Give guidance regarding the language of the assignment but do not write for the fellow. Refer fellow to the University of Iceland Writing Center as needed.	Seek assistance at the University of Iceland Writing Center if in need of assistance with the English language, source citation and assignment formatting beyond what is available in the FA classes and material.
<p>Contact a member of the GRÓ GEST Final Assignment coordinating team if any issues arise that cannot be solved among the supervisor and fellow, including but not limited to:</p> <p>Communication breakdown between fellow and supervisor; a change in circumstances that requires the supervisor to drop out of the arrangement; inappropriate behavior on part of the fellow; failure on part of the fellow to respond to supervision leading the supervisor to believe that the assignment will not be ready by the deadline; inability of supervisor to advise on particular aspects of the fellow's assignment, e.g. methodology; inability of fellow to understand direction; any severe language difficulty that may negatively impact completion of the assignment; failure on part of the fellow to seek necessary assistance, e.g. at writing center.</p>	<p>Contact a member of the GRÓ GEST Final Assignment coordinating team if any issues arise that cannot be solved among the supervisor and fellow, including but not limited to:</p> <p>Communication breakdown between fellow and supervisor; inappropriate behavior on part of the supervisor; failure on part of the supervisor to respond to e-mail in a timely manner (1 week); inability of fellow to understand supervisor's direction; inability of fellow to access the writing center if in need of language assistance.</p>

Meetings and communication

Each fellow and supervisor comes into the relationship with their own cultural and educational background. These various backgrounds often include varying expectations regarding communication and meetings. For example, some fellows may feel comfortable speaking up in the supervisorial relationship and others may not. Supervisors, on the other hand, may tend to be more or less directive in their supervising style. *Clear, open, and honest communication around expectations from both the fellow and supervisor is key to making the relationship work.*

That said, GEST fellows and supervisors should meet once for an informal introductory chat, and at least four times over the course of the spring 2025 term.

Meetings between fellows and supervisors can take place in person, via online video messaging, or via phone. During the first meeting, the supervisor and fellow should discuss the fellow's ideas for the final assignment. At this stage, it would be helpful if the supervisor could point out relevant literature for the fellow's project. The supervisor and fellow should also set expectations and a schedule for their work throughout the term. The structure of the remaining meetings depends on the supervisorial relationship and may differ from fellow to fellow.

GEST staff members Giti (gc@hi.is) and Thomas (tbs@hi.is) are available for consultation should any issues arise between the supervisor and fellow.

Something to think about

The content and workload of the GEST Programme and the final project might raise difficult issues for the fellows. Being alone in a strange country, in an unfamiliar culture, and away from family and friends can also be very difficult. Strong bonds of mutual trust and respect often form between the supervisor and fellow. You should be aware that the University of Iceland offers psychological counselling services for its students, though this service is notoriously difficult to access. You can contact a counsellor in the Student and Career Counselling office at 525-4315, but there may be a significant wait for an appointment.

STRUCTURE OF THE FINAL ASSIGNMENT

As mentioned, the assignment should be approximately 20-25 pages (or 5.000 to 6.500 words, double-spaced), though many fellows choose to write assignments that are considerably longer. Project proposals may contain lengthy budgets, tables and bibliographies which should *not* count towards the assigned length.

Below are some *examples* (not prescriptive templates) of how fellows *might* organise an assignment. To be sure, *these examples are not prescriptive templates and are entirely flexible depending on the individual assignment*. On Canvas, fellows have access to assignments written by previous GEST fellows to review for inspiration. However, there is not a single correct way to write an excellent final assignment. Your best guideline are the assessment criteria (see page 14).

Project proposal

Executive summary. This section should contain the problem statement, project objectives, implementing organisations, and key project activities.

Project justification. This is a very important part of the project proposal and is sometimes divided into five or more subsections:

- Context: The social, economic, and political background to the project and data from research carried out in the project planning phase or collected from other sources,
- Problem statement: The problem(s) addressed,
- Priority needs: The needs of the target group that are a result of the negative impact of the problem,
- Proposed approach: The type of intervention or strategy proposed to solve the problem, stating how it will lead to improvement,
- Implementation organisation: The capacities of the organisation running the project.

Project aims. Describe the major goal and objectives of the project.

Target group. Define the target groups (size and characteristics) and outline how they would benefit.

