



Turun yliopisto  
University of Turku

# EQUALITY PLAN OF THE UNIVERSITY OF TURKU



# **EQUALITY PLAN OF THE UNIVERSITY OF TURKU**

**Approved by the University Board on 17 March 2017**

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# INTRODUCTION

The new Strategy of the University of Turku for 2016–2020 was approved by the University Board in December 2015. Matters related to non-discrimination and equality were discussed already during the preparation process of the Strategy. Surveys directed to the University community provided concrete suggestions particularly for the Strategy’s Policy Programmes. A workplace well-being survey directed to the personnel was conducted during the process and it contained questions on equality. Human Resources has offered support to the University’s units in assessing the unit-specific results and the actions that are based on the results. Equality became one of the themes during the Rector and Vice Rectors’ visits to the departments as well as in the preparation and implementation of the Strategy.

The University of Turku has an Equality Committee which promotes and monitors the realisation and development of non-discrimination and equality at the University. The Rector appoints the Equality Committee that consist of the representatives of different personnel groups, personnel organisations and students. The University’s Advisor on Equality Issues and the Accessibility Planning Officer as well as the representative of the Student Union have the right to participate in the Committee meetings.

The Equality Committee prepares the University’s Equality Plans which promote non-discrimination and equality and prevent direct and indirect discrimination and harassment at the University. When the current Plan was being drawn up, the University’s non-discrimination and equality issues were mapped out with a workplace well-being survey for the staff and with a feedback survey directed to the students.

The Advisor on Equality Issues at the Study and Work Well-being Services offers instructions

and guidance to both students and personnel on matters concerning non-discrimination and equality. The Advisor on Equality Issues interacts with the Equality Committee and collaborates with the Student Union. In addition, the Accessibility Planning Officer works at the Study and Work Well-being Services and the officer’s tasks include promoting accessibility and the availability of services. Accessibility is related, among other things, to the University’s physical and psychological operational environment, attitude and atmosphere, and strategic work. An accessibility action plan is drawn up each year and its implementation is assessed in the annual report.

The Student Union has a representative in the University’s Equality Committee. Furthermore, one of the members of the Student Union’s Executive Board is responsible for equality and they monitor that the Equality Program of the Student Union is being followed in practice and in the decision-making. In cases of harassment, the Student Union has two contact persons who

offer guidance and support to students who have experienced harassment at the University. The contact persons have the obligation to observe secrecy and do not record the discussions.

Each member of the University community have to take non-discrimination and equality issues into consideration and promote non-discrimination and equality in their work and activities. As defined in the Strategy, the common values of the University are ethicality, criticality, creativity, openness and communality. In addition, some of the unifying themes (internationality, open and effective science, responsibility, co-operation, and interaction) of the Strategy clearly promote non-discrimination and equality. Equality is also included in all four strategic goals of the University and it is highlighted especially in the fourth goal, community well-being.

The University is committed to promoting a straightforward researcher career path and international mobility. This also includes international recruitments where the equal treatment of applicants is central and the processes are open and just. The University is also committed to promoting the principles listed in the European Charter for Researchers. Furthermore, open and effective research promotes the realisation of equality.

As an educator, the University highlights responsibility. On the one hand, students cannot

transfer the responsibility of their own learning to others, but on the other, the University is responsible for providing the best possible prerequisites to learning. All the students have a right to high-quality and well-timed guidance. Furthermore, Open University education and other adult education promote an equal society. International students are provided with equal opportunities.

One of the University's goals is to support societal well-being and to actively develop society's activities. In addition, mediating new information and activities to the surrounding society promotes equality.

The University of Turku aims to be an inspiring, encouraging and interacting working and learning environment as well as a responsible employer and educator whose activities are based on common values. Maintaining the community members' work and study ability is a central prerequisite for this goal. In the Strategy, particular attention is paid to the development of management and leadership skills. The University requires that the supervisors take responsibility and are fair, consistent and interactive in their work. The participation of the personnel and functional practices in the work community are the cornerstones of well-being at work and students are equal members of the academic community.

# 1. LEGAL BACKGROUND

Equality is a basic right. According to Section 6 of the Constitution of Finland (731/1999), everyone is equal before the law. The Section forbids arbitrary treatment and requires that everyone is treated equally in similar situations (the principle of equality). In addition to formal equality, Section 6 expresses the idea of actual equality. The Constitution also states that no one shall, without an acceptable reason, be treated differently from other persons on the ground of gender, age, origin, language, religion, conviction, opinion, health, disability or other reason that concerns his or her person. The list of grounds for discrimination is not exhaustive. Furthermore, the Constitution states that gender equality is promoted in societal activity and working life, especially in the determination of pay and the other terms of employment, as provided in more detail by an Act. It is the duty of the public authorities to ensure the realisation of basic and human rights.

The Non-discrimination Act (1325/2014) protects and promotes equality between people. The Non-discrimination Act enforces the Equal Treatment Directive (2000/43/EC) and the Equal Treatment in Employment and Occupation Directive (2000/78/EC) of the European Communities. The purpose of the Directives is to implement the principle of equal treatment in the member states of the European Union. The Act on Equality between Women and Men (609/1986) promotes gender equality and implements several EU directives.

The Employment Contracts Act (55/2001) contains a discrimination prohibition for employers as well as provisions on the equal treatment of employees. According to Chapter 2, Section 2 of the Employment Contracts Act, the employer cannot without proper and justified reason treat employees differently on the grounds of gender, health, disability, age, nationality or ethnicity, sexual orientation, language, religion, conviction, opinion, or other reason that concerns his or her person. Provisions on prohibition of discrimination based on gender are laid down in the Act on Equality between Women and Men. In the Employment Contracts Act, the concept of discrimination, prohibition of victimisation, so-called allocation/reversal of the burden of proof in the proceedings of a matter concerning discrimination and compensation are determined by the provisions of the Non-discrimination Act. The Act also includes provisions on justifications for different treatment. The Employment Contracts Act lays down provisions on equal treatment of permanent and fixed-term employees and the employer's obligation to treat their employees equally.

Furthermore, the Occupational Safety and Health Act (738/2002) obliges the employer to take action if harassment or other inappropriate treatment of an employee occurs at work. The employees are also obliged by a provision to avoid the harassment or other inappropriate treatment of other employees. Sanctions on discrimination and work discrimination are laid down in the Criminal Code of Finland (39/1889).

