



University of Vaasa Equality Plan

UNIVERSITY OF VAASA EQUALITY PLAN 2017–2018

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ATTACHMENTS

Approved by decision of the University's Vice Rector and Director of HR Strategy and Development on 2.10.2017 (Dnro290/1.03/2017).

This Equality Plan is in effect until a subsequent Equality Plan is approved in the University.

1 INTRODUCTION

The University of Vaasa educates responsible leaders and experts for the needs of the future. The education and research that the University provides spans from business studies, technology and administration, to languages and communication. The strategic emphasis in the University is in the fields of leadership and change, energy and sustainable development as well as finance and economic decision making. Our research is relevant to our time and we produce scientific knowledge of high international quality as well as competitive professionals in a variety of fields. The strength of our university is the community spirit, which promotes multidisciplinary studies and prepares the students for highly demanding positions in working life. (University of Vaasa website www.uva.fi/en; Strategy of the University of Vaasa 2017–2020.

According to the Strategy of the University of Vaasa 2017–2020, the University of Vaasa offers a community that invests in the well-being of students as people and as active participants in development. The University of Vaasa is a good employer and a desirable place to study. It is well known as an interactive academic community. The University's operating model supports staff in developing their expertise, motivation and operating practices that promote well-being.

Previously the University of Vaasa had two separate equality programmes; the equality programme for promoting the development of the educational institution and the HR policy equality programme. The University of Vaasa Equality Plan 2017-2018 discusses equality from the points of view of both the education provider and the employer. To distinguish between these two parties they are divided into their own chapters. Each party also has partially different statutory obligations, the details of which are discussed in their respective subchapters.

1.1 Equality Plan goals

Equality is a basic right that ensures the non-discrimination and equal opportunities to all human beings regardless of sex, ethnic origin, language, age, disability, sexual orientation, religion, belief or other personal characteristic. In common language use and under Finnish legislation, a terminological division has been established where gender equality (*tasa-arvo*) refers to equality between genders, whereas equality (*yhdenvertaisuus*) refers to other personal characteristics.

Authorities, education providers and employers must have a plan for the necessary measures for the promotion of equality. These measures shall be effective, expedient and proportionate, taking into account the operating environment, resources and other circumstances.

The University of Vaasa Equality Plan covers the measures required by the legislation concerning both gender equality and non-discrimination. In an equal studying and working community everyone can act without facing harassment based on sex, gender identity or gender expression, or any other reason based on a personal characteristic. The central goal for the Equality Plan is to reinforce an equality-positive atmosphere and to effectively communicate equality matters to the students and staff of the University of Vaasa. In creating and maintaining an equal operating

culture, it is vital to promote discussion on the subject, to identify possible grievances and in that way to shape the prevalent culture.

It is important to the university community that the University's equality policy concerns everyone, and that the community members know how to find help or information to help themselves or others. This emphasizes the importance of providing clear instructions. The goal of communication must be to reinforce an equality-positive atmosphere so that everyone will have the courage to intervene in unjust situations as necessary.

1.2 Statutory obligations concerning the Equality Plan

The Equality Plan is subject to statutory obligations. In addition to the Act on Equality between Women and Men and the Non-Discrimination Act, universities are subject to, for instance, the Constitution of Finland, the Universities Act, the Employment Contracts Act and the Occupational Safety and Health Act. The University's equality work is also directed by the University's own rules, instructions and guidelines.

The **Constitution of Finland** (731/1999) states that no one shall, without an acceptable reason, be treated differently from other persons on the ground of sex, age, origin, language, religion, conviction, opinion, health, disability or other reason that concerns his or her person. Additionally, equality of the sexes is promoted in societal activity and working life, especially in the determination of pay and the other terms of employment.

The **Act on Equality between Men and Women** (609/1986) states that its objectives are to prevent discrimination based on gender, to promote equality between women and men as well as to improve the position of women especially in working life. Furthermore, it is the objective of this Act to prevent discrimination based on gender identity or gender expression. The Act defines gender identity as an individual's own experience of their gender, and gender expression as the expression of one's gender through clothing, behaviour or by other means. The duty to promote gender equality as described in the Act concerns authorities, education providers and employers. In educational institutions and in working life, gender equality plans are the most central tool for promoting equality. The equality plan must include an assessment of the gender equality situation within the institution, the necessary measures to promote equality and a review of the extent to which measures previously included in it have been implemented and of the results achieved. This Act's provisions on discrimination based on gender identity or gender expression apply correspondingly to discrimination based on the fact that an individual's physical gender-defining characteristics are not unambiguously female or male

The **Non-Discrimination Act** (1325/2014) states that no one may be discriminated against on the basis of age, origin, nationality, language, religion, belief, opinion, political activity, trade union activity, family relationships, state of health, disability, sexual orientation or other personal characteristics. The Act obligates education providers to assess the equality situation within the institution and to take the necessary measures to promote equality. Employers must assess the

equality situation within their organisation and develop their work conditions and policies that concern recruitment and other personnel matters.

In addition to the acts on equality and non-discrimination, obligations concerning equality in teaching and studying situations are issued in the **Universities Act** (558/2009). The **Employment Contracts Act** (55/2001) includes the obligation for equal treatment and prohibits inappropriate treatment of employees. In addition, the **Occupational Safety and Health Act** obligates the employer to intervene with harassment and inappropriate treatment at the workplace after becoming aware of the matter (738/2002 28 §).

The University's equality work is also supported by the University's own rules, instructions and guidelines. The **Degree Regulations of the University of Vaasa** includes sections concerning, for instance, student admission, right to study, study plans and assessment of studies. The purpose of the University's **Rules of Conduct** is to ensure a peaceful, accessible, comfortable and secure working and studying environment, where people are treated equally. The **Directions for assessment of the basic degrees and arranging examinations** include, for instance, practical instructions and policies regarding the assessment of basic degree study attainments and arranging examinations. The **Ethical Guidelines of the University of Vaasa** define the ethical principles and recommendations that apply at the University. The **Language Policies of the University of Vaasa** sets the goals for the development of language in management, degree language requirements and the languages of teaching and research. The University of Vaasa **Human Resources Policy** defines the University's central HR policies and development principles, and also clarifies the delegation of responsibility. The **Recruitment guidelines** ensure an open, transparent and equal recruitment procedure.

1.3 The composition, contents and follow-up of the Equality Plan

The University of Vaasa Equality Plan has been composed together with the University personnel and student representatives. The plan is based on the University's previous equality programmes, statistics concerning personnel and studies as well as on the Equality Surveys which were conducted in the autumn of 2016.

Separate Equality Surveys, with questions based on the same themes, were made for the students and personnel of the University of Vaasa. The survey results are utilized in equality work at the University of Vaasa, for instance in targeting concrete actions. Other feedback collected at the University has also been taken into consideration in the planning work. Summaries of the survey results are available in the University intranet.

The equality situation at the University has been studied also by collecting statistical information on male and female student application, graduation and distribution into different fields. Correspondingly for the personnel, statistical information has been collected on the distribution of males and females into different work positions, work assignment classifications, pay and differences in pay. The results of these studies have been reported in the Equality Plan. More extensive statistics are available in the University intranet.

The Equality Plan as well as the current and future measures to be undertaken are reviewed by the University staff and representatives of the Student Union of the University of Vaasa in the Education Council (for students) and in the Labour Protection Committee (for personnel). Measures to be taken in the future to promote equality, their goals and related measures as well as responsible parties are presented in the Action Plan for 2017–2018 subchapters 2.3 and 3.3 of this Equality Plan. From the year 2017 onwards the Equality Plan will be updated every other year.

2 EDUCATION PROVIDER'S EQUALITY PLAN

The education provider is responsible for making an Equality Plan, which will be composed in cooperation with personnel and students. The Act on Equality between Women and Men obligates educational institutions, including universities, to ensure that women and men have equal opportunities for education and professional development. The teaching methods, research and study materials must also support the implementation of the Act in practice. Specific attention must be paid to student admission, the way teaching is organised, different learning styles and the evaluation of study attainments, as well as on the measures taken to promote the prevention and elimination of sexual and gender-based harassment. (The Act on Equality between Women and Men 609/1986; Oppia kaikille! 2013)

Provisions regarding equality are issued in the Constitution of Finland and more specifically in the Non-Discrimination Act, which includes all prohibitions of discrimination except gender-based discrimination. The Non-Discrimination Act obligates education providers to ensure that the educational institution has a plan regarding the measures necessary to promote equality. According to the Act, students or their representatives must be given the opportunity to be heard regarding these measures. (Constitution of Finland 731/1999; Non-Discrimination Act 1325/2014; Oppia kaikille! 2013)

Provisions regarding the mission, research and teaching of universities are issued in the Universities Act (558/2009). Universities must, among other things, promote lifelong learning, have consistent admissions criteria for applicants and ensure that no unreasonably large discrepancies exist between the opportunities of individuals belonging to different applicant categories to gain admission in terms of the equitable treatment of all applicants. In addition, the university must ensure the students' right to a safe learning environment and to obtain information on how assessment criteria are applied to their study attainments.

2.1 Background and current situation

The University of Vaasa Equality Plan for the education provider is based on student admission and studying statistics as well as on the results of the Equality Survey, which was made in cooperation between the University of Vaasa and the Student Union and carried out between 14.–27.11.2016. The survey was carried out as an e-form in both Finnish and English. The Finnish survey received 255 replies from students and the English survey received 35, which amounts to

a total of 290 replies. The percentage of students, attending and non-attending, that replied was 5,4 %. The distribution into fields of study and age of the replying students corresponds to the respective distribution percentages of degree students at the University of Vaasa. The amounts of replies to the Finnish and English surveys also correspond fairly well to the international students-to-Finnish-students ratio.

Based on the survey results it is plausible to state that, according to the students' experience, the equality situation between the sexes in the University of Vaasa is good in all the fields mentioned in the survey. The results are very similar to those of the previous survey, which was conducted in 2011, and there are no fields that specifically stand out. Only in internships was the equality situation between women and men found to be slightly worse than in other survey fields. In addition, minority groups felt that the equality situation in student organisation activities and internships was slightly worse than in other survey fields.