Project implementation. Activities and resource allocations are described in detail. The implementation plan is divided into a) activity plan and b) resource plan.

Budget. An itemised summary of the organization's expected income and expenses during a specified time period.

Monitoring and evaluation. Indicators for results need to be set. The proposal must specify how the project will be monitored and evaluated and who will be responsible.

Reporting. The schedule of the project progress and financial report.

Management and personnel. The project personnel and their roles.

References. It is important that sources of information are properly cited.

Annexes. All information that is important but too large to put in the text, such as a budget and logical framework.

Research and Research proposal

Abstract. Gives a brief outline of the proposal; what problem is being addressed/what the research question is; what the main issues are; what kind of strategies are being suggested. The abstract is usually written last.

Introduction to the topic or issues the essay addresses and the rationale for why the fellow has chosen to focus on this topic. What kind of issues does it raise and which are addressed in the essay? Why? What theories are relevant for addressing this topic and which will be covered? Introduce the methods appropriate for addressing the gender relations issues identified and why they were chosen.

State of knowledge and previous research in the field. Show grasp of knowledge in the field by referring to research and/or theories about the topic. How have projects or strategies addressing the issue fared? What has been their impact? Show sensitivity to the cultural and gendered context to the topic focused on and present some analysis of why the methods or strategies suggested are appropriate.

Methodology. What is the methodological framework of the proposed study and what methods does the fellow intend to use?

Conclusion. Draw together threads of reasoning and discuss which conclusions have been reached and why

References. It is important that all sources of information are properly cited.

Essay

Abstract. Gives a brief outline of the essay; what problem is being addressed/what the research question is; what the main issues are; what kind of strategies are being suggested. The abstract is usually written last.

Introduction to the topic or issues the essay addresses and the rationale for why the fellow has chosen to focus on this topic. What kind of issues does it raise and which are addressed in the essay? Why? What theories are relevant for addressing this topic and which will be covered? Introduce the methods appropriate for addressing the gender relations issues identified and why they were chosen.

Main text. Show a grasp of knowledge in the field by referring to research and/or theories about the topic. How have projects or strategies addressing the issue fared? What has been their impact? Show

sensitivity to the cultural and gendered context to the topic focused on and present some analysis of why the methods or strategies suggested are appropriate.

Conclusion. Draw together threads of reasoning and discuss which conclusions have been reached and why.

References. It is important that all sources of information are properly cited.

ASSESSMENT CRITERIA

Grading for the final project or essay is done by a committee of at least three experts in the field according to the following criteria:

- To what extent is the final paper structured appropriately for its type?
- To what extent does the paper engage with critical gender analysis of the chosen issue?
- To what extent does the paper express a coherent argument?
- To what extent does the paper use and situate itself in the relevant literature and research from its field?
- To what extent is the paper coherently and understandably written?

Supervisors are asked to submit an independent assessment of the fellow they supervised that is taken into account when grading (see Annex 2).

The grades translate to the categories listed below.

Special Mention: Grade of 9 or higher for final project, research, or essay

The assignment is a work of exceptional quality. The fellow had an impressive application of a range of knowledge, skills, and techniques acquired from studying in the programme. The work shows an excellent critical review and analysis of relevant previous work on the topic selected, exceptional evidence of an effective strategy and activities for bringing on changes that is suitable for the cultural context it is applied to. The fellow indicates a sound ability to analyse the situation, a coherent synthesis of the findings, and outstanding presentation of the work in a clear and well-organised form. The assignment is of such good quality it could be accepted more or less as it stands for implementation or publication. All aspects of the pass classification below must be addressed satisfactorily

Pass: Grade of 5 to 9 for final project, research, or essay

The work shows an appropriate application of a range of knowledge, skills and techniques acquired from studying in the programme. The fellow gives a competent critical review and analysis of relevant previous work on the topic selected. There is good evidence of an effective strategy or activities for bringing on changes, an indication of a sound ability to analyse the cultural context to which it relates, coherent synthesis of the findings, and adequate evidence of the ability to relate the techniques and methods proposed to a particular context. The assignment is presented in a clear and well-organised form. None of the inadequacies in the fail classification below are in the essay, report or proposal.