## 1.1 NON-DISCRIMINATION ACT

The purpose of the Non-discrimination Act (1325/2014) is to promote equality and prevent discrimination as well as to enhance the protection provided by law to those who have been discriminated against. The Non-discrimination Act applies to the University as an authority, education provider and employer. The University has to evaluate the realisation of equality and take necessary measures to promote its realisation.

According to the prohibition of discrimination in the Non-discrimination Act, no one may be discriminated against on the basis of gender, age, origin, nationality, language, religion, belief, opinion, political activity, trade union activity, family relationships, state of health, disability, sexual orientation or other personal characteristics.

### PROHIBITED DISCRIMINATION IS

- when someone is treated more unfavourably than others have been or would be treated in a comparable situation (direct discrimination);
- an apparently neutral provision, criterion or practice puts a person at a particular disadvantage compared with other persons, unless the said provision, criterion or practice has an acceptable aim and the means used are appropriate and necessary for achieving this aim (indirect discrimination);
- the deliberate or de facto infringement of the dignity of a person (harassment), if the infringing behaviour relates to a reason referred to in Section 8 of the Act, and as a result of the reason, a degrading or humiliating, intimidating, hostile or offensive environment towards the person is created by the behaviour;
- when the employer, after having been informed that an employee was subjected to harassment, neglects to take action to remove the harassment;
- refusing reasonable accommodation. An authority, education provider, employer or provider of goods and services has to make due and appropriate adjustments necessary in each situation for a person with disabilities to be able, equally with others, to deal with the authorities and gain access to education, work and generally available goods and services, as well as to manage their work tasks and to advance their career. In assessing the reasonableness of the adjustments, attention shall also be devoted, in addition to the needs of the person with disabilities, to the size, financial position, nature and extent of the operations of an authority/education provider/employer as well as the estimated costs of the adjustments and the support available for the adjustments.
- an instruction or order to discriminate.

- A person must not be treated unfavourably or in such a way that they suffer adverse consequences as a result of pleading the rights or obligations provided for in the Act, participating in the clarification of a matter concerning discrimination, or taking other action to safeguard equality (prohibition of victimisation).

However, not all different treatment constitutes as prohibited discrimination. Justifications for different treatment are laid down in Sections 11 and 12 of the Non-discrimination Act.

According to the Burden of Proof provision in the Non-discrimination Act, the person who considers themselves to have been a victim of discrimination as referred to in the Act must present an account of facts from which it may be presumed that the prohibition of discrimination has been infringed. If it can be assumed on the basis of the clarification provided that the prohibition of discrimination or victimisation has been violated, the defendant must prove that there has been no violation of the prohibition.

As a sanction for discrimination, the authority, employer or education provider or supplier of goods or services can be ordered to pay compensation to the person who has been discriminated against or victimised. The consequence can also be that the court amends or does not take into account the offending contractual term. In addition, sanctions on discrimination and work discrimination are laid down in the Criminal Code.

## 1.2 LEGISLATION ON GENDER EQUALITY

The Court of Justice of the European Union and several international agreements on human rights highlight especially the significance of gender equality in working life. There are several EU directives and other regulations on the matter.

According to Section 6, Paragraph 4 of the Constitution of Finland, gender equality is promoted in societal activity and working life, especially in the determination of pay and other terms of employment, as provided in more detail by an act. The provision includes an order to public authorities to promote gender equality in society and working life. The provision also entails active obligations for public authorities to promote non-discrimination in society.

Gender equality is enacted by the Act on Equality between Women and Men (609/1986). The objectives of the Act are to prevent discrimination based on gender, to promote equality between women and men, and thus to improve the status of women, particularly in working life. Furthermore, it is the objective of the Act to prevent discrimination based on gender identity or gender expression. The Act on Equality between Women and Men applies to the University as an authority, education provider and employer.

The Act on Equality between Women and Men prohibits direct and indirect discrimination on the basis of gender.



## PROHIBITED DISCRIMINATION IS:

- treating women and men differently on the basis of gender (direct discrimination);
- treating someone differently for reasons of pregnancy or childbirth (direct discrimination);
- treating someone differently on the basis of gender identity or gender expression (direct discrimination);
- treating someone differently by virtue of a provision, criterion or practice that appears to be gender-neutral in terms of gender, gender identity or gender expression, but where the effect of the action is such that the persons may actually find themselves in a less favourable position on the basis of gender (indirect discrimination);
- treating someone differently on the basis of parenthood or family responsibilities (indirect discrimination);
- sexual harassment and gender-based harassment;
- any order or instruction to engage in discrimination based on gender;

## In the Act, the following examples are not deemed to constitute discrimination based on gender:

- special protection of women because of pregnancy or childbirth;
- temporary, special actions based on a plan, the purpose of which is promoting effective gender equality and implementing the objectives of the Act.

The Act on Equality between Women and Men lays down detailed provisions on such issues as discrimination upon employing a person, during the employment relationship or when the employment relationship is terminated (Section 8), prohibition of countermeasures (Section 8a), discrimination in educational institutions (Section 8b) and harassment in the workplace (Section 8d).

According to the Burden of Proof provision in the Act, the person who considers themselves to have been a victim of gender discrimination must present an account of facts from which it may be presumed that the prohibition of gender discrimination has been infringed. If the facts give cause to believe that the matter is one of gender discrimination, the defendant must prove that there has been no violation of gender equality but that the action was for an acceptable reason and not due to gender. The sanction for infringing the prohibition of gender discrimination is compensation (Sections 11 and 12)

## 2. UNIVERSITY OF TURKU AS WORK AND STUDY COMMUNITY

The University of Turku is a work community consisting of its personnel, students and grantees. There were over 3,000 members of staff and almost 20,000<sup>1</sup> students at the University of Turku at the end of 2015. Hence, the University of Turku is the third largest employer in the region after the City of Turku and the Hospital District of Southwest Finland. The grantees conduct research at the University but are not in an employment relationship. In these cases, research is often conducted with the researcher's personal research grant.

The Strategy of the University<sup>2</sup> emphasises the significance of work community well-being. According to the Strategy, the University is a responsible employer whose operations are built on common values. The goal is to build an inspiring, encouraging and interactive university, where it is a pleasure to study and work. The Strategy emphasises good managerial work and fair leadership that increases personnel's motivation, work commitment and coping with work. Also in situational and structural changes, attention should be paid to good managerial work and leadership while working towards securing the well-being of the personnel.

The University is committed to continuously develop the position of researchers according to the goals of the European Charter for Re-

searchers. As an indication of purposeful and target-oriented work in the development of appreciation and working conditions for both the members of staff and grantees, the European Commission awarded the HR Excellence in Research logo to the University in June 2013. In 2015, the realisation and effectiveness of the project's operational plan 2013–2015 were evaluated. According to the self-evaluation report completed in February 2016, almost all of the concrete measures of the operational plan have been implemented or are progressing as planned.