As in the previous survey, a clear majority of the replying students had not experienced or observed discrimination, harassment, sexual or gender-based harassment, bullying or inappropriate behaviour. However, effort must continue to be put into communicating about equality matters and student awareness especially of the measures to prevent and reduce harassment, discrimination and bullying must be improved.

2.1.1 Student admission

In student admission to the University of Vaasa, the applicants are taken into consideration equitably and are all treated equally in the various phases of the admission process. The text and image content of the information provided to the applicants must be such that it promotes a gender-neutral image of the various study subjects.

Information regarding the student admission process is communicated in a variety of mediums, including web pages, printed guides and in person (by phone, by email, face to face). In addition, social media channels are utilised in this effort. Great effort is being put into guaranteeing equal opportunity to receive guidance for instance through online services and by taking into consideration the various preferred languages of the applicants (Finnish, Swedish, English).

Student admission is based on a system of diploma/entrance exam points. In the entrance exam situation the applicants' needs are taken into consideration by providing arrangements that are as equal as possible and by offering the applicants opportunities for special arrangements when necessary. A portion of the student places (60–70% in the University of Vaasa, depending on the field) are reserved for first time applicants. The results of the student admission are announced through the online admission service and via email. In addition, the applicant may request service in writing instead of online services.

In the student admissions of 2015 and 2016 the percentage of women of the bachelor's and master's degree applicants has remained the same, but the percentage of women who accepted their student place has increased slightly. In master's degree student admission the percentage

of those women who both applied for and accepted their student place has increased rather significantly. Corresponding statistical information on the international degree programmes is only available from the 2016 student admission onwards, when the percentage of female applicants was ~40 % of all applicants and ~51 % of those who accepted the student place. For both 2015–2016 and the previous plan's analysis period 2009–2011, the percentage of women in the student admission who accepted their student place was somewhat greater than women's percentage of all applicants.

There are faculty-based differences in student admission; of the new students in the Faculty of Philosophy, a majority of new students are women and in the Faculty of Business Studies, the percentage of women has increased from under 50 % to almost 60 %. In the Faculty of Technology the percentage of women of new applicants appears to have stabilised at slightly over 20 %. In order to increase the percentage of women who apply to and accept a student place in the field of technology, both lower educational level student subject choices and attitudes need to be influenced. In the autumn of 2016 the Ostrobothnia region LUMA-centre of Ostrobothnia started its activities at the University of Vaasa, aiming to inspire children and youth to study mathematics, natural sciences and technology.

2.1.2 Teaching situations and study guidance

The practices related to studying and the learning environment (including the physical surroundings, scheduling and teaching language) must be suitable for as many different kinds of students as possible. The obligation to promote equality in teaching concerns especially profit centers, as they approve the curriculum and teaching material.

Universities must ensure that students are treated equally in all units and in all educational fields. On the other hand, the education provider is responsible for making the appropriate and reasonable adjustments for each situation respectively. To ensure equal opportunity, the progress of studies of those students that have special needs may be supported with special arrangements upon request (for instance extra time to finish an exam, special facility arrangements).

Study guidance must also be arranged so that students are treated as equally as possible. Study guidance situations should bring up the student's opportunity for individual direction and planning of studies according to the available study options. Universities must also pay attention to the students' prior learning and possible transferable credit. To support this, the University of Vaasa has decided on common principles and practices concerning recognition of prior learning.

There were 5378 students in the University of Vaasa in 2016, of which 4990 were basic degree students and 388 were postgraduate students. There was a total of 374 foreign national students, of which 282 were basic degree students and 92 were postgraduate students. Of the degree students at the University, 51,4 % are women and 48,6 % are men. The percentage of women of all degree students at the University of Vaasa (attending and non-attending bachelor's, master's and doctorate students) has stayed almost the same between 2009 and 2016, varying from 53 % to

51 %. In the same time period, the percentage of female graduates varied from 64 % to 55 %. In the year 2016, 57 % of graduating degree students were women.

2.1.3 Reconciliation of studies and other areas of life

Based on the Equality survey feedback, it appears that the curriculum and schedules at the University of Vaasa have been made based on the assumption that the students study full time. The student age statistics show, however, that the students of the University of Vaasa are an increasingly heterogenous group and that especially the over 35 age group has grown steadily in the recent years. Because the amount of students who accepted a student place via the Open University degree route has not been increasing in similar amounts, the age distribution is most likely affected by, for instance, the master's degree programmes offered in Helsinki and Seinäjoki. The increase of degree students that are over the age of 35 is specific to the University of Vaasa, as a similar phenomenon is not present in the age distribution of all Finnish Universities.

According to the open reply field feedback of the Equality Survey, the life situations of students also vary greatly. Reconciliation of family, work, traveling between several different cities and successful studies demand that the student has a good study motivation and that the University has flexible studying and guidance practices and continually develops them. The repliers also wished that teaching would be developed in a way that would also enable and support the successful studies of non-traditional students (students over the age of 35, students who live elsewhere, students with jobs and students with families). A more detailed chart of proposed development measures is presented in chapter 2.3 Action Plan for 2017–2018.

A significant portion of survey repliers reported facing challenges in reconciliation of studies and leisure time activities. In addition, a worryingly large number of repliers reported that they do not get enough sleep and rest. A lack of sufficient sleep and rest has a negative impact on recovery and learning, which in turn slows down study progress.

2.1.4 Barrier-free environment and accessibility

The terms barrier-free environment and accessibility are often used as synonyms that describe a product or a service as being equally and easily approachable. Barrier-free environment and accessibility offer an opportunity to participate regardless of the different personal characteristics of individuals. Barrier-free environment and accessibility also mean the usability of equipment, the comprehensibility of information and the opportunity to participate in making the decisions concerning oneself.

In addition to the statutory obligations, the studying and teaching arrangements at the University of Vaasa take into consideration, for instance, the recommendations presented in the national Accessible Learning and Education project ESOK (Esteetön opiskelu korkea-asteen oppilaitoksissa 2007–2011). The University offers support services that students who need special support, guidance or special arrangements can use to help facilitate their studies. Furthermore, barrier-free

international mobility is ensured with the additional support and guidance enabled by the University and the international mobility programmes. To ensure the equal treatment of students, all study-related communication is carried out through a variety of channels and is relevant to the needs of the various target groups.

The coordination of matters related to barrier-free studying environment is centralized to the Student Services. Any special arrangements related to studying or taking exams are applied for with an Application for Special Study Arrangements form. The Study Psychologist acts as contact person for special arrangements. In addition, the faculties, the Admission and Mobility services, the library, the Open University and the Student Union have their own contact persons.

The University has a barrier-free environment plan from 2008, which includes an action plan that has been used to support ensuring barrier-free studying and equal treatment. In the future, barrier-free environment and accessibility will be more clearly included in the Equality Plan.

2.1.5 Taking the requirements of internationality into consideration

The internationalization of students and staff at the University of Vaasa is active, methodical and at a nationally good level. The development is further continued in terms of targeted international education marketing, HR recruitment strategy and partner universities. The University aims to offer everyone an equal opportunity to participate in the university community regardless of nationality or language. The internationalization of the University is supported by increasing international cooperation in both research and education in a manner that is appropriate from the perspective of equality.

The University and the Student union arrange guidance, information and support services to foreign national exchange students arriving in Finland to ensure that they have the same opportunity to study and act in the university community as Finnish students. In addition, international student guidance includes an introduction to the values of the Finnish society as well as promotion of equality from the perspective of integrating into the university community and creating a sense of belonging. International students are also offered the opportunity to study the Finnish language.

Approximately 100 international degree students start their studies at the University of Vaasa each year in two-year master's degree programmes in English. In 2016, there were 374 international degree or postgraduate students in the University of Vaasa. Each year approximately 200 international exchange students study at the University of Vaasa. In 2016, exchange students from 21 different countries, representing 24 different nationalities, started their studies at the University. The most common countries of origin of the exchange students were France (35), Germany (31), Italy (23) and Spain (10). The amount of international degree students (including attending and non-attending bachelor's, master's and doctorate students) has varied between the years 2009 and 2016 from 230 students (in 2009) to 421 students (in 2014). In 2016, there was a total of 375 international degree students, which is approx. 7 % of all degree students at

the University of Vaasa. 41 % of them were women. 8 % of all completed degrees at the University in 2016 were by international students, of which 47 % were women.

Based on the Equality Survey results, especially the Student Union and the student organizations need to pay more attention to language equality. The replies reported that international students do not integrate into Finnish student groups and they find it difficult to participate in Student Union and student organization activities as well as University events and decision making. International students also felt that they are in an inferior position compared to Finnish students in terms of, for instance, course work assessment, employment opportunities and in the distribution of the University's internal positions (internships, research assistant assignments).

2.1.6 Harassment, discrimination and bullying

Inappropriate behaviour, sexual or gender-based harassment, discrimination or bullying directed at students or staff are not allowed at the University of Vaasa. According to the Act on Equality between Women and Men, the education provider must prevent harassment based on gender identity or gender expression purposefully and systematically. No one may be treated less favourably than others on the basis of gender in student admission, the organisation of teaching, the evaluation of study performance or in any other regular activity of the educational institution. Sexual harassment, gender-based harassment and any order or instruction to engage in discrimination based on gender shall be deemed to constitute discrimination under the Act. Direct and indirect discrimination based on gender is prohibited.

Harassment is not a personal but rather a communal problem and all community members have a duty to intervene in it. The University is obligated to take action to eliminate harassment. The educational institution's responsibility begins as soon as the harassment has been brought to the attention of one of its responsible representatives. Although the University as an organisation has the responsibility to intervene in harassment, it is important that all members of the university community demonstrate with their own actions that they do not accept harassment. Open and appropriate discussion can prevent misunderstandings and abuse, which leads to the prevention of harassment.