Fail: Grade below 5 for final project, research, or essay

The work shows a limited application of a range of knowledge, skills, and techniques acquired from studying in the programme. There is an inadequate critical review and analysis of relevant previous work on the topic selected for the assignment, insufficient evidence of an effective strategy for bringing on changes, and no clear indication of an ability to analyse the cultural context to which it relates. The assignment fails to present a coherent synthesis of its conclusions.

The Vigdís Finnbogadóttir Award



Vigdís Finnbogadóttir

Each year, one graduating fellow within the GEST programme will receive the Vigdís Finnbogadóttir Award. The award bears the name of Vigdís Finnbogadóttir, the former president of Iceland and the patron of the GEST Programme. She was both Iceland's and Europe's first female president and the world's first democratically elected female president. With a presidency of exactly sixteen years, she remains the longest-serving elected female head of state of any country. Women's rights, cultural diversity, the promotion of world peace, and transnational dialogues have been running themes in Vigdís Finnbogadóttir's work, as has her emphasis on gender equality and the empowerment of women.

To be considered for the award, the assignment must show evidence of sophisticated gender analysis with appropriate academic references and be well structured and written. The assignment must provide recommendations that address gender issues that are of concern in the fellow's home country. Those recommendations must be well thought through and practical. The panel of experts that grades the final projects and essays also selects the candidate for the Vigdís Finnbogadóttir Award.

Plagiarism

GEST considers plagiarism a form of academic misconduct and does not allow any practice that involves taking and using another person's work and claiming it as one's own. It is the responsibility of students to ensure that all work submitted towards assessment and grading is the student's own, and that it includes proper referencing and citation using the accepted referencing system.

All students will be made aware of the unethical nature of plagiarism by Final Assignment module coordinator Margrét Ann Thors and will receive additional guidance and training in academic writing and referencing systems.

To detect plagiarism, including the unethical use of AI technologies, GEST uses the prevention system **Turnitin**, which compares students' papers against extensive databases of material.

If GEST find that there is evidence of plagiarism or cheating in an examination, it will alert the Head of Faculty, who will investigate the matter. They will summon the fellow for an interview, allowing them an opportunity to express their opinion, while making it clear that the Dean of the School of Humanities has the final say in the matter on behalf of the University.

If the fellow is found guilty of behaviour which goes against the Public Higher Education Institutions Act No. 85/2008, or regulations and rules based on the Act, the Dean of School may reprimand the student or suspend them from their studies, temporarily or for good, depending on the seriousness of the offence.

The student has the right to appeal the Dean's decision to the Board of Appeal for students' complaints, cf. Article 51 of Regulation no. 569/2009. Such an appeal defers the execution of the Dean's decision. See also Article 19 of the Public Higher Education Institutions Act.

On the use of AI Technologies

The GRÓ GEST Programme emphasizes integrity, independent learning, and skill development in all aspects of academic work. **GEST considers the unethical use of AI tools a form of plagiarism and applies the rules above in each case it is detected.** Therefore, as you navigate your coursework and assignments, it is important to understand the ethical boundaries when using AI tools, like Grammarly (see next section).

As a rule: ***Fellows should never ask an AI to do something that they would not ask their supervisors to do.*** Would they ask you to go over their assignment and provide suggestions for improvements? Of course. Would they ask you to rewrite it in a different style? No, that would be cheating.

Here's how fellows can ethically use AI while meeting the learning outcomes of the GEST programme, and without TurnItIn flagging their work as plagiarised.

1. Actively engage with suggestions. It is acceptable to use AI tools like Grammarly to improve grammar and writing style, but fellows must review each suggestion and decide which to accept or reject. The goal is to learn from the process, not to let the AI do the work for them.
2. Use AI as a learning aid, not a replacement. Fellows may ask AI for help with specific aspects of their writing, such as offering alternative titles, identifying confusing sections, or providing grammar corrections. The key is to use these tools to enhance understanding and skills, not to replace their own effort.
3. Maintain integrity in your work. Achieving the learning outcomes of the programme, such as applying theoretical frameworks, collecting data, and writing coherent and reflexive assignments,

requires that fellows complete these tasks independently. Outsourcing significant portions of their work to AI tools undermines learning and the programme's goals.

Examples of Ethical AI Use:

- Asking for grammar or spelling suggestions in a paragraph.
- Requesting feedback on clarity and logic.
- Seeking alternatives for titles or synonyms to improve tone.
- Asking for suggestions on transition words.