An Early Support model (Vartu) for personnel is used at the University of Turku. The purpose is to develop the model further in order to create the OpintoVartu model that can be applied in conflict situations between a member of staff and a student. According to the Vartu model, problematic situations and conflicts in the work and study community will be addressed as early as possible, thus preventing their escalation. The supervisor has the primary responsibility for addressing problems in the work community. The supervisor can get support for solving the situation from occupational health services, Human Resources or representatives of occupational safety and health. However, all the employees have a responsibility to work towards a functional work community and to participate in solving the possible problematic situations.

1 <https://www.utu.fi/en/university/key-figures/Pages/home.aspx>

2 <http://www.utu.fi/fi/Yliopisto/strategia-ja-arvot/Sivut/home.aspx>

## 2.1 UNIVERSITY MANAGEMENT

At the end of 2015, 72 persons were employed in the University management as indicated in Table 1, and 27 (37.5%) of them were women. The percentage of women in the University management has increased: in 2012, the share of women in the management was 29%. There are still significantly less women as heads of department than men. In the tables below, the University management refers to the University Board, rector and vice rectors, deans, vice deans, heads of department in faculties, directors of independent units, as well as chief operating officer, chief financial officer, communications director and the heads of administration in the faculties.

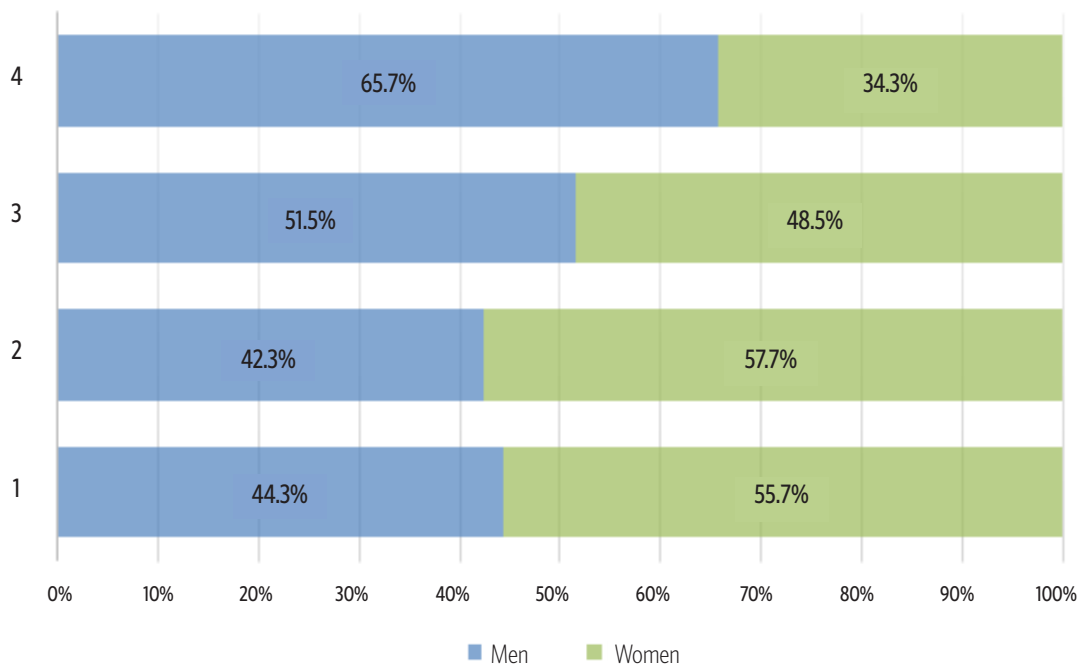
**TABLE 1 - SHARE OF WOMEN IN THE UNIVERSITY MANAGEMENT IN 2012 AND 2015**

	2012 In total	2012 Women (%)	2015 In total	2015 Women (%)
University Board	10	4 (40)	10	5 (50)
Rector and vice rectors	4	1 (25)	3	1 (33)
Deans	7	2 (29)	7	2 (29)
Vice deans	15	3 (20)	13	3 (23)
Heads of department	26	6 (24)	22	5 (23)
Directors of the Independent Units	11	2 (18)	6	1 (16)
Management of the University Central Services and University Communications	3	3 (100)	4	4 (100)
Heads of Administration	7	6 (86)	7	6 (86)

## 2.2 PERSONNEL

The University has a four-stage career model for researchers. Positions on the first stage of the researcher career path are doctoral candidate and project researcher, on the second stage university teacher and postdoctoral researcher, on the third stage university lecturer and university research fellow, for example, and on the fourth stage professor and research director. More women than men work on the first and second stages of the researcher career path, and on the third and especially on the fourth stage the share of men is greater than that of women. However, the share of women has increased in the third stage positions (share of women was 45.3% in 2014) as well as in the fourth stage positions (share of women was 33.1% in 2014).

**TABLE 2 - SHARE OF MEN AND WOMEN OF THE RESEARCHER CAREER PATH STAGES AT THE END OF 2015**



### SEX RATIO

At the end of 2015, there were 3,319 employees at the University of Turku, of whom 58.6% were women. The share of women and men of the entire personnel has remained almost the same for the past few years.

**TABLE 3 - DIVISION OF UNIVERSITY PERSONNEL BY GENDER  
IN DIFFERENT PERSONNEL GROUPS IN 2015**

Personnel	Teaching	Research	Other	In total
Men	479	479	415	1373
	47.3%	46.8%	32.3%	41.4%
Women	533	545	868	1,946
	52.7%	53.2%	67.7%	58.6%
In total	1,012	1,024	1,283	3,319
	100.0%	100.0%	100.0%	100.0%

**TABLE 4 - UNIVERSITY PERSONNEL BY FACULTIES IN 2015**

Personnel by Faculty	Fte* 2015	Fte 2014	Share %
Faculty of Humanities	298.77	317.46	9.1%
Faculty of Social Sciences	179.87	170.15	5.5%
Faculty of Education	399.28	387.86	12.2%
Faculty of Law	78.62	74.08	2.4%
Faculty of Mathematics and Natural Sciences	618.49	646.30	18.9%
Faculty of Medicine	613.43	671.55	18.8%
Turku School of Economics	303.85	321.55	9.3%
Independent units	396.44	398.70	12.1%
University Central Services and Management	379.25	374.33	11.6%
Kaikki yhteensä	3267.99	3361.98	100.0%

\*Full-time equivalent employees

Of the teaching and research staff, 52.9% were women, yet only 33.4% of the professors were women. However, the percentage of women professors has increased from 29.8% in 2012. On the other hand, there were considerably more women than men in the other personnel group, especially among administrative and office personnel.