A clear majority of those who replied to the Survey had not experienced or observed discrimination, harassment, sexual or gender-based harassment, bullying or inappropriate behaviour. Most commonly the harassing party was another student, but in some cases a teacher or other member of staff. Harassment was reportedly very seldom physical, but rather mostly undesirable or inappropriate comments or double entendres.

According to the Survey replies, the most important motives for discrimination and harassment were 1) status in the student community, 2) opinions and 3) personal characteristics and ethnic origin. Subsequent motives for discrimination and harassment were reportedly language and nationality. The same three most important motives for discrimination and harassment were reported also in the previous survey.

It appears that students are poorly aware of their opportunities to influence decision making at the University. The survey results are very similar to those of the previous survey; a majority of students who have experienced harassment, discrimination or bullying have reported it only to another student of the University of Vaasa, while almost as many have not reported it to anyone. The harassment contact person of the Student Union and representatives of the University staff have received only very few such reports, which often causes the situation to remain unresolved. For some students the situations have, however, affected their ability to study and to engage in other activities in such a way that they have, for instance, changed the way they dress or avoided certain events or courses.

2.2 Assessment of previous actions

The equality programme for promoting the development of the educational institution, which was the education provider's previous equality plan, was accepted in 2012. The plan included an action plan listing equality goals. This chapter presents an assessment of the implementation of the goals described in the action plan.

1. Updating the equality programme of the University of Vaasa

Defining and developing the statistics and follow-up of equality-related matters; Defining the relationship between the HR policy equality programme and the equality programme for promoting the development of the educational institution and planning their coordination and follow-up; Carrying out the Equality Survey in autumn 2014

- The goal has been achieved.

*An agreement was made that the Labour Protection Committee of the University is responsible for the employer's Equality Plan and the Education Council is responsible for the education provider's Equality Plan. Each party is responsible for composing, coordinating and developing their respective plan. Instead of two separate plans, the University now has just one joint plan, the follow-up of which is conducted by the abovementioned responsible parties.

*The survey was postponed from autumn 2014 to autumn 2016 due to the equality legislation reform. In autumn 2016, separate Equality Surveys were composed and carried out for both students and staff.

2. Deciding on the delegation of responsibility between the University staff and the Student Union

- The goal has been achieved.

* The Student Union is actively involved in the equality work, for instance by participating in composing the Equality Survey, writing the Equality Plan, communicating to students and using the survey results in developing their own activities.

3. Producing instructions for students regarding the prevention of harassment, discrimination and bullying

A practical guide to support the work of harassment contact persons of the Student Union and the University staff; Clarification of the role of the harassment contact persons of the Student Union.

- The goal has been partially achieved.
 - *The University has enacted new rules of conduct for students and staff, which addresses issues regarding, for instance, inappropriate behaviour, harassment and bullying.
 - *The instructions for students have not been produced, but according to the survey results, the role of harassment contact persons still needs to be clarified. The University must also improve the awareness of students and staff regarding how the University's and Student Union's processes concerning harassment, discrimination and bullying work.

4. Organising an equality seminar directed at the entire university community

The seminar will be held in conjunction with the Week of well-being and planned in cooperation with the Student Union, University staff, Occupational Health Care and FSHS; The goal is to introduce equality themes into the Week of well-being programme annually.

- The goal has been achieved.
 - *The University's equality seminar was organised, as agreed, in conjunction with the autumn 2012 Week of well-being. Other events related to equality and well-being were also organised during the week. The themes of equality have also been included in the programmes of the Well-being weeks of other years.

5. Development of communications

Development of means of communicating about equality matters; social media, a separate brochure, info-TV etc.

- The goal has been achieved.
 - *A separate web page has been created for equality matters in the University intranet (University Portal). In addition, various equality-related events have been organised and bilingual brochures have been produced for students and staff. Awareness of equality matters has been improved and maintained through, for instance, various events, training and work groups.

2.3 Action plan for 2017–2018

Development target and its goal	Schedule (m/y)	Specific objectives	Concrete actions	Responsible party
Reconciliation of studying and other areas of life: Especially supporting the study progress of non-traditional students (students over	Model for degree programme leadership ready 9/2017	Variety of teaching methods Freedom to choose different course completion methods Course work alternatives	Including the flexibility of studies in the model for degree programme leadership Assessing degree programme flexibility (self-evaluation and internal auditing)	- Council of Education - Degree programme leaders

the age of 35, students who live elsewhere, students with jobs, students with families)	Self evaluation ready 12/2017		Engaging in clear communication regarding course work and course completion alternatives to students and teachers	
	12/2017 - Curriculum reform done in spring of 2018 (decision made in conjunction with degree regulation reform)	Communicating about curricula and schedules as well as about possible changes to them accurately and in time	Holding on to agreed-upon regulations and policies, not introducing any other teaching/other activity into them. Communicating about changes to the students through Moodle. Moving to long-term curriculums (for example 3 years), with more specific shorter-term teaching programmes	- Degree programmes - Language Centre - Education Services
	12/2017	Ensuring that the amount of study credit received from study attainments of similar work loads are commensurate	Syllabus: a common table for expressing course work load measurement	- Degree programmes
	9/2017	Improving the students' time management skills	Adding time management education into the curricula Organising time management education at the beginning of studies	- Degree programmes - Education Services - Study Psychologist
Sense of community at the University: Opportunities to participate and influence decision making at the University and in student organisations	12/2018	Improving language equality (for example enabling international students' participation in student organisation and University events, improving their internship opportunities etc.)	Deciding on the language used in communication and otherwise. Making a clear policy on which University functions are in English and which are communicated in both languages. Preparing the language policy of education	- University Services - Education Services - Degree programmes - Student Union
	8/2017	Enabling student participation in decision making already in the preparatory stage	Engaging in open dialogue in the various stages of the decision making process	- University senior management - University Services - Degree programmes

	12/2018	Improving the effectiveness of student feedback (feedback process): for instance in terms of opportunities for students to influence their teaching arrangements	<p>Building a common feedback review process for the degree programmes</p> <p>The crucial feedback channels are bachelor's degree feedback, master's degree level feedback, career development monitoring, field-specific graduate feedback, course feedback</p> <p>Degree programme leaders receive the feedback and are responsible for the feedback of their respective degree programmes</p>	<ul style="list-style-type: none"> - Degree programmes - Education Services
Sense of community at the University: Supporting and preserving the multidisciplinary of the University	12/2018	<p>Emphasizing multidisciplinary in resource allocation and profiling</p> <p>Improving and supporting an atmosphere of multidisciplinary</p>	Founding degree programmes and research platforms that promote multidisciplinary	<ul style="list-style-type: none"> - The whole university community - University senior management
Sense of community at the University: Promoting and respecting diversity and equality	12/2018	All members of the university community are equal	Reinforcing the sense of community at the University by increasing cooperation and open dialogue, for example through informal community events	<ul style="list-style-type: none"> - The whole university community - University senior management
	12/2017	Taking sexual and gender minorities better into consideration	Promoting gender neutrality for example through facility services by making some of the toilets gender-neutral	<ul style="list-style-type: none"> - Facility services
University community culture: Reducing inappropriate language and behaviour	12/2018	Developing the communication skills of community members	Adding a communication skills section to the training regimen of University personnel and for instance tutors and Student Union representatives	<ul style="list-style-type: none"> - HR Services - Education services - Degree programmes - Student Union
	12/2017	Reducing behaviour and language that is considered inappropriate	Actively intervening in behaviour and language that is considered inappropriate	<ul style="list-style-type: none"> - The whole university community

			Reducing, for instance, comments that are based on traditional gender roles	
<p>Reduction and prevention of harassment, discrimination and bullying:</p> <p>Developing the processes of preventing harassment, discrimination and bullying</p>	12/2017	Improving student and staff awareness regarding how the University's and Student Union's processes concerning harassment, discrimination and bullying work	<p>Appointing well-being tutors as part of the FSHS "Talk, I will listen" theme year. Well-being tutors are Student Union contact persons whom the students can contact in case they experience/observe harassment, discrimination or bullying.</p> <p>Communicating to the students about the well-being tutors</p> <p>Examining the title and role of harassment contact persons; should the title be more descriptive of the role?</p>	<ul style="list-style-type: none"> - Student Union - Education Services - University services - HR Services
<p>Accessibility and barrier-free environment:</p> <p>Including accessibility and barrier-free environment as part of continuous planning and activities</p>	12/2018	Combining the Accessibility Plan of the University of Vaasa with the University of Vaasa Equality Plan	<p>Carrying out an accessibility survey for the university community in autumn 2018</p> <p>Assessing the results and fulfilment of goals set in the 2008 Accessibility Plan based on the survey results</p> <p>Taking accessibility and barrier-free environment into consideration in the campus strategy</p>	<ul style="list-style-type: none"> - University senior management - University Services - Facility Services - Labour Protection Committee - Equality work group - Education Council - Education Services - Student Union
<p>Communication regarding equality matters:</p>	12/2017	Engaging in effective communication regarding equality matters, the new Equality Plan and development goals to the whole university community	<p>Communicating about equality matters online (external web pages and intranet)</p> <p>Communicating about equality matters as part of University events (for instance in orientations for new students)</p> <p>Producing a brief brochure about the Equality Plan's development goals</p>	<ul style="list-style-type: none"> - University Services - HR Services - Education Services - Education Council - Labour Protection Committee - Equality work group - Student Union

			Adding a section regarding equality matters to the training of staff, tutors and Student Union representatives etc.	
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3 EMPLOYER'S EQUALITY PLAN

As working life becomes increasingly diverse and multicultural, it becomes vital to make sure that every person is treated equitably and is accepted as an equal member of the community. Equality requires concrete action and continuous assessment of the community's activities. Equality must be visibly present in the values and leadership of the working community. The equality legislation was reformed in 1.1.2015. Importantly for working life, the emphasis has moved towards measures of preventing discrimination and the employer has more obligations to promote equality than before. (Act on Equality between Women and Men 609/1986, Non-Discrimination Act 1324/2014)

The Act on Equality between Women and Men obligates the employer to ensure that women and men have equal opportunities in terms of work, pay and professional development. The employer must also support the implementation of the Act in practice. Special attention must be paid to recruitment, career advancement and pay, as well as on measures for preventing and eliminating sexual and gender-based harassment. (The Act on Equality between Women and men 609/1986)

Provisions regarding equality are issued in the Constitution of Finland and more specifically in the Non-Discrimination Act, which includes all prohibitions of discrimination apart from gender-based discrimination. The Non-Discrimination Act obligates the employer to ensure that the work place has a plan regarding the measures necessary to promote equality. (Constitution of Finland 731/1999; Non-Discrimination Act 1325/2014)

Equal treatment of staff members requires that the entire university community adheres to an equal HR and pay policy. The guiding principle at the University is that regardless of sex, work unit, work position, personnel group, work contract type or age, the sexes have equal opportunities to career advancement and personal professional development. Persons working in positions of similar difficulty shall receive equal pay regardless of their sex.