Examples of Unethical AI Use:

- Asking AI to rewrite sections of your paper to make them sound better or more professional.
- Having AI write content for you (paragraphs, sections, etc.).
- Requesting that AI make writing sound like a native speaker's without their own involvement in the process.

Finally, it is essential mention that **Turnitin** includes a feature to detect improper use of AI technologies, such as ChatGPT.

Grammarly

GRÓ GEST offers to reimburse its fellows for a 3-month subscription to the AI tool Grammarly, which can be immensely helpful in developing academic writing skills. If they wish to take advantage of this offer, they should pay for a 3-month subscription, download Grammarly, and then send the receipt and bank statement to operations manager Guðrún Eysteinsdóttir (gudruney@hi.is). GEST does not reimburse subscriptions to any other AI tools, nor does it reimburse anything other than a single 3-month subscription. This means GEST will not reimburse three separate 1-month subscriptions, nor will it reimburse 1/3 of a 12-month subscription.

As the deadline for the final assignment is in the first half of May each year, we recommend starting the 3-month Grammarly subscription in mid-February.

Annex 1: Rules of Procedure on the Response to Gender-related and Sexual Harassment and Other Sexual Violence of the University of Iceland

Rules of Procedure on the Response to Gender-related and Sexual Harassment and Other Sexual Violence.

Revised rules of procedure approved by the University Council 1 March 2018

Article 1 Objective

Gender-related and sexual harassment and gender-related and sexual violence (hereafter referred to as offences), committed by a staff member or student at the University of Iceland (UI), are strictly forbidden. Such behaviour is neither tolerated in relations between staff and students, relations between staff members, relations between students nor relations between UI staff members or students with individuals who are not considered staff members or students at UI, provided that the relations take place in connection with UI operations.

The objective of these rules of procedure is to ensure that resources are in place should a party, as defined in paragraph 1, consider herself/himself as a victim of such an offence.

Article 2 Concepts

The term **gender-based harassment** refers to behaviour that is related to the gender of the person subjected to it, is unwelcome, and has the purpose or effect of violating the target's dignity and creating circumstances that are threatening, hostile, humiliating, or offensive. The harassment may be physical, verbal or symbolic. A single incident may be deemed gender-related harassment.

The term **sexual harassment** refers to any kind of unwelcome sexual behaviour which has the purpose or effect of violating the target's dignity, particularly if such behaviour leads to threatening, hostile, humiliating, or offensive circumstances. Such behaviour may be verbal, symbolic and/or physical. A single incident may be deemed sexual harassment.

The term **gender-based violence** refers to violence committed on the basis of a person's gender which leads to or may lead to physical, sexual, or psychological harm or distress for the victim, as well as a threat thereof, coercion or arbitrary deprivation of liberty, both in private life and public field.

The term **sexual violence** refers to an offence against an individual's sexual freedom which is declared punishable in Chapter XXII of the General Penal Code.

The term **staff members** refers to any and all individuals employed at the University of Iceland, whether they are permanent or temporary employees, sessional teachers, or work for the University as contractors or subcontractors.

The term **parties to the case** refers to those said to have committed an offence and those said to have been the target(s) of the offence.

Article 3 Professional Council

The University Council appoints a [Professional Council](#) which role is to process cases relating to the aforementioned offences committed by staff members or students of the University of

Iceland. The Professional Council shall be appointed for a three-year term. The appointed chair shall be an individual who has professional knowledge and experience in handling cases of this nature and is not an employee at UI. In addition to the chair, one member nominated by the UI Division of Human Resources and one member nominated by the UI Student Counselling and Career Centre shall be appointed. The University Council shall also appoint three members as alternates, in accordance with the same rules.

Care must be taken to ensure that nominations comply with the provisions of Article 15 of the Act on Equal Status and Equal Rights of Women and Men, no. 10/2008.

The role of the Professional Council is to receive and investigate complaints and reports regarding offences committed by staff members or students of UI, provide supervisors of the academic or work units of the parties to the case with an observation on these complaints and notices, and propose reforms as applicable. The Professional Council shall furthermore advise UI authorities on preventative measures that might be taken against such offences. The Professional Council shall take into account the provisions of the Administrative Procedure Act, no. 37/1993, particularly concerning the right to be heard, duty to investigate, equal treatment of parties, and prompt handling, as applicable. The Professional Council shall establish further guidelines for their work practices.