**TABLE 5 – DIVISION OF UNIVERSITY PERSONNEL BY PERSONNEL GROUPS AND GENDER  
IN DECEMBER 2015**

Personnel group	Title	Men	Women	In total	Women
1	Professors	203	102	305	33.4%
2	Lecturers	56	94	150	62.7%
3	University lecturers	68	83	151	55.0%
4	University teachers	80	147	227	64.8%
5	Full-time, hourly-paid teachers	23	55	78	70.5%
6	Research directors	8	6	14	42.9%
7	Postdoctoral Researchers	84	97	181	53.6%
8	Researchers	195	224	419	53.5%
9	University research fellows	27	18	45	40.0%
10	Doctoral candidates (other)	118	142	260	54.6%
11	Doctoral candidates (Graduate School)	47	58	105	55.2%
12	Support staff for teaching and research	145	247	392	63.0%
13	Library personnel	26	45	71	63.4%
14	IT personnel	80	17	97	17.5%
15	Admin. and office personnel	104	521	625	83.4%
16	Maintenance and facility	37	12	49	24.5%
17	Interns	4	10	14	71.4%
18	Other teaching staff	49	52	101	51.5%
19	Personnel not belonging to any specific group	19	16	35	45.7%
In total		1,373	1,946	3,319	58.6%

There are many different job titles in use at the University and their standardisation is under way. As for the follow-up and transparency of equality, it is important that the job titles are standardised and clearly correspond to the four-stage career model for teaching and research staff.

## AGE DISTRIBUTION

The average age of the University personnel was 43.5 years at the end of 2015. Except for the youngest and oldest age groups, personnel is divided evenly into different age groups. The largest age group is 35-44 years.

**TABLE 6 - DIVISION OF UNIVERSITY PERSONNEL BY AGE GROUPS AND GENDER IN DECEMBER 2015**

Age in years	Men	Women	In total	Women %
20-24	15	15	30	50.0%
25-29	147	192	339	56.6%
30-34	203	267	470	56.8%
35-39	195	307	502	61.2%
40-44	204	298	502	59.4%
45-49	168	260	428	60.7%
50-54	148	225	373	60.3%
55-59	150	206	356	57.9%
60-64	121	160	281	56.9%
65-70	22	16	38	42.1%
In total	1,373	1,946	3,319	58.6%

## FIXED-TERM EMPLOYMENT RELATIONSHIPS

The share of fixed-term employment relationships out of all the employment relationships has decreased in the last few years, the share of the personnel in a permanent employment relationship being 47.6% of the entire personnel in 2015. Nevertheless, there are still quite many fixed-term employment relationships at the University due to, for example, the temporary nature of the position (doctoral candidates, project tasks).

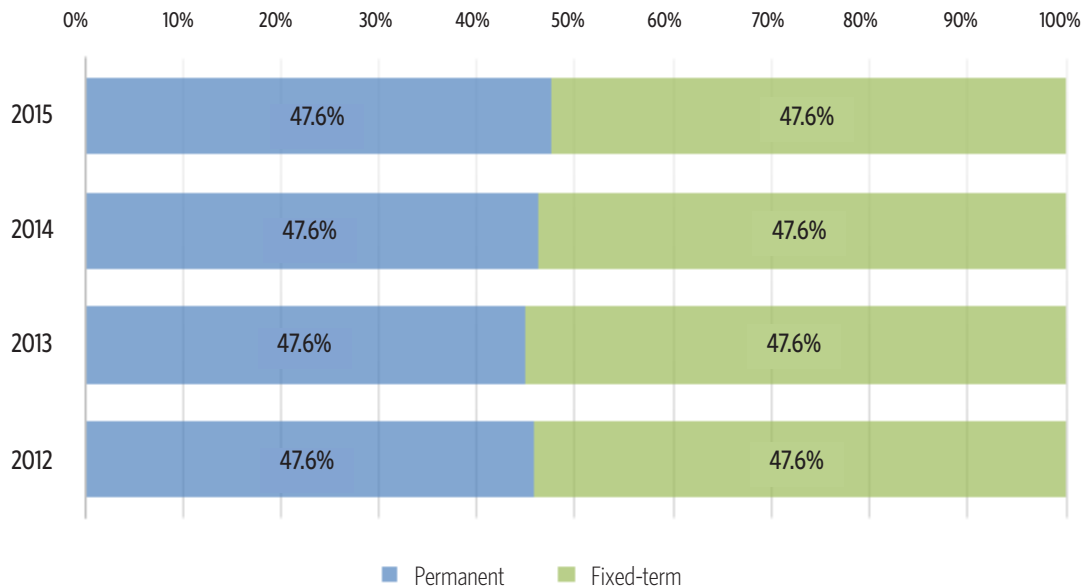
**TABLE 7 - DIVISION OF UNIVERSITY PERSONNEL BY GENDER AND PERMANENT AND FIXED-TERM EMPLOYMENT RELATIONSHIPS IN DECEMBER 2015**

Division of personnel	Men	Women	In total	Women %
Fixed-term	739	1,001	1,740	57.5%
Permanent	634	945	1,579	59.8%
In total	1,373	1,946	3,319	

**TABLE 8 - DIVISION OF UNIVERSITY PERSONNEL BY PERSONNEL GROUPS AND PERMANENT AND FIXED-TERM EMPLOYMENT RELATIONSHIPS IN DECEMBER 2015**

	Teaching and research personnel			Other personnel			All in total
	Men	Women	In total	Men	Women	In total	
Fixed-term	585	738	1,323	154	263	417	1,740
Permanent	373	340	713	261	605	866	1,579
In total	958	1,078	2,036	415	868	1,283	3,319

**TABLE 9 - NUMBER OF PERMANENT AND FIXED-TERM PERSONNEL IN 2012-2015**



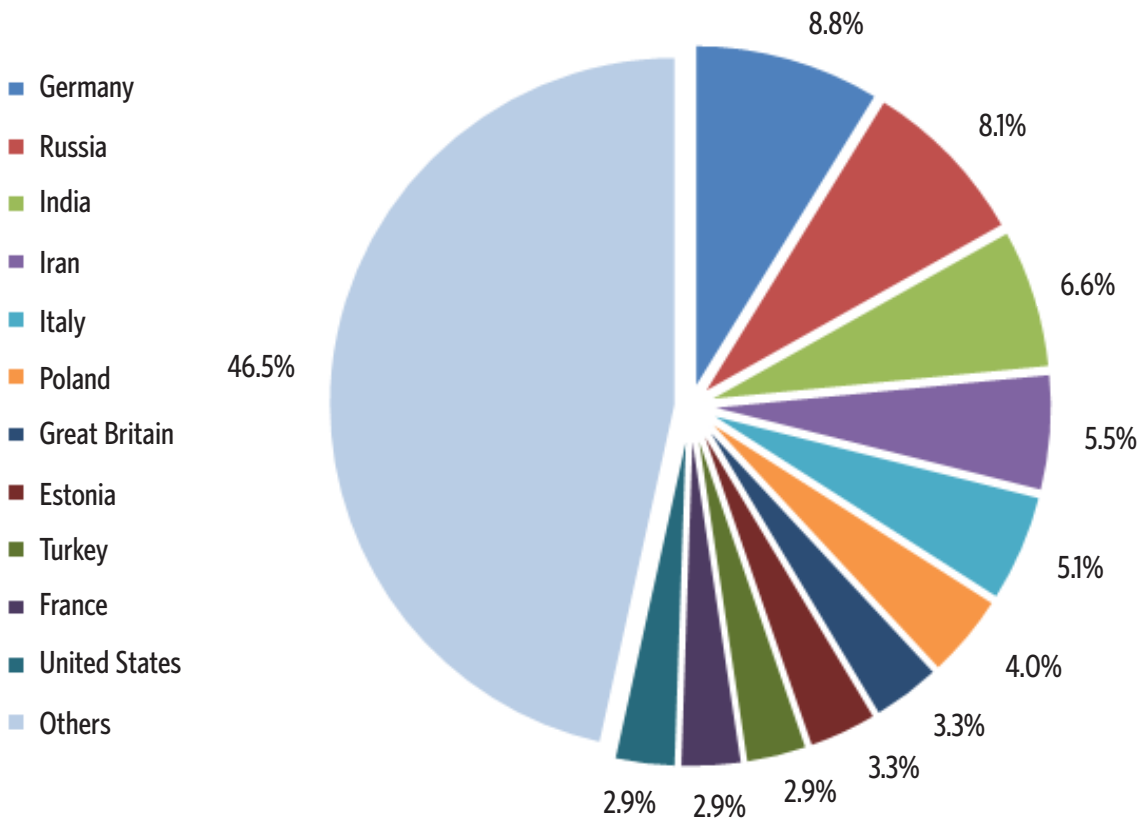
## INTERNATIONALITY

The University of Turku is part of the international academic community. Internationality is realised through, for example, scientific projects and conferences, student, teacher and researcher exchanges, agreements between universities, and different networks. Among other things, the internationality of the University's education is reflected by the international degree programmes.

The share of international staff of the entire personnel was 8.2% in December 2015. All in all, the University employed international staff from 58 different countries in 2015, the most being from Germany, Russia and India. The share of international staff of the researchers was 18.2%, and of the teachers 5.8%.



**TABLE 10 - COUNTRY OF ORIGIN OF THE UNIVERSITY'S INTERNATIONAL PERSONNEL IN 2015**



In 2014, 303 members of staff came from abroad, in other words 8.8% of the entire personnel. All in all, the University employed international staff from 60 different countries in 2014, most of them coming from Germany, India and Russia. The share of international staff of the researchers was 19.9% and of the teachers 5.8%. Most researchers came from India and Russia, and most teachers from Great Britain and Germany.

## **SALARIES**

The Equality Committee of the University of Turku follows the development of salaries at the University as well as fair wages by using the statistics of the Payroll Office. If needed, the Equality Committee reports to the Rector about their observations on the salaries.

In 2015, the average salary for teaching personnel was €4,754 (median €4,265), for research personnel €3,079 (median €2,904) and for other personnel €2,963 (median €2,648). The average salary for men was €3,832 and for women €3,363.3 The difference between the average salary of men and women has decreased in recent years.

**TABLE 11**

Average salary €/month on 31 Dec 2015

	Men		Women	
	number	€/month	number	€/month
Professors	199	6,597.99	96	6,316.33
Lecturers	35	4,524.98	42	4,175.72
University lecturers	76	4,350.4	91	4,225.42
Postdoctoral Researchers	81	3,483.29	100	3,474.17
Doctoral candidates	182	2,321.74	188	2,318.23
Admin. and office personnel	99	3,808.58	500	3,074.46

In 2014, the average salary for teaching personnel was €4,779 (median €4,283), for research personnel €3,064 (median €2,927) and for other personnel €2,915 (median €2,595). The average salary for men was €3,830 and for women €3,311.

In 2013, the average salary for teaching personnel was €4,715 (median €4,321), for research personnel €3,034 (median €2,841) and for other personnel €2,805 (median €2,508). The average salary for men was €3,775 and for women €3,172.

## 2.3 STUDENTS

The University of Turku had altogether 19,488 students in September 2015, of whom 11,882 (61%)<sup>3</sup> were women. In September 2012, the corresponding figures were 20,227 students, of whom 12,349 were women (61%). In 2010, there were 21,142 students, of whom 12,968 were women (61%).

In 2015, 2,570 international students from 107 different countries studied at the University of Turku. Of these students, 1,396 were women (54.3%).<sup>4</sup>

<sup>3</sup> <http://www.utu.fi/en/university/key-figures/Pages/home.aspx>

<sup>4</sup> <http://www.utu.fi/en/university/key-figures/study-statistics/Pages/home.aspx>

**TABLE 12 - NUMBER OF INTERNATIONAL STUDENTS IN 2012-2015 (IN SEPTEMBER)**

Level	2012	2013	2014	2015
Bachelor-level degree	51	50	49	51
Master-level degree	452	514	551	532
Licentiate degree	2	2	1	1
Doctoral degree	236	256	277	302
Professional postgraduate degree	18	21	19	0
Supplementary and non-degree studies (incl. exchange students)	598	670	749	832
IN TOTAL	1,357	1,513	1,646	1,718

**TABLE 13 - PERCENTAGE OF INTERNATIONAL STUDENTS AMONG ALL STUDENTS IN 2012-2015**

Level	2012	2013	2014	2015
Bachelor-level degree	0.5%	0.5%	0.5%	0.6%
Master-level degree	8.9%	8.9%	10.8%	8.9%
Licentiate degree	1.0%	1.4%	0.8%	0.9%
Doctoral degree	13.1%	14.5%	15.9%	16.8%
Supplementary and non-degree studies	23.7%	24.9%	27.4%	24.6%
IN TOTAL	6.7%	7.5%	8.4%	8.8%

In 2015, the most international degree students came from China, Russia, India, Iran and Pakistan. The most exchange students came from Germany, France, Spain, Russia and Italy.

**TABLE 14 - STUDENT AND INTERN EXCHANGES OF THE UNIVERSITY OF TURKU 2012-2015**

Student and intern exchanges	2012	2013	2014	2015
Incoming exchange students	668	753	738	797
Outgoing exchange students	852	913	866	864

In recent years, majority of applicants and accepted students to the University of Turku have been women.

**TABLE 15 - APPLICANTS AND ACCEPTED STUDENTS TO THE UNIVERSITY OF TURKU IN THE JOINT APPLICATION ROUNDS 2012-2015<sup>5</sup>**

	2012	2013	2014	2015
Study places	1,949	1,992	2,051	2,054
Applicants	16,266	17,774	17,580	16,312
of which women	62.8%	62.1%	62.3%	62.1%
Participants in entrance exams	10,356	11,673	11,439	11,930
of which women	63.2%	62.9%	63.5%	63.6%
Accepted	2,607	2,629	2,646	2,096
of which women	63.8%	60.9%	62.8%	63.9%
Enrolled in the University	1,967	2,022	2,016	2,043
of which women	63.4%	60.8%	62.3%	63.8%

<sup>5</sup> <http://www.utu.fi/en/university/key-figures/study-statistics/Pages/home.aspx>

**TABLE 16 - STUDENTS: SHARE OF WOMEN (%) AMONG STUDENTS<sup>6</sup> IN 2012-2015**

	doctorate	licentiate	Master-level	Bachelor-level	other
2015	60.2%	68.8%	62.4%	59.0%	64.0%
2014	60.4%	66.1%	63.0%	58.7%	66.1%
2013	60.1%	65.7%	63.4%	58.3%	64.0%
2012	58.4%	59.1%	65.3%	57.9%	65.7%

**TABLE 17 - DEGREES: SHARE OF WOMEN (%) AMONG COMPLETED DEGREES<sup>7</sup> IN 2012-2015**

	doctorate	licentiate	Master-level	Bachelor-level	other
2015	52.6%	71.4%	64.9%	65.2%	71.4%
2014	62.4%	59.1%	65.2%	64.3%	73.3%
2013	48.8%	71.4%	66.6%	62.5%	68.9%
2012	53.8%	56.3%	66.9%	67.0%	75.2%

The share of women varies in each faculty. The Equality Committee monitors the gender ratio of students and applicants.

6 <http://www.utu.fi/en/university/key-figures/study-statistics/Pages/home.aspx>

7 <http://www.utu.fi/en/university/key-figures/study-statistics/Pages/home.aspx>

# 3. NON-DISCRIMINATION AND EQUALITY IN TEACHING AND LEARNING

## STUDYING AND LEARNING

The University monitors the realisation of equality and non-discrimination in studying and learning by conducting regular surveys to personnel and students. The realisation of equality is monitored throughout the student's study path: in the entrance exams, organisation of teaching, and evaluation of learning. Students must be able to become full members of the University community despite their personal characteristics or life situation.

In addition, the different sections of the student feedback system provide information on equality. The survey directed to first-year students also includes questions on the realisation of non-discrimination and equality. The results of the survey are analysed on the University, faculty and department level and the progress of the targets for development detected with the survey is monitored.

In thesis and dissertation guidance, the confidential and personal relationship of the supervisor and student is an important resource. At the same time, the situation where guidance takes place is sensitive from the point of view of equality and non-discrimination. Situations that generate conflicts can be avoided by developing the supervisors' skills (e.g. with training).

According to the Act on Equality between Women and Men, teaching and learning materials have to support the realisation of equality. It is becoming more and more important to consider the realisation of gender diversity and other principles of equality in teaching. These matters will be taken into consideration in the planning of the University's curricula. The existing expertise at the University can also be utilised during the process.

### ACTIONS

- Encouraging the faculties to pay attention to issues related to equality and non-discrimination when planning the curricula for 2018-2020.
- Teachers' expertise is supported and strengthened by offering training in basic pedagogy skills to new teachers, supporting participation in the more extensive university pedagogical training, and offering training to thesis and dissertation supervisors.
- Handling and solving problematic situations in the study community is supported by developing and implementing the OpintoVartu model.
- Increasing teachers' and supervisors' preparedness to encounter different gender identities and sexual orientations.

## FLEXIBLE STUDY OPPORTUNITIES

The purpose of flexible study opportunities is to enable and improve students' studying and learning in different phases and situations of life. Five percent of the students who responded to the Finnish Student Health Survey in 2012 had been diagnosed with a learning disability or an illness or disability that affected learning. However, a significantly larger portion of Finnish students experience difficulties with their studies: for example, 14 percent of students experienced difficulties with written assignments often or quite often. Requirements on equal opportunities for learning and studying have to be taken into consideration already in the planning stages of teaching and guidance in order to guarantee flexible study opportunities. Flexible study opportunities promote, for instance, the progress of studies and year-round studying.

Studying in different life situations is supported by offering flexible and versatile ways for completing courses. The possibilities provided by digitalisation are utilised in order to enable studying wherever and whenever, while ensuring that interaction is part of the studies as it is important for learning. Taking the students' individual needs into account enables unhampered progress of studies and, for example, the use of different tools and flexible schedules.

The University offers different kinds of electronic tools and services that make it possible to complete the studies more flexibly: online lectures, electronic examination and different electronic learning environments and systems,

among others. In addition to these tools, study skills and preparedness for independent studying are supported systematically throughout the study path. It is important that the University contacts the students regularly, especially during the most intensive study periods (such as the transition between the Bachelor's and Master's degree). It should also be noted that, for example, electronic tools do not automatically increase equality if their accessibility, different users and purpose of use are not taken into account in the planning.

### ACTIONS

- Supporting and training teaching staff in planning and utilising pedagogic solutions that promote accessibility and flexibility.
- Guidance is offered to students both as personal guidance and as online services.
- Bringing children to courses that have compulsory attendance is possible if the teaching situation allows it and other students are not disturbed.

# 4. EQUALITY AND NON-DISCRIMINATION IN PERSONNEL POLICY

## RECRUITMENT AND WELL-BEING AT WORK

The University of Turku ensures in all its operations and especially in recruitments that the University is a work and study environment where no one is discriminated against. Fixed-term employment relationships are used only when it can be justified with the Employment Contracts Act.

In regard to the salaries of teaching and research staff, and other personnel, the University strives to be competitive in relation to other employers and universities. The national pay equality between the Finnish universities is monitored by using statistics.

The University's clear orders and guidelines on e.g. recruitments and salaries and the supervision of how these guidelines are followed promote the equal treatment of personnel. The University has recently issued guidelines on e.g. preparing work plans and remuneration for hourly-paid teaching. The objective of the new guidelines is to make the central working practices and policies consistent throughout the University. Committing supervisors to the guidelines and practices is especially important.

Non-discrimination and equality in recruitments is promoted by using an extensive public application procedure whenever appropriate.

The University encourages and enables extensive international application procedure in recruitments.

The University uses a Tenure Track career model for teaching and research staff. The more extensive use of the model promotes the career development of teaching and research staff and commits employees to the organisation. When recruiting teaching and research staff, it should be considered whether it is possible and justifiable to open the position for application as a Tenure Track position.

The University supports its personnel's equal opportunities for working. The University promotes the equal placement of men and women in different kinds of positions and creates equal opportunities for career advancement and salary development. The University maps and monitors the realisation of non-discrimination and equality in the work community with regular workplace well-being surveys. Workplace well-being surveys are conducted on University and unit level.

The University's early support model (Vartu) offers support in solving conflicts in the work community and they should be addressed as soon as possible. Work community mediation is also available in conflict situations. In the work community mediation, the parties to the



conflict try to find common solutions to the conflict with the help of an outside mediator. The University encourages solving conflicts with the Vartu model and work community mediation.

When work communities change because of e.g. adjustment and development processes, special attention has to be paid to maintaining the personnel's work ability. The role of the supervisor in a changing situation is paramount and they must have enough tools and training in order to carry out the changes successfully.

## ACTIONS

- Making sure that the University's orders and guidelines can be easily found in the intranet. If necessary, training is organised on University's orders and guidelines.
- Making sure that the University's most central orders and guidelines are also available in English.
- The University monitors fixed-term employment relationships regularly, and positions which constantly require workforce are made permanent.
- Considering or trying out the so-called anonymous recruitment in some application procedures or stages of recruitment.
- When filling a vacancy, men and women are selected equally as experts.
- Considering recruiting a person of a gender under-represented in the field when there is a clear under-representation (under 40%) of a gender and the top candidates are equally or almost as qualified.
- Monitoring the gender ratio in Tenure Track positions.
- Monitoring the gender ratio of experts used in the recruitments of professors and granting docentures.
- When an employee starts working in a new position at the University, orientation is provided. Orientation training is organised for the personnel and there are instructions on orientation in the intranet. These instructions are developed further.
- The results of personnel surveys are examined and analysed. On the basis of the results, the employer plans the necessary actions needed to remove the problems in the work community detected in the survey.

## WORK PLANS, AND PERFORMANCE AND SALARY REVIEWS

The contents and workload in teaching and research positions and their equal division can be promoted with carefully prepared work plans. Preparing work plans and conducting annual performance reviews is an important part of supervisors' work and leadership.

According to the General Collective Agreement for the Universities and the Rector's decision, the University requires that employees on total working time prepare a work plan, and encourages that performance reviews are conducted every year. Instructions for the performance review and a template, which can be used in preparation for the review, are provided for employees. In addition to general instructions, there are alternative ways for conducting performance reviews.

In the performance reviews, the supervisor and employee discuss and evaluate the realisation of goals that were set in the earlier review, and agree on new goals. In the performance reviews, the employees can get feedback on their work performance and give feedback on the supervisor's leadership as well as report the possible discrimination and infringements of equality they have witnessed in the work community. After this, the supervisor can consider what actions to take in order to address the observed

infringements. If needed, the supervisor can use the University's Vartu model.

Performance and salary reviews are conducted regularly with the employee, usually as separate discussions. In the definition of salaries and, for example, granting bonuses, equality and non-discrimination have to be taken into consideration.

Career follow-up of doctoral candidates has been developed and improved with the introduction of the eRekry Saimi system. It enables better career follow-up and planning for the doctoral candidates.

### ACTIONS

- The instructions for performance reviews emphasise genuine dialogue. Alternative models will be created for the reviews and they take into consideration the employee's and unit's situation. The performance review practices in different units will be monitored and developed.
- The University encourages the extensive use of the career follow-up functions of the eRekry Saimi system for doctoral candidates.

## POSITION OF RESEARCHERS NOT IN AN EMPLOYMENT RELATIONSHIP

For a long time, the University has been developing the position of researchers who are not in an employment relationship and is committed to the continuous development of their position. The University has taken strides in bringing the positions of the employees and the researchers who are not in an employment relationship closer together. For example, people who are not in an employment relationship can also take part in University's elections, CampusSport and personnel training on certain conditions. The University provides a document template (University Commitment) that can be used as a model for an agreement with a researcher without an employment relationship. The document defines the rights and duties of researchers without an employment relationship, and clarifies researchers' position at the University.

### ACTIONS

- Training on employment relationships and grants are continued and developed.

## UNIVERSITY'S WORKING GROUPS AND COMMITTEES

The preparation of matters is transparent and open at the University. The participation of different personnel groups and students in the preparation of matters and in decision-making makes the preparation process more versatile and of a higher quality, and commits employees to the development of the University. Equal representation of different personnel groups is taken into consideration in the composition of working groups and committees.

### ACTIONS

- At least 40% of the members appointed to working groups and committees have to represent either gender, unless there is a specific reason to do otherwise. The reason is recorded in the group's appointment decision.
- The equal representation of different personnel groups has to be taken into account when appointing working groups and committees.

## SUPPORT AT DIFFERENT PHASES OF CAREER

The University of Turku supports integrating work and family life as well as ageing employees' work ability with a positive regard to e.g. part-time retirement and other work-time related arrangements. The University encourages men to use the parental leave and to participate in taking care of a sick child.

The employer supports early stage researchers at the beginning of their career in different ways, for example, with the Appreciation and Support for Researchers and Early Stage Researchers projects. The projects' objectives are also integrated in the University's continuous operations.

Together with occupational health care, the University supports employees in maintaining their work ability. CampusSport offers the personnel sports services for maintaining work ability. In the performance review, the development of the employee's working skills (e.g. IT and language skills) are taken into account and employee training is supported. As employees retire, it is ensured that the work tasks will be carried out appropriately and silent knowledge is transferred from an employee to another.

### ACTIONS

- A survey for the employees who retire or leave for other reasons, and utilising the feedback in the development of the organisation.

## MANAGEMENT AND SUPERVISORS

The role of the University management and supervisors in the realisation of equality and non-discrimination is central. It is important that the University management and supervisors know the objectives of equality and non-discrimination regarding both the personnel and the contents of education.

The need for training in equality and non-discrimination issues (e.g. management training) is evaluated in the University's training plan. Equality and non-discrimination training can be organised together with, for example, Åbo Akademi University.

### ACTIONS

- Supervisors are encouraged to participate in management training.
- Themes on equality and non-discrimination are included in management training.
- The University's existing expertise in equality and non-discrimination issues is utilised e.g. in the organisation of training.

# 5. ACCESSIBILITY AND AVAILABILITY OF WORK AND STUDY ENVIRONMENTS

## ACCESSIBILITY

There are people of different age, cultural background, gender, sexual orientation and health in the University community who must have equal possibilities to participate, study and work regardless of these characteristics. Accessibility means the realisation of physical, psychological and social operational environments where every individual has equal possibilities regardless of their characteristics. Accessibility extensively covers different operational environments and spheres of life. At the University, e.g. study materials, learning, and study and work environments can be reviewed from the point of view of accessibility. Accessibility is also promoted with the user-friendliness of equipment and information.

Equality includes an idea of proportionate different treatment. In other words, discrimination does not include different treatment in right proportions, where the purpose is actual promotion of equality, or the prevention or elimination of the negative impacts of discrimination. According to the Non-discrimination Act, the University has an obligation as the organiser of education to take the necessary actions to promote the realisation of equality. The actions should be efficient, appropriate and in right proportions. The development of accessibility is monitored by the Accessibility Planning

Officer in their annual report, the Accessibility Working Group of the University, the Accessibility Working Group of the Student Union, the University's Facility Services and the Accessibility Planning Officer of the Turku region.

### ACTIONS

- The accessibility of study facilities (e.g. lecture halls) will be mapped.
- The accessibility of the campus signs and maps is surveyed and they will be developed so that they are accessible for the visually impaired and international visitors.
- Toilets will gradually be made gender neutral.
- Gender neutral, private changing rooms and showers, in addition to men's and women's, are promoted together with CampusSport.

### DIFFERENT LEARNERS AND TEACHERS, AND THE INDIVIDUAL ARRANGEMENTS FOR TEACHING AND STUDYING

Since 2006, a recommendation on special arrangements in entrance exams and studies for learners with different disabilities and needs has

been in effect at the University of Turku. Decision-making regarding special arrangements in entrance exams is continuously developed and the University supports putting the arrangements into practice. The realisation of special arrangements is monitored by the Accessibility Planning Officer in their annual report, the Accessibility Working Group of the Student Union and the Equality Committee of the University.

## ACTIONS

- Training is organised on the accessibility of studying.
- Information on learning difficulties, their support measures and individualised study arrangements is available and easily accessible on the intranet.
- Attention is paid to students and teachers who need individualised support (e.g. persons who return to their studies after a long illness).
- It is reviewed whether one of the electronic exam rooms of the higher education institutions in Turku could be turned into a room that is suitable for special arrangements and enables the use of e.g. a separate space, assistant, and different aids and software. The exam room is supervised so that a student can ask for help when necessary, e.g. an exam supervisor to escort them to the toilet.
- The realisation of entrance exams and individualised arrangements during studies is monitored with a survey directed to personnel and to the students who have received a recommendation for special arrangements.
- The background sections in the University's surveys include an option 'other' in addition to 'male/female' whenever possible.

## **6. ADDRESSING HARASSMENT AND DISCRIMINATION**

The University of Turku has zero tolerance towards harassment, discrimination and racism. In the Equality Plan, special attention is paid to actions that aim towards preventing and eliminating all kinds of harassment and discrimination. This refers to harassment and discrimination on the ground of gender, age, origin, language, religion, conviction, health, disability or other personal reasons. The objective is to lower the threshold for reporting these cases so that harassment and discrimination can be confronted immediately and at the earliest possible stage.

In situations involving harassment or discrimination, it is recommended to use the University's Vartu model. In cases of harassment and discrimination, personnel can contact, for example, their supervisor or the University's Advisor on Equality Issues. Students can contact the Student Union's contact persons in cases of harassment. All reports on harassment are handled confidentially. With the consent of the person who has experienced harassment, the issue is processed further. More information about the University's Vartu model and handling situations involving harassment and discrimination is available on the University's intranet.

The University reviews harassment experienced or detected by personnel with a workplace well-being survey conducted at regular intervals. The harassment experienced or detected by students is reviewed particularly with the feedback survey directed to first year students.

### **ACTIONS**

- When necessary, the University organises training for e.g. supervisors on addressing harassment and discrimination. The demand for training is discussed especially when preparing the annual training plan.
- Settling and solving problematic situations of the student community, also possible harassment and discrimination, is supported with the implementation and development of the OpintoVartu model for students.
- The Student Union helps the University in surveying harassment possibly experienced by the students at the University and in mapping how common it is. The University and the Student Union collaborate in analysing the results of the survey and in the following actions.

## **7. PREPARATION AND VALIDITY** **OF THE EQUALITY PLAN**

This Equality Plan is in force until the University Board has approved the next Equality Plan for the University. The Plan was drafted by the Equality Committee whose remit was 21 February 2014 – 31 December 2016 and whose members included:

Vice Rector, Professor Riitta Pyykkö (Chair of the Committee)

Senior Laboratory Technician Anne Demasör (until 17 September 2015)

Senior Laboratory Technician Raija Ahokas 18 September 2015 –31 December 2016

Lecturer Juhani Hiirikoski

Professor Markku Koulu

Departmental Coordinator Sanna Kuusjärvi

Education Coordinator Johanna Kärki

Doctoral Candidate Tiina Lintunen

Professor Johanna Niemi

Associate Professor Suvi Salmenniemi

Professor Heikki Silvennoinen

Museum Manager Ilari Säaksjärvi

student representative Jael Tuominen

Department Secretary Pirkko Järveläinen (secretary of the Committee)

In addition, the following persons have participated in the Committee's work:

Advisor on Equality Issues Elina Reinikainen-Vänni

Accessibility Planning Officer Paula Pietilä

Representative of the Executive Board of the Student Union

The Plan was translated into English by Translators Mari Ratia and Saara Yli-Kauhaluoma







Turun yliopisto  
University of Turku