3.1 Background and current situation

The employer's Equality Plan in the University of Vaasa is based on employee statistics and the results of the University staff Equality Survey that was carried out in 19.–31.10.2016. 127 employees out of 465 replied to the survey, of which 114 replied to the Finnish survey form and 13 to the English version of the form. The response rate was 27,2 %. The previous time the survey was carried out was in the autumn of 2011, when the response rate was 39,7 %.

Based on the survey results it is plausible to state that, according to the employees' experience, the equality situation between the sexes in the University of Vaasa is good in all the fields mentioned in the survey. Most of the results remained very similar to those of the previous survey, which was carried out in 2011. Different personnel groups faced different worries. According to the replies, the biggest disparity between the sexes was considered to be in the distribution of work assignments and career advancement. The equality situation of fixed-term teaching and research staff, minority groups and international staff was considered to be slightly inferior than in other cases.

Another significant observation made was that the repliers felt that the culture of open dialogue at the University has deteriorated and that tolerance for differing opinions as well as the opportunities of personnel to affect decision making have diminished. Especially the openness, functionality and reach of internal communication were assessed to be worse than before. As in the previous survey, a clear majority of repliers had not experienced or observed discrimination, harassment, sexual or gender-based harassment, bullying or inappropriate behaviour.

Based on the survey results, special attention ought to be paid to communication regarding equality matters. The need for efficient communication was clearly expressed in replies to survey sections concerning discrimination, harassment, work place bullying and inappropriate behaviour. A majority of repliers who had observed discrimination or harassment had reported it to a fellow employee. For the sake of the entire university community, it is important that all employees are aware of the University's equality policies and that all members of the work community know how to get help or additional information in order to help themselves or a fellow employee. This in turn emphasizes the importance of providing clear instructions for various situations (for instance anti-harassment instructions). Many of those who had observed or experienced discrimination, harassment or bullying had turned to their supervisor for help. Many reported not knowing whether anything has been done regarding the cases they reported. The model for early support provides the supervisors with tools to help their subordinates in this regard.

The results and open feedback gathered in the Equality Survey is utilised in equality work planning at the University of Vaasa, for instance in targeting concrete actions.

3.1.1 Personnel structure

The personnel of the University of Vaasa is divided into three faculties (Faculty of Business Studies, Faculty of Philosophy and Faculty of Technology), two affiliated institutions (Tritonia and Lévon Institute) and the University Services. In 2017, the University of Vaasa is undergoing a strategic reform, which will significantly affect the organisational structure of the University. Another big affecting factor will be the transfer of all University of Vaasa language research and degree

programmes to the University of Jyväskylä as a transfer of business from 1.8.2017 onwards. The transfer will be one of the biggest changes in the history of the University.

The University personnel consists, in accordance to the collective agreement, of two distinct personnel groups; “teaching and research staff” and “other staff”. In this context, personnel refers to employees who are in an employment relationship with the University.

On 31.12.2016, there were 465 employees working at the University of Vaasa. The University personnel consists of slightly more women (53 %) than men (47 %). The personnel sex ratio has remained on the same level since 2012. The most predominantly female employee groups (over 60 % female) among the teaching and research staff are university researchers, university teachers and part-time teachers. Correspondingly, the most predominantly male employee groups are professors and research managers (over 70 % male). The work assignment specific sex ratio of teaching and research staff has remained more or less the same in 2012–2016. The percentage of women has only grown among university researchers and research managers. The University Services staff, 71 % of which are women, belongs to the “other staff” personnel group. In the comparison between faculties and the affiliated institutions, the Faculty of Philosophy was the most predominantly female (68 %), while the Faculty of Technology was the most predominantly male (76 %). This is a common sex ratio between the fields of study.

In 2016, there were 395 full-time employees (85 % of personnel) and 71 part-time employees (15 % of personnel). There was an equal distribution of full-time and part time employment between the sexes. A majority of part-time employees belong in the teaching and research staff group (79 % of part-time employees). The large amount of part-time contracts among teaching and research staff is due to the nature of the work.

The personnel structure’s sex ratio, in terms of work time and for each faculty, as well as structural development in 2012–2016, will be presented in attachments 1 and 5.

3.1.2 Regular and temporary employment

In 2016, almost half (46 %) of the University of Vaasa personnel had temporary employment contracts, which is common in the university world. There was a total of 215 temporary employment relationships, of which 190 (88 %) were teaching and research staff and 25 (12 %) were other staff. For the other staff personnel group, regular employment made up 86 % of employment contracts. The corresponding percentage for the teaching and research staff personnel group was 40 %. In general, the temporary employment contracts are distributed equally between men and women; the number of women in temporary employment was 102 (47%) while the number of men was 113 (53 %).

The percentages of temporary employment is explained by the fact that teaching and research staff typically work in various projects, which was the most common justification for temporary employment (43 %). A majority of the teaching and research staff jobs belongs in a four-tiered career structure, where advancement is based on evaluations and competency assessments. The four-tiered career structure was the second most common justification for temporary employment (25 %). The third most common (12 %) justification of temporary employment was “other reason”, for example addressing a temporary high work load and job rearrangements. According to the University guidelines, temporary employees are hired for the entire duration of the job assignment (for instance postdoctoral researchers) or for the duration of a project.

Attachment 2 has statistics on the distribution of regular and temporary employment by personnel groups and sexes for 2016, as well as a report on the justifications for temporary employment.

3.1.3 Age structure

The University aims to fill the various work positions it provides with different aged men, women and persons of other sexes and genders. Personnel of various ages and different life situations can be taken into consideration by making flexible work time arrangements, by offering various occupational health care services and by supporting supervisors in their leadership protocols. The survey results show that the equality situation between different aged employees was considered to be good.

On 31.12.2016 the average age of the University personnel was 44 years, men’s average age being slightly higher (44 years) than that of women (43 years). There was only a small difference in the average age between different personnel groups; the average age of teaching and research staff was 43 years, while for the other staff it was 45 years. There were clearly more employees under the age of 35 in teaching and research staff than in other staff. The age distribution and average age statistics from 2016 are presented in attachment 3.

3.1.4 Pay

The University of Vaasa practices an equal pay policy. Personnel are justly treated as equals in all units.

The University adheres to a salary system that consists of two evaluation systems, one for teaching and research staff and one for other staff, as stipulated in the General collective agreement for universities. The salary system is based on the requirement level of the position as well as on a personal performance evaluation. The aim of the salary system for universities is to promote

equitable remuneration as well as to improve the salary competitiveness of universities as employers. It also aims to support the enhancement of staff skills and to provide an incentive for better staff performance. (General collective agreement for universities 1.2.2017–31.1.2018)

In addition to the collective agreement, the University policies and instructions must also be taken into consideration when making requirement and performance assessments. Work positions with the same requirement level must pay a concordant salary. The requirement assessments must be made in a way that pursues equality both between men and women as well as between different personnel, age and work position groups. In addition to the salary system, this principle is adhered to by the two evaluation systems – the teaching and research staff and the other staff – which comment on the proposed position requirement levels before the decision is made by the employer. The training for the members of the evaluation groups comprises the General collective agreement and University pay policy. It also emphasizes the equal treatment of personnel. The work procedures of the evaluation groups have also been adjusted in such a way that they handle descriptions of the positions without including personal information of employees, and compare the contents of comparable positions when proposing salary levels. Salary statistics are processed in the evaluation groups and reported to the ombudsmen annually as well as upon request during the year. (General collective agreement for universities 1.2.2017–31.1.2018)

Salary statistics for the University teaching and research staff and other staff from 2016 as well as the salary level development in 2011–2016 are presented in tables 1–4 of attachment 4. When observing these statistics, it should be taken into consideration that 65 % of other staff are women, whereas in teaching and research staff the sex ratio is more equally distributed (46 % women, 54 % men). In 2016, the average salary for other staff was 3 343,04 €, where men's average salary was 3 555,04 € and women's 3 232,69 €. The average salary for teaching and research staff in 2016 was 3 924,79 €, where men's average salary was 4 096,73 € and women's 3 727,68 € (tables 2 and 4). According to the Association of Finnish Independent Education Employers (AFIEE) the average salary of Finnish universities' teaching and research staff in 2016 was 3 940 €, which for other staff was 3 245 €. In 2016, 29,7 % of the requirement levels of other staff job descriptions were on levels 6 and 7 and 29,1 % on levels 9 and 10 (attachment 4). The requirement levels of teaching and research staff were more evenly distributed on different levels.

During 2016 supervisors were given training that comprised the legislation relevant to and applied in supervisory work, the General collective agreement and university policies. In addition to this, training was given on the university salary system.

In addition to the university salary system, the University has other forms of reward and personnel benefits. The University offers its personnel, among other things, a comprehensive occupa-

tional health care plan, which includes preventative treatment and special health care. The personnel can also visit the occupational health care campus reception twice a week without an appointment and participate in personal or group-based professional guidance as needed. In addition, the University offers its staff recreational vouchers, personnel training and voluntary language studies on an annual basis.

3.1.5 Recruitment and career development

The University practices a unified recruiting policy with a transparent recruiting process, which aims to ensure equal recruitment practices. Open and equal recruitment is a central goal in the University HR policy. In order to support international research careers, the University is committed to the European Commission's OTM-R principles (Open, Transparent and Merit-based Recruitment) in recruitment. The OTM-R principles include, among other things, guidelines regarding the recruitment and evaluation of researchers. The OTM-R principles are promoted in a separate action plan as part of the Human Resources Strategy for Researchers (HRS4R) -program.

The main principle of the University is that open positions are posted into open external recruitment. A recruitment description is produced for all opening positions before starting the recruitment process. The description defines the position, the requirements of the position (eligibility and other qualifications) as well as the grounds for recruitment. The applicants are taken equally into consideration and treated equally in all stages of the recruitment process. The merits of the applicants are evaluated equally both when comparing the applicants and when making the recruitment decision. When choosing between two equally merited applicants, special attention may be paid to the factual promotion of equality in the manner intended in the Act on Equality between Women and Men. The profit center manager is responsible for ensuring that the recruitment process is carried out in accordance to the law, the University rules of procedure, instructions and principles. The aim is to ensure that all applicants have equal opportunities to communicate and receive guidance for instance through online services and by taking the applicants' language requirements into consideration (Finnish/Swedish/English). An online service was launched in 2016 that allows applicants to apply to open positions. The online search function promotes equal consideration of the applicants in applicant comparison and when making recruitment decisions.

The University also emphasizes a positive employer image. As part of the positive employer image, the University advertises open positions in a way that promotes a gender neutral image of the positions in terms of both text and imagery. In 2017, the University will also reform its external employer web page.

The career development of University personnel is promoted and supported in an equal manner. Maintaining and developing personnel professional skills are central goals of HR policy and it concerns all personnel groups in the University. The University's long term goal is to support the career development of personnel in a way that evens out imbalances in the sex ratio in all positions.

Development of competence and personal career development is promoted and supported by annual development discussions and various means of improving employee commitment. The annual development discussions concern the employee's position, goals and competence as well as desires for self-improvement. The development discussions are an opportunity for the employee to express their willingness to advance in their careers and to bring attention to their possible training needs.

The teaching and research staff career structure enables career development from researcher to professor. In 2017, a new form of career development opportunity – the separate Tenure-track program – is being designed. The program introduces a means for a member of the teaching and research staff to advance to a regular professor position through a supported career path.

3.1.6 Leadership culture

Adhering to the principles of equality is an integral part of leadership. In adhering to these principles, the opportunities of personnel to participate in planning, preparatory work and decision making are improved. The senior management has a special obligation to commit to promoting equality between the sexes and genders and to ensure that it is carried out in the University.

Supervisors are responsible for ensuring that the personnel have equal working conditions, personnel training and career advancement opportunities as well as the opportunities and means to participate in the decision making process. The personnel can affect their own work and the activities of their own unit through unit meetings and development discussions.

In the training of supervisors and in the induction of new supervisors, special attention is paid to the statutory obligations of the Act on Equality between Women and Men, the University principles and the practices of intervening in possible discrimination or harassment cases.

An equal leadership culture is promoted at the University through open communication, supervisor training and the model of early support. In 2017–2020, the emphasis will be especially on supervisor training. Training is organized for instance on the subjects of change management, age management, work ability management and the university salary system. There are also plans to create a training entity to supervisors that would be regularly organized and partially

mandatory to everyone in a supervisory position. A more detailed table of the development suggestions is presented in chapter 3.3 Action plan for 2017–2018.

The University aims to have an equal distribution of the sexes in the University's management and supervisory positions. The goal is to also have, as possible, a minimum of 40 % of both women and men as members of the various governmental organs, in accordance to the statutory obligation stipulated in the Act on Equality between Women and Men. Increasing communality in the University is supported by the fact that the students have representatives in the University board, the faculty councils, the Labour Protection Committee and other University work groups.

3.1.7 Reconciliation of work, family and other areas of life

Reconciliation of work, family and other areas of life is a central part of equality in the University community. The University of Vaasa supports the opportunities of its personnel to reconcile work and private life through various flexible work time and vacation arrangements, such as the opportunity to work shorter days, the opportunity to have flexible working hours and to use accumulated overtime to take days off. These equal practices are supported with various instructions relevant to their arrangement.

Based on the open answer fields in the Equality Survey, the life situations of members of staff vary greatly and many reported experiencing challenges in reconciling work, family and other areas of life. Based on the answers, it is also safe to say that parental leave and nursing leave are used primarily by women only. The answers also indicated that many consider themselves to have more challenges especially in reconciling family life and work, as well as in managing the work requirements and work load. More repliers than before also reported in the open answer fields that they do not feel that they are able to recover sufficiently, because their daily challenges have increased. This is a worrying observation, to which the University must, in cooperation with occupational health care, pay more attention in order to promote well-being and to reduce fatigue in the community. Work well-being and the definition of work positions is affected by the prioritizing of work and by the supervisor's role in the distribution of work. Work well-being is also measured by separate work well-being surveys in cooperation with occupational health care.

In 2017, the University is developing its remote work practices. In addition, more well-being lectures than last year will be organized for the staff, in an effort to support the staff and to give them more tools for managing their own everyday life and work well-being. Personnel needs are taken equally into consideration in the development of flexible solutions. More specific descriptions of the planned actions are presented in the table in chapter 3.3.

3.1.8 Taking the requirements of internationality and multiculturality into consideration

The University aims to offer everyone an equal opportunity to participate in the university community activities regardless of nationality or language background. Internationalization in the University is supported by increasing international cooperation both in research and education, while taking the equality perspective into consideration.

The internationalization of the University personnel and students is at a good level nationally. The number of international employees has increased especially in research and teaching. The development is further continued through targeted international marketing, personnel recruiting strategy and with partnership universities. Increasing the number of international personnel and students is a national goal. A large portion of open strategic positions at the University are recruited internationally.

The University ensures that work-related documents, communication and support services are available also in English as needed. The Equality Survey results showed that the University must pay more attention than before on language equality. Based on the survey replies, the international personnel wish for more communication and discussions in English. They feel that it is difficult for them to participate in the university community activities, University events and decision making. The international personnel also felt that they are in an unequal position compared to Finnish employees for instance in terms of employment opportunities and career advancement.

The goal is to organize more personnel training events in English than before. The Finnish staff will receive training opportunities in language and culture (Country & Culture events). The international staff will receive training opportunities on work community and Finnish culture from the perspective of integration and developing a sense of solidarity. In addition, the University encourages its personnel to engage in international mobility.

3.1.9 Harassment, discrimination and bullying

The University of Vaasa does not tolerate inappropriate behavior, sexual or gender-based harassment, discrimination or bullying targeted at its personnel or students. According to the Act on Equality between Women and Men, the employer must prevent harassment based on gender identity or gender expression purposefully and systematically. Sexual or gender-based harassment, as well as an order or instruction to practice gender-based discrimination are discrimination as intended in the Act. Direct and indirect gender-based harassment is prohibited and never acceptable.

Harassment, discrimination and bullying are not a personal but rather communal problems and all community members have a duty to intervene in it. According to the Occupational Safety and Health Act (738/2002) the University must take measures to remedy harassment, discrimination or bullying situations. The employer's responsibility begins as soon as the harassment has been brought to the attention of a responsible representative of the employer. Although the University as an organization is responsible for intervening in harassment, it is important that all members of the university community show through their actions that they do not accept harassment. Open and proper discussion can prevent misunderstandings and abuses, which in turn may prevent harassment.

A clear majority of the Equality Survey repliers had not experienced or observed discrimination, harassment, sexual or gender-based harassment, bullying or inappropriate behavior. The sexual or gender-based harassment that was experienced was only rarely physical. The harassment was mainly undesirable remarks, double entendres or inappropriate comments. The person committing the harassment was most commonly a colleague or a supervisor.

Based on the survey replies, the most important motives for discrimination and harassment were 1) position in the work community, 2) opinions and 3) personal characteristics and origin. In the previous survey, the three most important reasons for discrimination and harassment were the same, albeit not in the same order of commonness. The fourth most important motive for discrimination and harassment according to the survey was language and nationality.

A significant observation made from the survey results was that the personnel seem to be poorly aware of their influencing opportunities. The staff is also not aware how to act in a situation where they experience or observe harassment, discrimination or bullying. Some have reported the harassment, discrimination or bullying they have experienced to a fellow employee or colleague, but many of the survey repliers has not told anyone. The harassment contact persons appointed by the University or representatives of the University personnel have been contacted on the matter only very rarely, which has lead to the situations not being resolved. Also, in those situations, where a member of the personnel had reported harassment, discrimination or bullying to the employer, many reported that they do not know if any action has been taken because they have not received any updates on the progress of the situation. On a positive note, the survey repliers did not report political activity, religion, belief, origin or sexual orientation as having been the motives for discrimination, harassment or bullying.

3.2 Assessment of previous actions

The employer's previous equality plan, the University of Vaasa HR policy equality programme, was approved in 2012. The fulfilment of the goals listed in its action plan are described here.

1. Updating the University of Vaasa equality programme (January – February 2012)

Defining and developing the statistics and follow-up of matters related to equality; Agreeing on the relationship, coordination and follow-up of the HR policy equality programme and the University of Vaasa equality programme aiming at developing the educational institution.

- The goal has been achieved
 - * An agreement was made that the Labour Protection Committee is responsible for the employer's equality plan as well as for its coordination and development.
 - * Gathering of statistics has been developed for instance by increasing long term follow-up.

2. Reinforcing the equality work group composition, starting the group's activities, training and networking group members

Participation of equality work group members to the university equality days event in April 2012

- The goal has been achieved
 - * Members of the equality work group have participated in the university equality days event in 2012 and in the training sessions concerning the new equality legislation in 2015.

3. Naming harassment contact persons for the personnel organizations

Training of harassment contact persons; clarifying the role of harassment contact persons.

- The goal has been partially achieved
 - * The harassment contact persons have been named, but their role still needs clarification

4. Updating the instructions for preventing discrimination and bullying

Updating the personnel instructions concerning discrimination, harassment and bullying; Based on these instructions, producing new instructions from students' point of view in cooperation with personnel and students; Organizing an equality seminar for the whole university community in conjunction with the Week of well-being together with the Student Union, occupational health care and the FSHS.

- The goal has been partially achieved

- * "Work place bullying and inappropriate behavior do not belong in the work community" instructions have been updated in 2013. An abbreviated version was also produced and distributed to the personnel.
- * "Sexual and gender-based harassment are discrimination" instructions have been updated in 2015.
- * The instructions for students have not been produced.
- * The University's equality seminar was organized as planned in conjunction with the autumn 2012 Week of well-being.

5. Making communication more efficient

Updating and further developing the equality web site in portal; Developing new ways to communicate equality matters, a separate flyer, info-TV etc.

- The goal has been partially achieved
 - * Separate web pages have been created for equality matters in the University intranet. In addition, various equality-related events have been organized and separate bilingual brochures have been published for students and personnel. The university community's general knowledge regarding equality matters has been improved and maintained for instance through various events, training sessions and work groups.

6. Carrying out the Equality Survey in autumn 2014

- The goal has been achieved
 - * The survey was postponed to autumn 2016 due to changes being introduced to the equality legislation. Separate surveys were produced for personnel and students.

7. Discussing what equality in the University is, for instance in terms of training, communication, reconciliation of work with other areas of life

- The goal has been achieved
 - * Improving reconciliation of work with other areas of life has been promoted for instance through flexible work time, part-time work and remote work opportunities.
 - * Training carried out in English has been increased.
 - * Training that is aimed especially at international personnel has been supplemented

with segments concerning intercultural understanding and competence (for instance language colleague training, Country and Culture –seminars)

8. Creating common ethical rules for the university community

- The goal has been achieved

* The University of Vaasa board accepted the Ethical Guidelines of the University of Vaasa on 29.11.2013. The ethical guidelines include the ethical principles and recommendations that coordinate University activities.

9. Possible cooperation with the University of Applied Sciences

- The goal has been partially achieved

*Possible cooperation opportunities with VAMK has been investigated. The University of Vaasa and the Vaasa University of Applied Sciences share a security manager.

Other measures of promoting equality

Human Resources Strategy for Researchers (HRS4R)

The European Commission granted the University of Vaasa the HR Excellence in Research logo, which is an acknowledgment of adherence to a good HR policy. In all its activities, the University of Vaasa is committed to adhering to principles introduced in the European Commission's European Charter for Researchers and Code of Conduct for the Recruitment of Researchers.

Reformed university pay policy

The University of Vaasa renewed its pay policy in late 2014. At the same time the pay processes were made more transparent to all University personnel. The teaching and research staff as well as other staff evaluation group procedures were changed so that the groups can no longer have access to the name of the person working in the position that is being evaluated. The evaluation groups evaluate the position descriptions by comparing their contents to the General collective agreement as well as to the descriptions of higher, comparable and lower level positions. The groups also consider the comments of both the supervisor and the employee (without access to the employee's name). On this basis, the evaluation group makes a proposition regarding the requirement level of the position to the employer, who makes the final decision. The goal of the new work procedure was to further improve the equal evaluation of personnel.

In conjunction with the pay policy reform, the evaluation process of doctoral students who are in an employment relationship was also reformed by piloting a system where the requirement level and personal performance of doctoral students is evaluated annually in spring. The evaluations take the doctoral student's personal study plan into consideration. The teaching and research staff evaluation group policy regarding doctoral students was clarified so that the requirement levels of their position are not entered into the evaluation group process like before, but they rather advance from one requirement level to another and from a clearly defined pay level to another. With this new procedure the University of Vaasa wants to encourage doctoral student pay development and to make this development more equal. Personnel and supervisors have also received training opportunities regarding the pay system.

Model of early support training to supervisors

Supervisors have received training opportunities regarding the model of early support. The model of early support enables recognizing situations that threaten ability to work, intervening in them at an early stage as well as applying the necessary support measures. The training emphasized that the supervisors have an obligation to intervene, but the early support may also be initiated by occupational health care. The trainings also paid special attention to the concrete challenges of initiating discussion and to building an open work atmosphere.

3.3 Action plan for 2017–2018

Development target	Schedule (m/y)	Specific objectives	Concrete actions	Responsible party
Gender equality	12/2017	Equal gender structure	Recognizing discriminatory everyday practices and intervening in bad practices Taking the sex ratio into consideration for instance in recruiting (affirmative action)	The whole university community, organized by HR
Language equality	12/2017	Supporting the multilingualism of the work community and taking it into consideration	Reinforcing the multilingual everyday work community culture by organizing language	The whole university community, Univer-

			<p>training for the personnel</p> <p>Producing information bulletins in Finnish and English and organizing internal information events in Finnish and partially in English</p> <p>Updating and reinforcing personnel language policy</p> <p>Expanding English language personnel training opportunities</p>	<p>sity senior management, HR and communications</p>
Age equality	12/2018	<p>Promoting flexible solutions to the requirements of the personnel age structure and different life situations</p>	<p>Promoting a culture of open discussion, continuous dialogue and mutual planning through personnel and supervisor training</p> <p>Discussing matters such as reconciling work and family life as well as retirement in goal and development discussions</p> <p>Emphasizing the importance of continuous and active discussion in supervisor training</p>	<p>HR (for the personnel training), the whole university community</p>
Promoting and respecting equality	12/2018	<p>Emphasizing diversity</p> <p>Ensuring that everyone has equal opportunities to participate in University activities</p> <p>Respecting the beliefs and religions of members of the university community by</p>	<p>Organizing events that give orientations to various cultures to the personnel (for instance international staff orientation and Country and Culture events)</p> <p>Taking barrier-free environment and accessibility into consideration</p>	<p>The whole university community, University senior management, HR, Facility Services, supervisors, committee members</p>

		<p>adhering to the principle of equality</p> <p>Developing interpersonal skills and operational culture that take diversity into consideration</p> <p>No one is discriminated in the University based on their gender identity or sexual orientation</p>	<p>in the campus strategy and in service development</p> <p>Reinforcing communal-ity by organizing casual and mutual events</p> <p>Improving the flow of information</p> <ul style="list-style-type: none"> * Information and discussion events * Flow of information from supervisor to employee * Publishing minutes of meetings * Committee members pass information along to their interest groups <p>Engaging in open and casual discussion and including the personnel in decision making as possible</p> <p>Taking gender neutrality into consideration for instance in facility services by making some of the toilet facilities gender neutral</p>	
<p>Accessibility and barrier-free environment: taking accessibility and barrier-free environment into consideration is a part of continuous activity and planning at the University</p>	12/2018	<p>Including the University accessibility plan as part of the University's Equality Plan</p>	<p>Carrying out a survey for the university community in Autumn 2018</p> <p>Assessing the results of the action plan of the 2008 accessibility plan based on the survey results</p>	<p>University senior management, University services (education services, facility services), Labour Protection Committee, Education Council, equality work group</p>

			Taking barrier-free environment and accessibility into consideration in the campus strategy	
Work well-being	12/2017	Utilizing the model of early support and intervention	<p>Communicating about occupational health care services to the personnel</p> <p>Using work supervision as needed. Explaining what work supervision means</p> <p>Increasing and adding more versatility to work well-being training (for instance lectures on sleep)</p> <p>Making work well-being part of the everyday life for instance by organizing more social events, strengthening the community spirit and supporting everyday leadership</p>	University senior management, HR Services, supervisors
<p>Harassment, discrimination and bullying;</p> <p>Value communication: "harassment, discrimination and bullying are not tolerated"</p>	12/2017	Lowering the threshold of reporting harassment/discrimination/bullying to a representative of the employer.	<p>Examining the University's processes related to harassment and discrimination and defining the roles and responsibilities in them; examining also the title and role of the harassment contact persons (should they for instance be called something else)</p> <p>Informing about the activities and responsibilities of the harassment</p>	The whole university community, but especially the Labour Protection Committee, HR, head of work safety, head of occupational safety and health, harassment contact persons and supervisors

			<p>contact persons and reminding about collegial responsibility</p> <p>Giving supervisors training on employee responsibilities in harassment or discrimination situations</p> <p>Informing the personnel on how to act in harassment or discrimination situations and on how such matters are processed in the University</p> <p>Developing the culture of mediation in workplace disputes</p> <p>Updating the plans and instructions related to harassment and discrimination, clarifying them and making them more concrete as well as communicating about them</p>	
Employee participation in decision making	12/2018	Valuing opinions, listening, appreciating the work of employees	<p>Ensuring that development work groups include employees from different fields and positions</p> <p>Giving the personnel progress updates on the various stages of decision making</p> <p>Improving employee opportunities to affect</p>	University senior management, supervisors, the party responsible for the preparation of each decision

			University decision making	
Personnel training	12/2018	Organizing personnel training that promotes equality	<p>Organizing training on work community functionality and supervisor work (for instance work community skills, active dialogue and model of early support)</p> <p>Organizing training on interpersonal skills as well as on recognizing and developing the effects of one's own activities and communication</p> <p>Opening up the University's new employee orientation events to the whole personnel</p>	HR Services
Leadership and supervisory work	12/2018	Recognizing and supporting the various forms of leadership	<p>Developing the University Services to support academic leadership</p> <p>Organizing leadership training</p> <p>Evaluation of different supervisor skills and training as necessary</p>	University senior management, HR Services
Communicating equality matters	12/2017	Communicating equality matters, the new Equality Plan and development measures effectively to the whole university community	<p>Communicating equality matters through different communication channels, for instance</p> <ul style="list-style-type: none"> - external and internal websites as well as in the VOX magazine; - during various events <p>Producing a brochure about the development</p>	University Services, HR Services, Labour Protection Committee, Equality work group

			measures included in the plan Bringing up equality matters in supervisor and employee training more than before	
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4 COMMUNICATION AND IMPLEMENTATION

The new plan will be published and presented to the students and personnel through multiple channels in the University's internal communication, both in Finnish and English.

A separate external website will be created for equality matters. The website will host the plan and various other related resources. A separate community group will be created in the new University intranet Navi for equality matters. More specific information on, for instance, survey results, statistics and terminology are available online. Equality will also be included as a theme in personnel and student training. The Student Union will also publish information about the plan in their communication channels.

Once the plan has been translated into English, a brief bilingual brochure will be produced based on the translation, which will be handed out to students and personnel at various relevant events. The plan is also presented for instance at a separate event, which will be organized as part of the autumn 2017 Week of Well-being.

The Council of Education is responsible for the implementation and follow up of the Education provider's Equality Plan and the Labour Protection Committee is responsible for the Employer's Equality Plan.

5 FOLLOW-UP AND ASSESSMENT

The progress of the development objectives set in the plan are monitored by the Education Council (the education provider's plan) and the Labour Protection Committee (the employer's plan). The progress of the development objectives are assessed when updating the plan and when planning new objectives. The parties responsible for each development objective are presented in subchapters 2.3 and 3.3 Action plan for 2017–2018.

The Equality Plan is updated once every two years.

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ATTACHMENTS

Attachment 1. Development of University of Vaasa personnel structure 2012–2016

Teaching and research staff		2012				2013				2014				2015				2016			
Research career tier	Personnel group	Women		Men		Women		Men		Women		Men		Women		Men		Women		Men	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
4. tier	Professors	14	26 %	39	74 %	14	26 %	40	74 %	13	24 %	41	76 %	13	22 %	45	78 %	14	27 %	38	73 %
	Research Managers	0	0 %	3	100 %	0	0 %	5	100 %	1	20 %	4	80 %	2	33 %	4	67 %	2	29 %	5	71 %
3. tier	University Researchers	2	50 %	2	50 %	2	50 %	2	50 %	5	71 %	2	29 %	9	69 %	4	31 %	8	67 %	4	33 %
	University Lecturers, Lecturers	29	56 %	23	44 %	25	52 %	23	48 %	25	54 %	21	46 %	23	50 %	23	50 %	26	57 %	20	43 %
2. tier	Assistant Professors, Senior Assistents	16	53 %	14	47 %	19	49 %	20	51 %	16	44 %	20	56 %	12	38 %	20	63 %	16	46 %	19	54 %
	University teachers, full-time University Teacher	20	59 %	14	41 %	21	58 %	15	42 %	19	56 %	15	44 %	24	62 %	15	38 %	21	62 %	13	38 %
1. tier	Doctoral students, Assistants, graduate school	38	51 %	37	49 %	31	50 %	31	50 %	35	54 %	30	46 %	26	49 %	27	51 %	23	51 %	22	49 %
Other ophe titles:	Researchers, Project Researchers	18	41 %	26	59 %	14	34 %	27	66 %	19	37 %	33	63 %	15	31 %	33	69 %	23	41 %	33	59 %
	Teaching and research support staff (Research Assistants)	13	41 %	19	59 %	13	33 %	26	67 %	11	34 %	21	66 %	15	48 %	16	52 %	11	48 %	12	52 %
OPHE total		150	46 %	177	54 %	139	42 %	189	58 %	144	44 %	187	56 %	139	43 %	187	57 %	144	46 %	166	54 %
Other staff																					
Tritonia		18	62 %	11	38 %	22	67 %	11	33 %	17	65 %	9	35 %	18	69 %	8	31 %	13	59 %	9	41 %
Levón Institute		14	10 %	10	42 %	13	57 %	10	43 %	13	59 %	9	41 %	13	65 %	7	35 %	8	44 %	10	56 %
University Services		84	33 %	33	28 %	82	71 %	33	29 %	77	70 %	33	30 %	80	71 %	32	29 %	78	70 %	33	30 %
Faculty other staff		7	50 %	7	50 %	11	58 %	8	42 %	7	58 %	5	42 %	9	64 %	5	36 %	2	40 %	3	60 %
MUHE total		123	67 %	61	33 %	128	67 %	62	33 %	114	67 %	56	33 %	120	70 %	52	30 %	101	65 %	55	35 %
UNIVERSITY OF VAASA TOTAL		273	53 %	238	47 %	267	52 %	251	48 %	258	51 %	243	49 %	259	52 %	239	48 %	245	53 %	221	47 %

Attachment 2. Regular and temporary employment relationships in 2016.

* OPHE means teaching and research staff

* MUHE means other staff

All personnel		
Regular	251	54 %
Temporary	215	46 %
Total	466	100 %

	Temporary		Regular	
Women	102	47 %	144	57 %
Men	113	53 %	107	43 %
Total	215	100 %	251	100 %

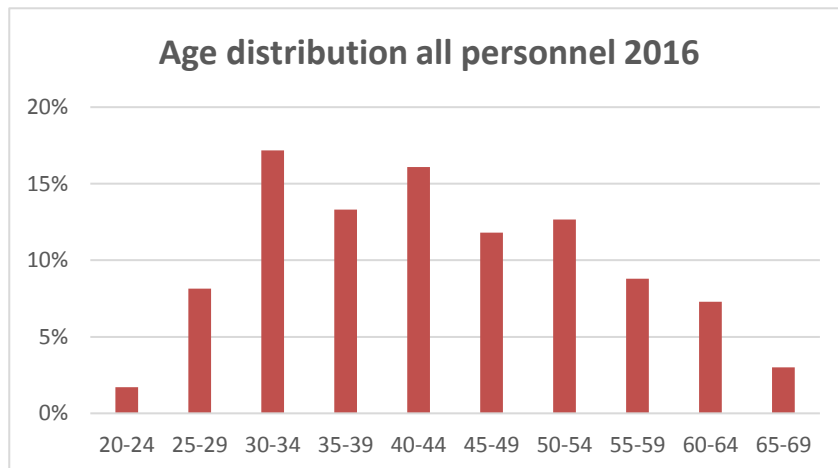
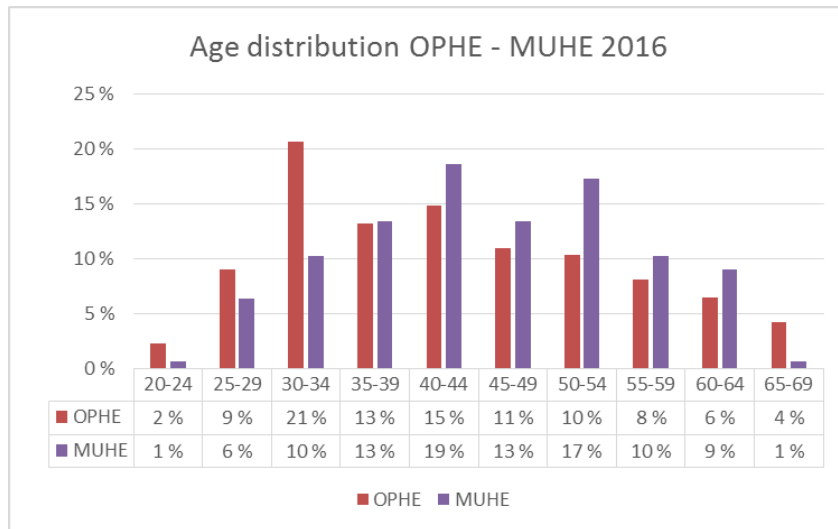
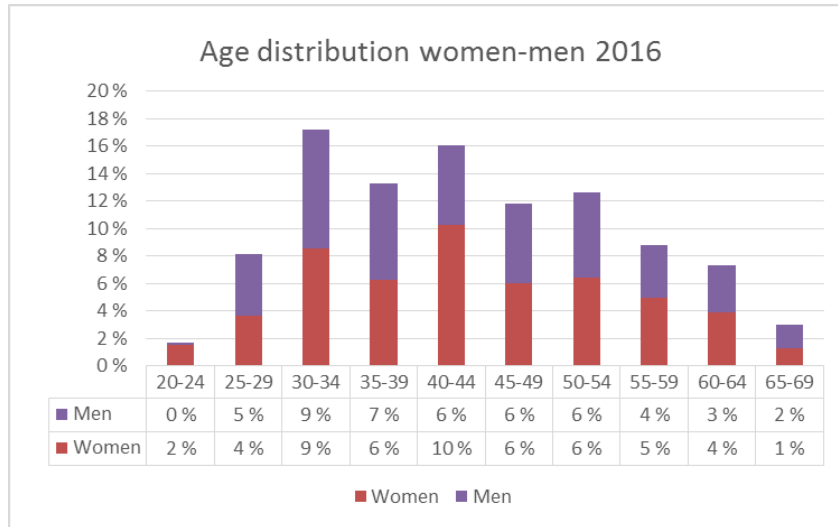
	Temporary		Regular	
OPHE	190	88 %	125	50 %
MUHE	25	12 %	126	50 %
Total	215	100 %	251	100 %

Justification for temporary employment	Women	Men	All
Filling in for a position for the duration of its recruitment process	0 %	2 %	3 %
Other reason	7 %	5 %	12 %
Assignment related to the four-tiered research career structure	12 %	13 %	25 %
Nature of work due to studies	2 %	3 %	5 %
Work related to basic degree studies	0 %	1 %	1 %
Project work	19 %	24 %	43 %
Surrogacy	7 %	4 %	11 %
Academy of Finland researcher or professor assignment	0 %	0 %	0 %
Total	47 %	53 %	100 %

Attachment 3. Age distribution (* OPHE means teaching and research staff; * MUHE means other staff)

Average age	
Women	43
Men	44
All	44

Average age	
OPHE	43
MUHE	45
All	44



Attachment 4. Salary statistics

Table 1. Other staff requirement level statistics in 2011–2016

*Some requirement levels are combined in the table, because groups of less than 6 persons are not reported due to the statistics guidelines.

Other staff requirement level statistics in 2011–2016													
Requirement level	Gender	2011		2012		2013		2014		2015		2016	
		Qty.	%	Qty.	%	Qty.	%	Qty.	%	Qty.	%	Qty.	%
MV02-MV03-MV04-MV05	Man	7	4,0 %	9	5,0 %	9	5,0 %	8	4,8 %	9	5,2 %	7	4,5 %
	Woman	21	12,1 %	19	10,5 %	21	11,7 %	18	10,7 %	15	8,7 %	12	7,7 %
MV06-MV07	Man	14	8,1 %	13	7,2 %	13	7,2 %	13	7,7 %	10	5,8 %	11	7,1 %
	Woman	37	21,4 %	42	23,2 %	39	21,7 %	42	25,0 %	44	25,4 %	35	22,6 %
MV08	Man	11	6,4 %	12	6,6 %	11	6,1 %	11	6,5 %	10	5,8 %	10	6,5 %
	Woman	21	12,1 %	24	13,3 %	21	11,7 %	15	8,9 %	15	8,7 %	14	9,0 %
MV09-MV10	Man	16	9,2 %	16	8,8 %	15	8,3 %	14	8,3 %	16	9,2 %	15	9,7 %
	Woman	28	16,2 %	29	16,0 %	33	18,3 %	30	17,9 %	37	21,4 %	30	19,4 %
MV11-MV12-MV14	Man	10	5,8 %	9	5,0 %	9	5,0 %	10	6,0 %	10	5,8 %	10	6,5 %
	Woman	8	4,6 %	8	4,4 %	9	5,0 %	7	4,2 %	7	4,0 %	11	7,1 %
MUHE total		173	100,0 %	181	100,0 %	180	100,0 %	168	100,0 %	173	100,0 %	155	100,0 %

Table 2. Other staff average requirement level and salary in 2011–2016

Other staff average requirement level and salary in 2011–2016																		
Gender	2011			2012			2013			2014			2015			2016		
	Qty.	Avg. req.	Avg. salary	Qty.	Avg. req.	Avg. salary	Qty.	Avg. req.	Avg. salary	Qty.	Avg. req.	Avg. salary	Qty.	Avg. req.	Avg. salary	Qty.	Avg. req.	Avg. salary
Man	58	8,14	3 451,32	59	7,93	3 407,30	57	7,89	3 461,43	56	7,96	3 444,66	55	7,96	3 472,30	53	8,25	3 555,40
Woman	115	7,45	3 107,50	122	7,51	3 113,42	123	7,54	3 153,27	112	7,49	3 143,03	118	7,69	3 194,96	102	7,92	3 232,69
MUHE total	173	7,68	3 222,77	181	7,65	3 209,22	180	7,66	3 250,85	168	7,65	3 243,57	173	7,77	3 283,14	155	8,03	3 343,04

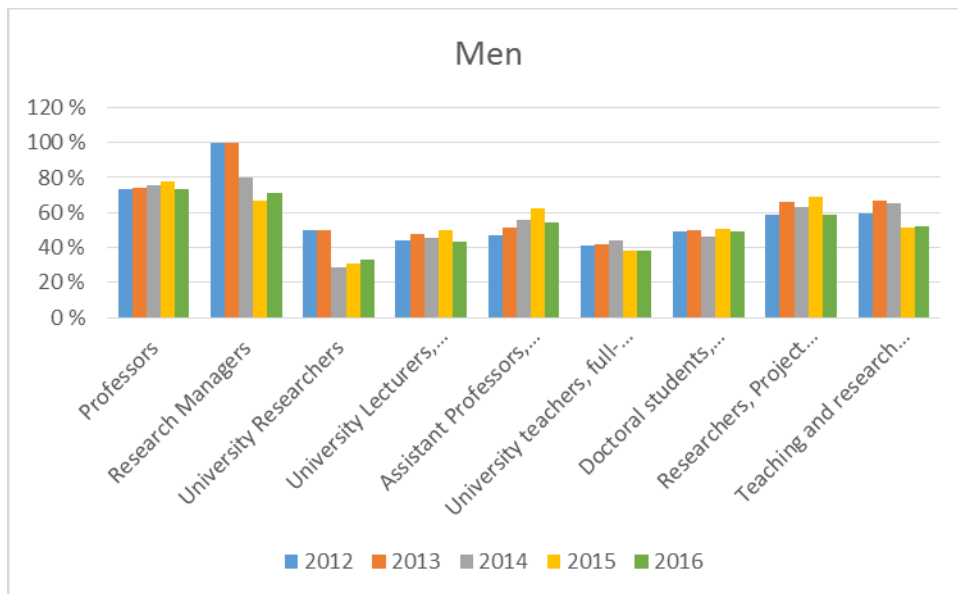
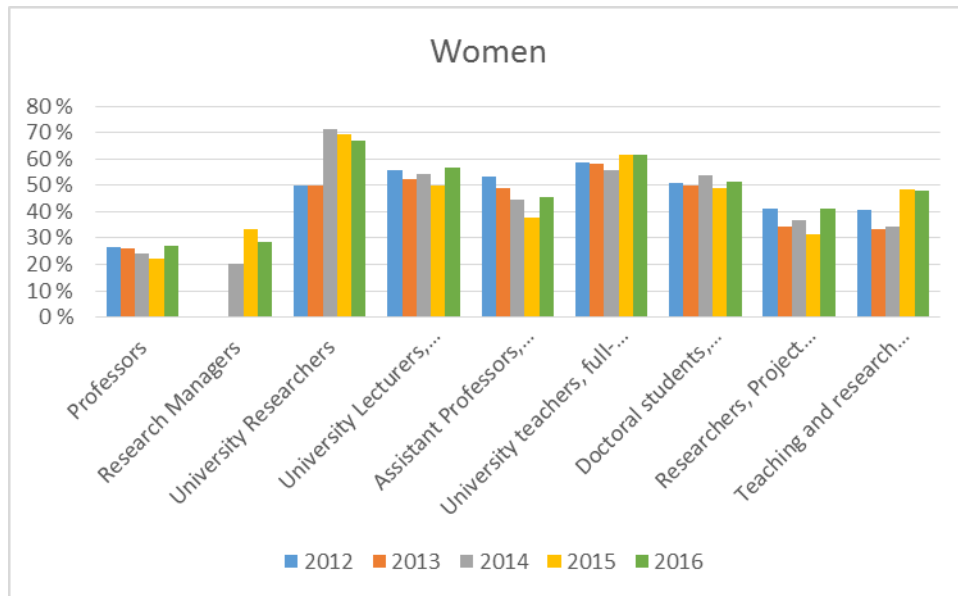
Table 3. Teaching and research staff requirement level statistics in 2011–2016

* Some requirement levels are combined in the table, because groups of less than 6 persons are not reported due to the statistics guidelines.

Teaching and research staff requirement level statistics in 2011–2016													
Requirement level	Gender	2011		2012		2013		2014		2015		2016	
		Qty.	%	Qty.	%	Qty.	%	Qty.	%	Qty.	%	Qty.	%
OV01-OV02	Man	36	14,8 %	35	13,0 %	39	14,2 %	35	13,4 %	33	11,7 %	23	8,7 %
	Woman	27	11,1 %	32	11,9 %	26	9,5 %	25	9,6 %	24	8,5 %	22	8,3 %
OV03-OV04	Man	16	6,6 %	20	7,4 %	14	5,1 %	18	6,9 %	24	8,5 %	25	9,5 %
	Woman	14	5,7 %	17	6,3 %	17	6,2 %	15	5,7 %	25	8,9 %	20	7,6 %
OV05	Man	15	6,1 %	20	7,4 %	25	9,1 %	21	8,0 %	23	8,2 %	24	9,1 %
	Woman	29	11,9 %	27	10,0 %	31	11,3 %	30	11,5 %	27	9,6 %	30	11,4 %
OV06	Man	27	11,1 %	27	10,0 %	29	10,6 %	27	10,3 %	30	10,7 %	22	8,3 %
	Woman	23	9,4 %	30	11,1 %	28	10,2 %	25	9,6 %	23	8,2 %	26	9,8 %
OV07-OV08	Man	19	7,8 %	18	6,7 %	21	7,7 %	14	5,4 %	16	5,7 %	20	7,6 %
	Woman	5	2,0 %	6	2,2 %	6	2,2 %	9	3,4 %	13	4,6 %	15	5,7 %
OV09-OV10-OV11	Man	23	9,4 %	27	10,0 %	27	9,9 %	31	11,9 %	32	11,4 %	27	10,2 %
	Woman	10	4,1 %	11	4,1 %	11	4,0 %	11	4,2 %	11	3,9 %	10	3,8 %
OPHE total		244	100,0 %	270	100,0 %	274	100,0 %	261	100,0 %	281	100,0 %	264	100,0 %

Table 4. Teaching and research staff average requirement level and salary in 2011–2016

Teaching and research staff average requirement level and salary in 2011–2016																		
Gender	2011			2012			2013			2014			2015			2016		
	Qty.	Avg. req.	Avg. salary	Qty.	Avg. req.	Avg. salary	Qty.	Avg. req.	Avg. salary	Qty.	Avg. req.	Avg. salary	Qty.	Avg. req.	Avg. salary	Qty.	Avg. req.	Avg. salary
Man	136	5,28	4 072,27	147	5,29	3 991,93	155	5,33	4 036,02	146	5,38	4 075,30	158	5,40	4 069,21	141	5,52	4 096,73
Woman	108	4,65	3 613,27	123	4,63	3 568,41	119	4,74	3 647,04	115	4,90	3 712,03	123	4,85	3 666,37	123	4,99	3 727,68
OPHE total	244	5,00	3 869,10	270	4,99	3 798,99	274	5,07	3 867,08	261	5,17	3 915,24	281	5,16	3 892,88	264	5,28	3 924,79

Attachment 5. Position-specific development of teaching and research staff sex ratio 2012–2016.

Faculty	Men		Women		All personnel
Faculty of Philosophy	28	32 %	60	68 %	88
Faculty of Business Studies	70	54 %	60	46 %	130
Faculty of Technology	67	76 %	21	24 %	88
Levón Institute	14	52 %	13	48 %	27
Tritonia	9	41 %	13	59 %	22
University Services	32	29 %	79	71 %	111
Total	220	47 %	246	53 %	466