A representative from the Division of Human Resources and the UI equality officer work with the Professional Council.

Article 4 Complaints

Anyone wishing to submit a complaint regarding an offence committed against them, either currently ongoing or in the past, by a staff member or student at the University of Iceland or anyone wishing to report an offence which they have reasoned suspicion or knowledge shall contact one of the [three members of the Professional Council](#) or the [UI equality officer](#).

UI staff members may also contact their immediate superior. If this individual is the one deemed to have committed the offence, the staff member may turn to the superior's superior. Students may also contact their faculty dean or, depending on circumstances, their school dean.

Anyone receiving such a complaint or report shall immediately refer the matter to the Professional Council for processing.

Article 5 Processing of cases and the observation of the Professional Council

Upon receiving a complaint or report of an offence, the Professional Council shall summon the accused to a meeting to examine his/her position regarding the complaint or report. If a report is submitted by an individual other than the assumed victim of the offence, the Council summons the assumed victim to a meeting to examine their position on the report. Following the interviews with the parties to the case, the Council determines whether the case shall be formally processed. The Professional Council shall have unrestricted access to pertinent files in the University and faculty archives.

If the Professional Council decides to formally process a case, it shall notify the supervisors of the academic or work units of the parties to the case, as needed. The supervisors shall, having consulted with the Professional Council, take any necessary measures concerning the academic

or work arrangements of the parties to the case. Efforts shall be made to reach an agreement regarding work arrangements whilst the matter is under review. The complainant or assumed victim of the offence may not be transferred to another position because of gender-based or sexual harassment or violence without having requested this her/himself.

The Professional Council shall thoroughly investigate the matter, e.g. by interviewing the parties involved and, as appropriate, their co-workers or other individuals who may be able to shed light on the case. The Professional Council shall offer the assumed victim of the offence professional assistance from a psychologist, social worker or other therapist with specialist knowledge of the offences involved. Should the person in question wish to report the matter to the police, the Professional Council shall assist in this as far as possible.

After the investigation is concluded, the Professional Council shall issue an observation outlining its conclusions to the parties involved, as well as to the supervisors of their academic or work units. Should the Professional Council deem that an offence has been committed, it shall submit a proposal to the supervisor of the relevant academic or work unit concerning the appropriate response. The supervisor shall then determine the most appropriate course of action, in consultation with the Division of Human Resources or the Student Counselling and Career Centre. The final decision in such cases shall be taken in accordance with the law and UI regulations.

Article 6 Confidentiality

Unless the law dictates otherwise, the Professional Council and others involved are required to treat individual cases as confidential.

Article 7 Statistical information

The Professional Council shall record and maintain statistical information on cases it receives. This information shall be published annually.

Article 8 Entry into force

These Rules of procedure, established based on Article 2 of the Regulation for the University of Iceland, no. 569/2009, and in accordance with the Act on Equal Status and Equal Rights of Women and Men, no. 10/2008, and the Regulation on bullying, sexual harassment, gender-based harassment and violence at the workplace, no. 1009/2015, shall enter into force upon being approved by the University Council.

Annex 2: Assessment Sheet for Supervisors

ASSESSMENT SHEET FOR SUPERVISORS 2024

Thank you for contributing to the work of the GEST post-graduate programme by supervising one of our fellows during the 2024 spring term. To conclude your supervision duties, we kindly ask you to fill in the following form. GEST staff and an external evaluation board assess the work of all fellows, but this will help us in evaluating the performance of the fellow and the quality of the work.

Name of supervisor

Name of fellow:

Title of final assignment:

Please indicate how you would assess the paper/project proposal of the fellow you supervised:

- ☐ Fail
- ☐ Pass
- ☐ Pass with special mention
- ☐ It is my assessment that the fellow's final assignment should be considered for the **VIGDÍS FINNBOGADÓTTIR AWARD**

Assessment criteria are found in the supervising handbook.

All final assignments are assessed by a review board which consists of three scholars who will review each assignment independently based on given performance criteria. The collective input of the review board, in addition with your input will guide the final assessment of the fellows.

Based on your work with the fellow, please give a statement of the fellow's performance and your assessment of the quality of the final paper/ project proposal: