

# UNIVERSITY OF OULU

## EQUALITY AND DIVERSITY PLAN

<https://notio.oulu.fi/fi/turvallisuus-työterveys-ja-hyvinvointi/tasa-arvo-ja-yhdenvertaisuus>

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## INTRODUCTION

*"[...]creative people, who prefer places that are diverse, tolerant and open to new ideas. Diversity increases the odds that a place will attract different types of creative people with different skill sets and ideas. Places with diverse mixes of creative people are more likely to generate new combinations. Furthermore, diversity and concentration work together to speed the flow of knowledge. Greater and more diverse concentrations of creative capital in turn lead to higher rates of innovation, high-technology business formation, job generation and economic growth.* <sup>1</sup>

The basic tasks of the University of Oulu are research, education and social influencing. It is the duty of the university to promote internationally high-quality research, education and culture, strengthen know-how that increases well-being, and secure the availability of highly educated workforce and researchers within their area of influence. Experiences of inequality could definitely weaken the sense of community. On the other hand, mutual respect, openness and good communication can be promoted when people who belong to the university community feel that they are equal.

The university is concurrently an employer, an authority and an educational institution. The University must promote equality and diversity at all levels and in all operator roles of its basic duties. The equality and diversity plan is a document in which this operation is described and instructed. In this equality and diversity plan of the University of Oulu, the emphasis is on topical and practical procedures in order to promote both equality and diversity. The objective is to consider simultaneously the regulations of both the Act on Equality between Women and Men (609/1986) and the Non-discrimination Act (1325/2014) in the University.

The language used in the equality and diversity plan is *gender-neutral*. This kind of gender neutrality is suited to the nature of this document and follows the comment on promoting gender neutral expressions presented by Suomen kielen lautakunta (the Finnish Board that operates in connection with the Institute for the Languages of Finland) in the autumn of 2007.

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<sup>1</sup> Richard Florida, Professor of Regional Economic Development: The Rise of the Creative Class. Basic Books: New York. 2002, p. 249.

# 1 EQUALITY AND DIVERSITY REGULATIONS AND THE ORGANISATION OF WORK AT THE UNIVERSITY OF OULU

## 1.1 Regulations

### 1.1.1 Constitution of Finland

Diversity and actual equality are two of the most essential basic human rights. According to the Constitution of Finland (section 6, [731/1999](#) <sup>2)</sup> everyone is equal before the law, and no one shall, without an acceptable reason, be treated differently from other persons on the ground of gender, age, origin, language, religion, conviction, opinion, health, disability or other reason that concerns their person. Gender equality is promoted in societal activity and working life, especially in the determination of pay and the other terms of employment, as provided in more detail by an Act.

In addition to what is mentioned above, the Constitution contains several sections that are connected to the implementation of equality and diversity at universities.

According to the Constitution, equality before the law consists, for example, freedom of religion and conscience (section 11), freedom of expression and right of access to information (section 12), that is the right to express, disseminate and receive information, opinions and other communications without prior prevention by anyone. According to the right of access to information, documents and recordings in the possession of the authorities are public, unless their publication has for compelling reasons specifically been restricted by an Act. Everyone has the right of access to public documents and recordings.

According to the Constitution (section 16), the freedom of science, the arts and higher education is guaranteed, and universities are self-governing, as provided in more detail by an Act (section 123).

As regulated in section 17 of the Constitution, the University of Oulu guarantees the right of the Sami to maintain and develop their own language and culture. The University's Gielagas Institute has the nationwide responsibility for Sami language and cultural studies and research at an academic level in Finland.

It is also regulated in the Constitution (section 18) that everyone has the right to earn their livelihood by employment, and no one shall be dismissed from employment without a lawful reason. Nature and its biodiversity, the environment and the national heritage are the responsibility of everyone (section 20).

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<sup>2</sup> The Constitution of Finland 11 June 1999/731. Available at: <http://www.finlex.fi/fi/laki/ajantasa/1999/19990731>. [Referenced 21 Oct 2015]

### 1.1.2 Act on Equality between Women and Men

According to the Act on Equality between Women and Men ([609/1986](#)<sup>3</sup>), the university must promote equality between women and men purposefully and systematically in its role as an authority and in all its activities, and create and consolidate administrative and operating practices that ensure the advancement of equality between women and men in the preparatory work undertaken on different matters and in decision-making. In particular, circumstances which prevent the attainment of gender equality must be changed. In addition, according to the Act on Equality between Women and Men, communities that organise training or education must ensure that girls and boys, and women and men, have equal opportunities to education and professional development, and that teaching, research and instructional material support attainment of the objectives of legislation. (section 4)

According to the Act on Equality between Women and Men, direct and indirect discrimination based on gender is prohibited. Direct and indirect discrimination, and sexual harassment, gender-based harassment and any order or instruction to engage in discrimination based on gender shall be deemed to constitute this kind of discrimination under the Act. (section 7) In addition, the action of an employer shall be deemed to constitute discrimination if the employer

- upon employing a person or selecting someone for a particular task or training, bypasses a more qualified person of the opposite sex in favour of the person chosen,
- upon employing a person, selecting someone for a particular task or training, or deciding on the duration or continuation of an employment relationship or the pay or other terms of employment, acts in such a way that the person finds themselves in a less favourable position on the basis of pregnancy or childbirth or for some other gender-related reason,
- applies the pay or other terms of employment in such a way that one or more employees find themselves in a less favourable position than one or more other employees in the employer's service performing the same work or work of equal value,
- manages the work, distributes tasks or otherwise arranges the working conditions in such a way that one or more employees find themselves in a less favourable position than other employees on the basis of gender, or
- gives notice on, terminates or otherwise discontinues an employment relationship, or transfers or lays off one or more employees on the basis of gender.

The action of an employer shall also be deemed to constitute prohibited discrimination when it is based on gender identity or expression of gender. (section 8)

The action of an educational institution or any other body providing training or education shall be deemed to constitute discrimination prohibited under the Act on Equality between Women and Men if a person is treated less favourably than others on the basis

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<sup>3</sup> Act on Equality between Women and Men 8 August 1986/609. Available at: <http://www.finlex.fi/fi/laki/ajantasa/1986/19860609>. [Referenced 21 Oct 2015]

of gender in student selections, the organisation of teaching, the evaluation of study performance or in any other regular activity of the educational institution or body, or is otherwise treated in the manner referred to in legislation. (section 8b)

In the Act on Equality between Women and Men, *direct discrimination based on gender* means treating women and men differently on the basis of gender, treating someone differently for reasons of pregnancy or childbirth, or on the basis of gender identity or the expression of gender. *Indirect discrimination based on gender* means treating someone differently by virtue of a provision, justification or practice that appears to be gender-neutral but where the effect of the action is such that the person may actually find themselves in a less favourable position on the basis of gender, or treating someone differently on the basis of parenthood or family responsibilities. (section 7)

In the Act on Equality between Women and Men, *sexual harassment* means verbal, non-verbal or physical unwanted conduct of a sexual nature. *Gender-based harassment* means unwanted conduct related to the gender of a person, gender identity or expression of gender that is not of a sexual nature. In both cases, the person's psychological or physical integrity is intentionally or factually violated and by which an intimidating, hostile, degrading, humiliating or offensive atmosphere is created. (section 7)

According to the Act on Equality between Women and Men, if an employer regularly has a staff of at least 30 employees working in employment relationships, the employer shall implement measures that promote gender equality as set out in a gender equality plan to be produced every other year that deals particularly with pay and other terms of employment. The gender equality plan shall be prepared in cooperation with staff representatives. (section 6 a)

In addition, educational institutions shall prepare the gender equality plan annually in cooperation with students or their representatives. Instead of the annual review, the plan may be prepared in educational institutions not less than once every three years. (section 5 a)

With regard to *employer status*, the gender equality plan must include:

- *an assessment* of the gender equality situation in the workplace, including details of the employment of women and men in different jobs and a survey of the grade of jobs performed by women and men, the pay for those jobs and the differences in pay (an agreement may be made locally to undertake the pay survey not less than once every three years if other parts of the gender equality plan are prepared annually),
- necessary *measures* planned for introduction or implementation with the purpose of promoting gender equality and achieving equality in pay, and
- *a review* of the extent to which measures previously included in the gender equality plan have been implemented and of the results achieved. (section 6 a)

With regard to *educational institution status*, the gender equality plan must include:

- *an assessment* of the gender equality situation in the educational institution, and
- necessary *measures* for promoting gender equality,
- *a review* of the extent to which measures previously included in the gender equality plan have been implemented and of the results achieved.

Special attention must be given to the attainment of gender equality in student selections and when organising teaching and evaluating study performance, and to measures to ensure the prevention and elimination of sexual harassment and gender-based harassment. (section 5 a)

### 1.1.3 Non-discrimination Act

The purpose of the Non-discrimination Act (1325/2014 4) is to promote equality and prevent discrimination as well as to enhance the protection provided by law to those who have been discriminated against (section 1). The Act applies to both public and private activities (section 2). The Act does not, however, apply to activities pertaining to private or family life or the practise of religion.

According to the Non-discrimination Act, the authorities shall evaluate the realisation of equality in their activities and take the necessary measures to promote the realisation of equality. These measures shall be effective, expedient and proportionate, taking into account the authorities' operating environment, resources and other circumstances. (section 5)

According to the Non-discrimination Act, 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 (section 8). Discrimination is prohibited, regardless of whether it is based on a fact or assumption concerning the person themselves or another. In the Non-discrimination Act, there is a separate reference to the Act on Equality between Women and Men (609/1986) that contains provisions on prohibition of discrimination based on gender and the promotion of gender equality (section 3).

According to the Non-discrimination Act, in addition to *direct and indirect discrimination, harassment, denial of reasonable accommodation* as well as an *instruction or order to discriminate* constitute discrimination (section 8). Discrimination is direct if a person, on the grounds of personal characteristics, is treated less favourably than another person was treated, is treated or would be treated in a comparable situation (section 10). Discrimination is indirect if an apparently neutral rule, criterion or practice puts a person at a disadvantage compared with others on the grounds of personal characteristics, unless the rule, criterion or practice has a legitimate aim and the means for achieving the aim are appropriate and necessary (section 13).

The deliberate or de facto infringement of the dignity of a person is harassment, if the infringing behaviour relates to a prohibited reason for discrimination, and as a result of the reason, a degrading or humiliating, intimidating, hostile or offensive environment towards the person is created by the behaviour. An employer's actions are to be considered discrimination if the employer, after having been informed that an employee in their employment was subjected to harassment, neglects to take action to remove the harassment. (section 14)

According to the Non-discrimination Act, different treatment does not constitute discrimination if the treatment is based on legislation and it otherwise has an acceptable objective and the measures to attain the objective are proportionate (section 11).

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<sup>4</sup> Non-discrimination Act 30 December 2014/2014. Available at: <http://www.finlex.fi/fi/laki/ajantasa/2014/20141325>. [Referenced 21 Oct 2015]

Different treatment is however justified even in the case that justifications for the treatment have not been provided for, if the treatment has an acceptable aim in terms of basic and human rights, and the measures to attain the aim are proportionate. However, this provision is not applied in connection with:

- 1) the use of public authority or the discharge of a public administrative function;
- 2) conditions for access to self-employment and to occupation or support for industrial and commercial activity;
- 3) access to education, including further education and retraining, or professional guidance;
- 4) the membership or involvement in an employees' or employers' organisation or other organisation, the members of which practise a particular profession, or the benefits provided for by the organisation;
- 5) different treatment on the grounds of ethnic origin (section 11)

Different treatment in employment relationships and service relationships under public law, as well as work experience placements and other equivalent activity and also when employing or engaging in service, is justified if the treatment is founded on genuine and determining requirements concerning the type of occupational tasks and their performance, and the treatment is proportionate to achieve the legitimate objective. Different treatment based on age or domicile is also justified if the treatment has an objectively and appropriately justified employment policy objective or an objective concerning the labour market, or if the different treatment is attributable to the age limits adopted for qualification for retirement or invalidity benefits. (section 12)

According to the Non-discrimination Act, *positive action*, that is proportionate and different treatment that aims to promote de facto equality, or to prevent or remove the disadvantages attributable to discrimination, does not constitute discrimination (section 9).

According to the Non-discrimination Act, all authorities (such as a university is an independent public institution) must have a plan of the necessary measures for the promotion of equality, that is a *non-discrimination plan* (section 5). In addition, an employer who regularly employs at least 30 persons must have a plan for the necessary measures for the promotion of equality. These measures and their effectiveness must be discussed with the personnel or their representatives (section 7). An education provider must also ensure that the educational institution has a plan for the necessary measures for promotion of equality (section 6).

Guides on preparing a non-discrimination plan can be found at <http://www.yhdenvertaisuus.fi/>.

#### **1.1.4 Other regulations to be taken into account**

In addition to the Constitution, the Act on Equality between Women and Men and the Non-discrimination Act, the promotion of equality and diversity is also discussed in EU's founding treaties, the Employment Contracts Act (55/2001), the Occupational Safety and Health Act (738/2002), the Government Action Plan for Gender Equality (2012-2015), and the Ministry of Finance's Recommendation about promoting equality in state offices and institutions (Suositus tasa-arvon edistämiseksi valtion virastoissa ja laitoksissa, available in

Finnish) (2/2007, 17 April 2007, section 1.8<sup>5</sup>). Diversity is also handled in the European Union Racial Equality Directive (2000/43/EC) and the Employment Equality Framework Directive (2000/78/EC).

Finnish legislation on discrimination prohibition is based on international human rights conventions, such as the International Covenant on Civil and Political Rights (7-8/1976), European Convention on Human Rights (18-19/1990), European Social Charter, and the International Labour Organisation's (ILO) Discrimination Convention no. 111. In addition, discrimination prohibitions are also included in employment, service relationship and criminal legislation.

### **1.1.5 Acts on equality and diversity and multiple discrimination**

Equality is regulated by the *Act on Equality between Women and Men* and diversity by the *Non-discrimination Act*.

The objectives of the Act on Equality between Women and Men are to prevent discrimination based on gender, to promote equality between women and men, and thus to improve the status of women, particularly in working life. In addition, the purpose of the Act on Equality between Women and Men is to prevent discrimination based on gender identity or expression of gender. (section 1)

Similarly, the purpose of the Non-discrimination Act is to promote equality and prevent discrimination as well as to enhance the protection provided by law to those who have been discriminated against (section 1). 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 (section 8).

A person may not necessarily be discriminated against on the basis of a single reason. An intersection between equality and diversity could be *multiple discrimination*, that is when a person is discriminated against on the basis of two or more reasons. Therefore, diversity and equality are not separate issues but, in the case of discrimination, they may be intertwined.

## **1.2 The objectives of work on equality and diversity at the University of Oulu**

As an employer, authority and educational institution, it is the responsibility of the University, in all its operations, to promote equality and diversity purposefully and systematically and establish such administrative and operative methods that ensure the promotion of equality and diversity when matters are being prepared and decisions are made. In particular, those conditions must be changed that prevent the attainment of equality or diversity.

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<sup>5</sup> <http://vm.fi/documents/10623/1115054/22007.pdf/086a1126-12bd-4471-81f3-6c5dacf077> [Referenced 21 Oct 2015]

The personnel principles of the University of Oulu are recorded in the University's Personnel Programme (2013-2015). In the programme, equality and diversity are recorded as basic principles of personnel planning.

All members of the university community are guaranteed to have equal working and studying conditions, and equal and non-discriminative opportunity to affect the planning and preparing of issues, regardless of gender or other personal factors. The University's internal channels for influencing and operating principles related to equality and diversity are communicated to all employees and students. Special attention is paid to groups that are liable to discrimination.

An equal number of men and women is always invited and appointed as members in workgroups, while considering the task of the workgroup; in other words, the principle is followed included in the Act on Equality between Women and Men that the proportion of both women and men must be at least 40 per cent (section 4a of the Act on Equality between Women and Men "Composition of public administration bodies and bodies exercising public authority"). Similarly, members are appointed to workgroups and similar in representative proportions and equally from various personnel and student groups.

The objective of work on equality and diversity carried out in the University is to promote equal and non-discriminative treatment of employees and students and prevent discrimination and address any flaws with the help of multi-channel and multi-directional communication. Diversity between the members of a community and gender equality must be a key principle in all operations of the University. This objective steers work on equality and diversity carried out in faculties and units.

In addition, the objective of work on equality in the university is the *mainstreaming* of equality and diversity. In the university, this means the organisation, openness, development and assessment of decision-making and operation in such a way that operators promote equality and diversity at all levels and all phases; in other words, they are adopted in all operation in the university with a so-called *transparency principle*. An important way to mainstream equality in particular is a pre-assessment of decisions and operations from the point of view of gender effects that they will produce (*gender impact assessment*).

### **1.3 Organisation of work on equality and diversity**

In the University of Oulu, work on equality and diversity is the responsibility of an Equality and Diversity Committee, which is appointed by the Rector for a three-year-term at a time. The Equality and Diversity Committee consists of the chairs of faculty workgroups on equality and diversity, representatives from student and employee organisations, and experts (the Student Union's social policy secretary, a university lecturer from Women's and Gender Studies, the human resources director, and an accessibility contact person). The chair of the Committee is appointed by the Rector.

Three common equality and diversity workgroups have been set up in faculties, and in addition, equality contact persons have been appointed in units. Student organisations may have their own appointed persons responsible for equality.

The Equality and Diversity Committee also has the main responsibility for developing and monitoring work on accessibility with regard to diversity.

In addition, work on accessibility is carried out in the faculties' three common equality and diversity workgroups. Accessibility issues are also related to the duties of the university's steering development workgroup, human resources services, and student welfare workgroup.

It is the duty of the University management to promote and supervise the implementation of procedures presented in the Equality and Diversity Plan in units. It is necessary that the management supports and sets an example for work on equality and diversity. However, the implementation of procedures requires that all members of the community, the personnel as well as students, are committed.

Persons who are actively involved in work on equality (such as members of the Equality and Diversity Committee and equality and diversity workgroups, representatives of students and special groups, volunteers, etc.) and unit management form a network in the University of Oulu. It is the duty of the members of this network to implement work on equality and diversity and integrate it into the everyday operation in their units.

#### **Procedures related to the organisation of work on equality and diversity**

- Operating methods and structures for work on equality and diversity are still being developed in faculties, research units and units, and these good practices are communicated and applied throughout the University. RESPONSIBLE PARTY: Faculties, research units, units, equality and diversity workgroups, and the Equality and Diversity Committee.
- All faculties must appoint representatives to the faculties' three common equality and diversity workgroups. RESPONSIBLE PARTY: The Equality and Diversity Committee, faculties.
- The Equality and Diversity Committee hands out annually an Equality and Diversity Award of the University of Oulu, the purpose of which is to help members of the university community become aware of the importance of work on equality and diversity. RESPONSIBLE PARTY: Awarded by the Equality and Diversity Committee.
- The University's Equality and Diversity Committee monitors accessibility in the university environment and organises necessary development actions. RESPONSIBLE PARTY: The Equality and Diversity Committee.

#### **1.3.1 The University's Equality and Diversity Committee and its duties**

The University's Rector appoints the Equality and Diversity Committee for a three-year-term<sup>6</sup>.

The Equality and Diversity Committee is responsible for

- acting as a cooperation forum at the university level that collects and conveys information and expertise on issues related to equality and diversity to the whole university community in cooperation with internal operators of the University as well as

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<sup>6</sup> The composition of the Committee: <https://notio.oulu.fi/fi/turvallisuus-tyoterveys-ja-hyvinvointi/tasa-arvo-ja-yhdenvertaisuus> [Referenced 21 Oct 2015]

external experts, and organises training, communication and events for the university community in order to promote equality and diversity in the University,

- preparing the University's Equality and Diversity Plan according to legislation on equality and diversity,
- surveying, monitoring and promoting the fact that the Equality and Diversity Plan is up-to-date as well as the implementation of procedures recorded in the plan concerning the staff and students regularly and in a persevering and consistent manner, and
- communicating and reporting annually to the University management on their operation.

### **1.3.2 Equality and diversity workgroups of faculties and units and their duties**

The faculties' three common equality and diversity workgroups are responsible for work on equality and diversity in faculties. On the basis of the faculties' special needs, they prepare operating plans that follow the University's Equality and Diversity Plan. The operating plans focus on the faculties' own focal points concerning equality and diversity.

In their unit/faculty, equality and diversity workgroups are responsible for

- acting as a cooperation forum at faculty level that collects and conveys information and expertise on issues related to equality and diversity, and communicates on issues related to equality and diversity in relevant faculties and units and to the Equality and Diversity Committee,
- preparing an operating plan concerning the work on equality and diversity in relevant faculties, and surveying, monitoring and promoting the fact that the plan is up-to-date as well as the implementation of procedures recorded in the plan regularly and in a persevering and consistent manner,
- surveying, monitoring and promoting the implementation of equality and diversity in relevant faculties, and making decisions on procedures on the basis of the results of the survey, and
- reporting to the University's Equality and Diversity Committee on their equality and diversity operation as well as in connection with annual result negotiations to relevant faculties and further to the Rector.

#### **Procedures related to the duties of the Equality and Diversity Committee and equality and diversity workgroups**

- Members of the Equality and Diversity Committee and equality and diversity workgroups as well as equality contact persons may include work on equality in their duties and work plans. RESPONSIBLE PARTY: Directors, the Equality and Diversity Committee, and equality and diversity workgroups.
- In general, the faculties' common equality and diversity workgroups are appointed for the same three-year-term as the University's Equality and Diversity Committee. The representation of both genders must be at least 40% in the workgroups, and the members of the workgroups must equally represent various personnel groups. Students must also be represented in the workgroups. It is recommended that international staff

members also take part in the operation of the workgroups. RESPONSIBLE PARTY: Faculties, equality and diversity workgroups, student organisations.

- The equality and diversity objectives of faculties and units are described in their operating plans, and they report on reaching the objectives annually. RESPONSIBLE PARTY: Equality and diversity workgroups of faculties and units.
- The Equality and Diversity Committee ensures through communication and training that faculties and other units as well as student organisations are aware of the importance of work on equality and diversity, and that faculties are aware of the importance of work in connection with result negotiations. RESPONSIBLE PARTY: The Equality and Diversity Committee, and equality and diversity workgroups.
- The Equality and Diversity Committee prepares the Equality and Diversity Plan concerning the University's position as employer and educational institution. The student representatives on the Committee ensure that the students' perspective is taken into consideration when the plan is being prepared. Once the plan is drafted, the University's co-operation council issues a statement on the draft, and the Committee makes necessary changes to the plan on the basis of the statement. Once completed, the plan is approved by the Rector. RESPONSIBLE PARTY: The Equality and Diversity Committee, co-operation council, Rector.
- The Equality and Diversity Plan concerning the University's position as employer and educational institution is based on a survey of the status of equality and diversity, and it is updated regularly due to relevant changes in legislation that affect work on equality and diversity. RESPONSIBLE PARTY: The Equality and Diversity Committee.

### **1.3.3 Educating staff and students about work on equality and diversity**

Training must be provided to the University management and personnel as well as students in order to mainstream issues related to equality and diversity. In order to do this, the Equality and Diversity Committee and equality and diversity workgroups organise communication and training sessions and distribute information in other ways to equality and diversity operators and other members of the community.

Personnel's competence in matters related to equality, diversity and accessibility is supported with personnel training. Contents on diversity and gender equality are included especially in personnel induction and the pedagogic training of people with teaching duties to ensure that there are people who have received the training in each unit. Similarly, undergraduate and postgraduate students may include study modules related to equality, diversity and ethics in their studies. They can also be added in the curriculum.

#### **Procedures: Educating staff and students about work on equality and diversity**

- An annual theme event or training will be arranged to the university community on promoting equality and issues related to accessibility and preventing discrimination. RESPONSIBLE PARTY: The Equality and Diversity Committee, and equality and diversity workgroups.
- The Committee and workgroups participate in theme events or trainings organised by others on promoting equality and issues related to accessibility and preventing discrimination. RESPONSIBLE PARTY: The Equality and Diversity Committee, and equality and diversity workgroups.

- Teaching and guidance personnel are trained in teaching and guiding students who require special support or who belong to various disability groups. RESPONSIBLE PARTY: The Equality and Diversity Committee, and equality and diversity workgroups.
- Training related to gender equality and diversity is also included in management training and pedagogic studies at the academic level. RESPONSIBLE PARTY: The Equality and Diversity Committee and workgroups, human resources services, the Faculty of Education as the responsible party for pedagogic studies at the academic level.
- Employees who have been assigned to participate in work on equality and diversity in faculties and units will receive customised training on equality and diversity issues. RESPONSIBLE PARTY: The Equality and Diversity Committee, equality and diversity workgroups, faculties.
- Training material on equality will be produced for units within the available resources. RESPONSIBLE PARTY: The Equality and Diversity Committee, equality and diversity workgroups, faculties.

## 1.4 Communication on equality and diversity

A basic condition for the profitable operation of the University is a functional, internal and interactive communication, which is also a prerequisite for a pleasant and motivating working and studying environment. In practice, a dialogue between people helps us understand each other's views and feelings, dissolves misunderstandings, prejudices, stereotypes, fears, tensions, reserves and improves openness and mutual trust, and thus promotes well-being at work and studies.

Open communication that takes confidentiality into account creates a common knowledge base for the personnel, clarifies reasoning behind decisions, and supports smooth operation in a work community. Open communication prevents problems due to unawareness. In addition, open communication promotes the University's public community image, respect and attractiveness.

The objective of communicating equality and diversity issues is to help the members of the community become aware of work on equality and diversity carried out in the University, faculties and units, and identify any discrimination that takes place in the University. In this way, the promotion of equality and diversity can be effected in the University of Oulu.

Issues related to equality and diversity are communicated on the University's intranet website, especially on the University's equality website<sup>7</sup> and other appropriate forums as necessary, such as internal Notio notices targeted at University staff and students.

Communication channels of the university community include the intranet Notio, social media, mailing lists and other means of communication used by students and the personnel. If necessary, separate reports will be published on equality and diversity issues.

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<sup>7</sup> <https://notio oulu.fi/fi/turvallisuus-tyoterveys-ja-hyvinvointi/tasa-arvo-ja-yhdenvertaisuus> [Referenced 21 Oct 2015]

Statistics that are necessary for the equality and diversity of the staff and students are included annually in the Personnel data document<sup>8</sup> and/or faculties' equality reports (equality and diversity reports). Information on these statistics will be provided in the above-mentioned forums.

All electronic communication (intranet websites, etc.) follows the Web Content Accessibility Guidelines (*Web Content Accessibility Guidelines* <sup>9</sup>). These guidelines specify the international standard on the accessibility of online content. According to the guidelines, accessibility is a property of web content that will enable various kinds of users to use content in various situations with the help of various devices and customer programmes. The guidelines are designed so that various use situations and web architecture technologies have been taken into account.

### **Procedures: Communication on equality and diversity**

- Interactive communication requires action from both the senders and recipients of messages. The work duties of personnel include following the University's communication. Students must also participate in the communication. RESPONSIBLE PARTY: All members of the university community.
- Publications on equality and diversity are published in the communication channels of the University and the Student Union. New communication methods are adopted, if necessary. RESPONSIBLE PARTY: The Equality and Diversity Committee, common equality and diversity workgroups of faculties and units, the Student Union.
- Information, guidelines, contact information and operating documents related to equality and diversity as well as other material, such as forms and sufficient guidance and support are produced on the University's intranet pages at least in Finnish and English and as regulated in the Web Content Accessibility Guidelines. This applies to the websites of the Equality and Diversity Committee, equality and diversity workgroups of faculties and units, and the Student Union. RESPONSIBLE PARTY: The Equality and Diversity Committee, common equality and diversity workgroups of faculties and units, the Student Union.
- Current standards and accessibility guidelines and recommendations are followed when the University's internet and intranet websites are being created, developed and updated. RESPONSIBLE PARTY: Website producers.
- The University's internal and external electronic communication uses only, or also, such formats to transmit text as are accessible to those with visual impairments and others with reading impediments. These include txt, rtf, Word, HTML, Daisy and structural PDF format that contains a text layer. RESPONSIBLE PARTY: Producers of notifications.
- The Equality and Diversity Committee communicates current issues on their intranet site and directly to the chairpersons and secretaries of equality and diversity

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<sup>8</sup> <https://notio oulu.fi/fi/johtaminen/toiminnanohjaus-ja-raportointi/henkil%C3%B6st%C3%B6tiedot> [Referenced 21 Oct 2015]

<sup>9</sup> Web Content Accessibility Guidelines (WCAG) 2.0. Official Finnish translation (16 February 2011). Available at: <http://www.w3.org/Translations/WCAG20-fi/>. [Referenced 21 Oct 2015].

workgroups in faculties and the guidance personnel of faculties (such as officers of study affairs, teacher tutors, etc.). Similarly, they report to the Equality and Diversity Committee on relevant issues. RESPONSIBLE PARTY: The Equality and Diversity Committee, common equality and diversity workgroups of faculties and units, the Student Union.

## 1.5 Compilation of statistics, monitoring and impact assessment

The Equality and Diversity Plan must be based on a survey on equality and diversity situation and procedures according to the survey. The implementation and impact of the plan must be monitored and assessed. This requires information on previous development. Equality and diversity operators can acquire this information by using and analysing surveys, statistics and research that have been carried out in the University of Oulu and other universities. According to an impact assessment based on annually compiled statistics, changes will be made in the selection of procedures and preparation of the next Equality and Diversity Plan.

Statistics that are specified on the basis of gender provide quantitative information on the development of gender equality in the University. They also allow us to study problematic horizontal (women study or work in different fields and duties than men) and vertical segregation (women and men operate at different levels of a hierarchy) in the University and develop procedures that end segregation. Similarly, statistics related to diversity bring forward any problems related to the status of international personnel and students, for example.

Statistics that are necessary for work on equality and diversity are compiled and monitored regularly in the University of Oulu with the help of a Personnel data document and KOTA database, for example. Personnel statistics are compiled annually and are published in connection with financial statements. Based on observations that have been made on the analysis of the statistics, necessary measures will be taken in order to promote equality and diversity.

### **Procedures: Compilation of statistics, monitoring and impact assessment**

- On the basis of statistics, monitoring and impact assessment, information is acquired regularly on the status of equality and diversity of staff and students in the University and necessary measures are taken on the basis of the findings. RESPONSIBLE PARTY: The Committee, workgroups, directors, UniOGS, student organisations.
- At least the following information is surveyed and included in the statistics related to the equality and/or diversity of research and doctoral training, that is post-graduate studies. RESPONSIBLE PARTY: The Committee, workgroups, directors, UniOGS.
  - Distribution of men and women in doctoral programmes, and Finnish and international personnel, for example (including student selections),
  - monitoring is carried out into whether the University's own post-graduate grants are allocated evenly between men and women/Finnish and international personnel,
  - shares of those who have defended their doctoral thesis by gender and nationality in the various fields of study in the University of Oulu.

- At least the following information is surveyed regularly and included in the statistics related to the equality and/or diversity of teaching and studying with the help of student statistics and surveys, for example. RESPONSIBLE PARTY: The Committee, workgroups, directors, Academic Affairs, student organisations.
  - shares of applicants who have applied/are applying for a degree student and post-graduate student position by gender, field, the number of graduates and students who have dropped out annually, the number of students admitted compared to graduates, according to faculties' equality reports,
  - reasons for changing a field of study or terminating studies,
  - students moving over to working life from the point of view of both gender equality (men/women in the field in question) and diversity (for example, the employment of international personnel compared to Finnish personnel).
- Statistics are compiled of the equality and diversity effects of the University's salary system. RESPONSIBLE PARTY: Personnel services.
- Well-being surveys and atmosphere charting, for example, are carried out in order to plan procedures for developing working conditions and environment as well as salary equality. RESPONSIBLE PARTY: Personnel services.
- Statistics on the use of family policy rights are produced and analysed by gender, personnel group and faculty in order to reconcile work and family life. RESPONSIBLE PARTY: Personnel services.
- The Equality and Diversity Committee monitors which groups are liable to various kinds of discrimination, and which factors pose a risk for discrimination in the University of Oulu. RESPONSIBLE PARTY: The Equality and Diversity Committee.
- Academic Affairs compile statistics about students' needs for special support on a general level. RESPONSIBLE PARTY: Academic Affairs, accessibility contact person.

## **2 EQUAL AND DIVERSE UNIVERSITY OF OULU**

The University's Equality and Diversity Plan must be based on procedures following a survey on the equality and diversity situation with regard to the University's position as employer and educational institution. The University is concurrently an employer, and a working and studying community the members of which include research, teaching and other staff as well as students at various stages of their studies. A well-being survey is conducted every other year in the University of Oulu, and a Bachelor feedback survey is annually conducted for students.

### **2.1 Working and studying environment**

### **2.1.1 Leadership in promoting equality and diversity**

Good leadership on all levels is required in the personnel programme of the University of Oulu. According to the objectives of the personnel programme, key issue entities include the following:

- personnel planning and recruitment of personnel
- leadership and the well-being of the work community
- competence development.

Good leadership means that personnel are treated fairly and equally in connection with recruitment, salary and career development, and reconciliation of family life and work. Directors must ensure that everyone is guaranteed to have equal working conditions, and that they receive induction to their duties. Directors must also ensure that all employees have an equal and fair opportunity to participate in continuation and further education, and personnel training.

All of the staff of the University and students must intervene in any faults detected in the community, but directors in particular have the main responsibility in this regard. Directors must prevent discrimination, harassment and bullying and intervene immediately in any discrimination, gender-based or sexual harassment, and abuse or bullying at the workplace.

The early support model <sup>10</sup> adopted in the University in the autumn of 2011 is a tool for detecting, addressing and solving various kinds of problems related to an individual, the work community and the whole organisation. Early support promotes an atmosphere of attention and caring, and it is thus a part of the safety net of a well-operating work unit.

### **2.1.2 Recruitment and career development**

According to the Act on Equality between Women and Men, every employer must act in such a way that job vacancies attract applications from both women and men, promote the equitable recruitment of women and men in the various jobs and create for them equal opportunities for career advancement. The Non-discrimination Act is applied to employment criteria and terms, and career advancement.

In the personnel programme of the University of Oulu, the basis for personnel planning consists of the University's strategic objectives, profitability and the equality and diversity of personnel. The objective is an equal and fair distribution of work and allocating the requisite number of staff proportionate to the amount of work. The necessity and emphases of new and opening vacancies are evaluated in the personnel programme. The number of jobs is balanced at various stages of a researcher career. The career programmes of all personnel groups are developed in a balanced manner.

The most important asset of the University is motivated personnel who are of high-quality competence-wise. With regard to recruitment, high-quality advertisements for jobs and education that take equality and diversity perspectives into account promote an image of the suitability of various jobs or fields to genders. In addition, during application processes, publication practices must be identified, for example, between various disciplines

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<sup>10</sup> The University of Oulu. Early support model. Available (in the internal network of the University): <https://notio.oulu.fi/fi/ohjeet/Sivut/Varhaisen-tuen-malli.aspx> [Referenced 21 Oct 2015].

and internally within a discipline, and their effects must be taken into account equally so that applicants will be evaluated fairly. Staff members' opportunities for career advancement are improved by targeting the maintenance and development of professional expertise equally to all personnel groups. In this way, equality and diversity will be taken into account in career development.

### **Procedures: Recruitment and career development**

- Selection criteria are specified in advance when positions are filled. Equality and diversity perspectives must be taken into account in the criteria. RESPONSIBLE PARTY: Persons responsible for recruitment, position fulfilment workgroups, etc.
- A person is selected for a task who complies in the best and most appropriate manner with the requirements concerning education, competence and suitability for the task in question. As a measure to promote equality, if applicants are equal in terms of their competence and suitability a representative of a minority gender is favoured. RESPONSIBLE PARTY: Position fulfilment workgroups, units' management teams, Faculty Councils.
- There must be an equal number of men and women as well as representatives of various personnel groups and students for the task in question at the various phases of the position fulfilment process and as interviewers. RESPONSIBLE PARTY: Position fulfilment workgroups, units' management teams, Faculty Councils.
- Representatives of the minority gender or another minority (such as various nationalities) are encouraged to apply for duties that have a majority of men or women or in which representatives of the group in question are unjustifiably in the minority. RESPONSIBLE PARTY: Directors, persons responsible for recruitment.
- Equality and diversity perspectives are taken into account in the personnel plans of faculties and other units. RESPONSIBLE PARTY: Management of faculties and units.
- Directors hold assessment and development discussions regularly with all employees. Discussions also include equality and diversity issues. Providing training and information for employees and directors ensures that any unequal factors in discussions can be identified and removed. RESPONSIBLE PARTY: Directors.
- It is ensured that everyone has an equal opportunity, in comparable situations, to participate in personnel training, especially when the training in question affects the person's career advancement possibilities. RESPONSIBLE PARTY: Directors.
- Both genders are guaranteed to have equal opportunities to advance in their career. The share of the underrepresented gender, especially in managerial duties, is improved with the help of training, job rotation and new responsibility areas, for example. RESPONSIBLE PARTY: Directors.
- When persons are selected for managerial duties and administration, as examiners for theses, opponents and experts on position fulfilment, men and women are put forward equally and selected for the positions. RESPONSIBLE PARTY: Directors.
- There is monitoring of how the equal career development of doctorate students, researchers and lecturers is implemented in various disciplines on the basis of gender. RESPONSIBLE PARTY: Directors.

### 2.1.3 Working conditions and salary

According to the Act on Equality between Women and Men, an employer must promote equality between women and men in the terms of employment, especially in pay, and develop working conditions to ensure they are suitable for both women and men. The Non-discrimination Act is applied to working conditions and personnel training. As an employer, the University must ensure the functionality of the work community, the personnel's development opportunities, secure service relationships and a possibility to a balanced reconciliation of private life and work.

Work and working conditions as well as personnel training are developed in the University of Oulu in such a way that they will maintain the employees' health, safety and well-being at work while taking the equality between men and women into account. Working conditions and salaries are monitored, and necessary measures are taken on the basis of observations. The objective is to ensure equal treatment of employees in comparable situations.

The objective of the University's salary policy is to be fair, equal and encouraging. In the salary system (YPJ) that is used in the University, the salary is determined on the basis of the level of difficulty of duties and personal performance. Fair evaluation of the level of difficulty and performance ensures a salary that is equal and diverse.

#### **Procedures: Working conditions and salary**

- If working conditions are unjustifiably such that they are not suitable to both genders or all personnel groups, measures will be taken to change the working conditions to be equal and diverse. RESPONSIBLE PARTY: Directors, human resources services.
- Units, research units and faculties organise regularly so-called "What's going on" meetings. Similarly, directors are instructed to hold regular workplace meetings in their units. RESPONSIBLE PARTY: Directors, directors' directors.
- Those who are included in the total working time system prepare annual work plans and discuss them with their directors in order to promote equal distribution of work in units. RESPONSIBLE PARTY: Directors and the personnel.
- The University of Oulu strives to influence the fact that the assessment of the level of difficulty of work and performance in work duties is developed in such a way that equal salary policy will be implemented with regard to gender equality and diversity. RESPONSIBLE PARTY: Human resources services.
- Equality in terms of salary is promoted by reducing horizontal and vertical segregation (horizontal: women work in different fields and duties than men; vertical: women and men operate at different levels of a hierarchy). RESPONSIBLE PARTY: Directors, the personnel, human resources services.

### 2.1.4 Reconciliation of family life, work and/or studies

According to a definition by Statistics Finland<sup>11</sup>, a family consists of a married or cohabiting couple or persons in a registered partnership and their children living together; or either of the parents and his or her children living together; or a married or cohabiting couple and persons in a registered partnership without children. A family can consist of no more than two successive generations. A family with underage children refers to a family which has at least one child aged under 18 living at home.

Research, teaching and other staff that are part of the university community as well as students at various stages in their studies. Even if the members of the community do not have a family according to the definition stated above, they must have equal opportunities along with people with families to operate in the working environment and/or study. According to the Act on Equality between Women and Men (section 6), every employer must facilitate the reconciliation of working life and family life by paying attention especially to working arrangements. In the University, this applies to both the staff and students. As employer and educational organisation, the University must ensure such practices that enable people with families to work and/or study according to child day care and school schedules, for example.

A positive and encouraging attitude of the work community and support for using parental leaves are essential when reconciling work duties and family life. Although the amount of parental leaves taken by men has increased in recent years, parental leave is still mainly taken by women. An alternation of parental leaves within a family helps women advance in their academic career. At the same time, fair and diverse distribution of work duties can also be improved in work units and between various work units when men and women would use leaves more evenly.

#### **Procedures: Reconciliation of family life, work and/or studies**

- Directors follow the personnel principle of the University of Oulu according to which taking a parental leave must not be an obstacle to the continuation of temporary employment during a parental leave or afterwards, and an assessment that is mainly based on previous years must not lead to any kind of discrimination. RESPONSIBLE PARTY: Directors, human resources services.
- Flexible working hours and work arrangements are used to improve the possibilities of University staff to take care of, in addition to their children, their own or their spouse's parents, for example. RESPONSIBLE PARTY: Directors, human resources services.
- Practices related to studies, such as teaching and examination schedules, must be prepared in such a way that they enable the reconciliation of teaching and study with private life equally and diversely. RESPONSIBLE PARTY: Degree programme committees, persons responsible for planning the curriculum, lecturers, the Student Union.
- The fair alternation of work and leisure time for both subordinates and those with managerial duties is ensured with means such as an appropriate distribution of tasks, work

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<sup>11</sup> Statistics Finland. Information about the statistics. Concepts and definitions. A definition of a family. Available at: <http://www.stat.fi/meta/kas/perhe.html>. [Referenced 21 Oct 2015].

plans, substitutions, using remote work possibilities, etc. RESPONSIBLE PARTY: Directors, directors' directors, human resources services.

- Men are encouraged to take paternity and parental leaves and participate in caring for their sick child. RESPONSIBLE PARTY: Directors, human resources services, lecturers, the Student Union.
- The director responsible for a research project promotes the extension of a research funding period and/or additional funding in order to extend the service relationship of researchers who are on a family leave, doctorate students and other personnel with the equivalent period of time. The funding period may be extended up to a year due to a child care leave. Similarly, the time used for national service (military service or civil service) is compensated during the research funding period by applying the same principle. RESPONSIBLE PARTY: Directors responsible for research projects.

### **2.1.5 Accessibility and availability in the University**

Gender equality and diversity include promoting *accessibility*. Accessibility refers to the creation of a physical, attitude and social environment in a way that allows each individual, regardless of their qualities, to function equally with everyone else. Besides the accessibility of a built environment, the concept of accessibility also refers to the accessibility of services, communication and interaction between people. Accessibility concerns all students and the entire staff of the University. It is particularly important to those members of the university community who have a disability, or who are older or belong to a cultural or linguistic minority.

Accessibility can be divided into the following areas, for example, that are not unambiguous, clearly defined or mutually exclusive:

- *Physical* accessibility means good *availability* of the environment, infrastructure and available devices, software and services. The concept of availability is not only limited to moving and accessing something but it also applies to the usability of the above-mentioned with the help of senses.
- *Mental* accessibility refers to abilities, knowledge and skills that individuals need to be able to function in a well-rounded manner in their operating environments.
- *Attitude-related* accessibility means accepting difference and equality.
- *Social* accessibility means equal opportunity by persons who belong to various professional groups or otherwise specified groups to operate in a community.
- *Communication-related* accessibility means equal availability of information.

The objective of work on accessibility in the University of Oulu is to develop facilities, services and operations in such a way that they are accessible to those who operate in the community as well as possible. This requirement also applies to outsourced services. The Non-Discrimination Act requires that employers and education providers take so-called reasonable accommodation in order to support the access of disabled persons to work or education, and help them cope at work and advance in their career. Study-related special

arrangements that increase accessibility are described in more detail in the section Education development, student and career counselling.

Since the beginning of 2009, Student and Career Counselling has included the services of a Study Counselling Psychologist, who also acts as the accessibility contact person in the University. The services of the Study Counselling Psychologist are mainly targeted at students who need special support in their studies. Students who need special support are also served by the University's mentor network, and work on accessibility is also carried out by the Equality and Diversity Committee and the students' well-being workgroups. The University's external development partners include the ESOK project that focuses on accessibility work in higher education<sup>12</sup> and various other organisations.

#### **Procedures: Accessibility and availability in the University**

- All materials of the University including documents, forms, programmes, the strategy and plans are prepared and assessed, while taking diversity and equality into account, in such a way that they are equal from the perspective of gender equality and diversity, and functional from the perspective of accessibility and availability. RESPONSIBLE PARTY: The Equality and Diversity Committee, common equality and diversity workgroups of faculties and units, units, the Student Union, etc.
- At the faculty level, equality and diversity workgroups are responsible for accessibility issues. RESPONSIBLE PARTY: Faculties' common workgroups.
- The accessibility perspective is taken into account in all repair and renovation tasks in the University's facilities. RESPONSIBLE PARTY: The Equality and Diversity Committee, estate and security services.
- Information is provided about the possibility of special arrangements during study, entrance examinations and other similar situations. Clear operating instructions are given to students for the situation in question. RESPONSIBLE PARTY: Persons responsible for teaching and selections, education providers, an accessibility contact person.
- Education materials are selected and prepared in such a way that, if necessary, they can be provided in a format that is accessible to those with visual impairments and others with a reading-related disability. RESPONSIBLE PARTY: Education providers.
- The equal implementation of information and communication technology in work, teaching, research and studying is ensured in a such a way that a person's possibility to perform their duties, educate themselves and access necessary equipment and materials does not depend on their gender, status or another similar factor. RESPONSIBLE PARTY: Units' management.
- Electronic data systems used by students and the personnel must have better usability and accessibility while considering those with visual impairments, for example. RESPONSIBLE PARTY: Information management, units, education providers.
- The expertise of disability and patient organisations is used as much as possible in all questions related to accessibility. RESPONSIBLE PARTY: The Equality and Diversity Committee, estate and security services.

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<sup>12</sup> Inclusive Higher Education project - ESOK project. Available at: <http://esok.jyu.fi/>. [Referenced 21 Oct 2015].

## 2.1.6 Preventing harassment and bullying in a work and study environment

In the university community, good cooperation respects the principles of gender equality and diversity, and thus promotes the university community's ability to succeed in its basic tasks. The objective is to embed an approach that takes gender into account and emphasises diversity in all planning that applies to the personnel, students and the working and studying environment as well as preparation of issues, implementing decisions and evaluating them.

Preventing harassment and abuse occurring in a working environment is mental occupational safety and part of good personnel management. The personnel programme of the University of Oulu emphasises the equal respect for and equal working conditions of both genders, various fields, various groups of personnel and students, and individuals with various service relationships. As employer, the University will not accept gender-based and other discrimination or inappropriate treatment. The implementation of equality and diversity is an essential part of workplace democracy with which hierarchies on the basis of gender or that are otherwise unfounded can be avoided.

The Act on Equality between Women and Men and the Occupational Safety and Health Act are applied when cases involving harassment and abuse are addressed. According to section 28 of the Occupational Safety and Health Act (738/2002<sup>13</sup>), the employer, after becoming aware of *inappropriate treatment*, shall by available means take measures to remedy the situation. According to the Act on Equality between Women and Men, *sexual (sexual or gender-based) harassment* shall be deemed to constitute discrimination under legislation. According to section 8d of the Act on Equality between Women and Men, the action of an employer shall be deemed to constitute discrimination prohibited under this Act if, upon receiving information that an employee has been a victim of sexual or other gender-based harassment in the workplace, the employer neglects to take the steps available to eliminate the harassment. According to the Act on Equality between Women and Men, the employer must intervene in gender-based harassment as soon as they become aware of the situation. Regardless of this, every member of the work community must intervene in harassment if they detect it.

*Gender-based and sexual harassment* and/or abuse is unwanted and one-sided, either physical or verbal behaviour that the target finds unpleasant or offensive, or that violates their right to study or work in peace, individual freedom or self-determination. Harassment may be targeted at a single person, or it may also be targeted at a group in a teaching situation, for example.

*Bullying at work* refers to inappropriate treatment, that is long-term, repeated and such seriously negative behaviour towards another member of the work community that it endangers the health of the person in question. Bullying often occurs as intentional, continuous and systematic oppression, unfair treatment, action or behaviour that oppresses the person being bullied and against which that person is defenceless.

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<sup>13</sup> Occupational Safety and Health Act 23 August 2002/738. Available at: <http://www.finlex.fi/fi/laki/ajantasa/2002/20020738>. [Referenced 21 Oct 2015]

The Equality and Diversity Committee of the University of Oulu has prepared *guidelines for dealing with situations related to sexual harassment, abuse and bullying*<sup>14</sup>. The guidelines are intended for those who have been subjected to harassment, and the directors of units who must always immediately intervene in harassment, whether it is targeted at a member of staff or student community. In addition, faculties and the Student Union have appointed their own contact persons who can be contacted in case of harassment. The occupational safety and health manager is the contact person for the whole personnel of the University

In addition, a so-called early support model<sup>15</sup> was adopted in the University in the autumn of 2011. It is a tool for detecting, addressing and solving problems related to an individual, work community and the whole organisation. Early support promotes an atmosphere of attention and caring, and it is thus a part of the safety net of a well-operating work unit.

### **Procedures: Preventing harassment and bullying in a work and study environment**

- Directors and members of the university community will intervene in inappropriate treatment, bullying and harassment at workplace. Cases involving harassment and bullying will be processed according to issued instructions. RESPONSIBLE PARTY: Directors, the university community.
- Faculties, units and student organisations appoint contact persons who are trained to detect and become aware of harassment. Anyone can turn to contact persons in case of harassment, abuse and bullying, and it is their duty to progress the matter. RESPONSIBLE PARTY: Faculties, units, student organisations.

## **2.2 Research and researcher training**

According to the Constitution, the universities are self-governing (section 123), and the freedom of science, the arts and higher education is guaranteed (section 16). The Constitution guarantees the right to express, disseminate and receive information, opinions and other communications (section 12). According to the Act on Equality between Women and Men, communities that organise training or education must ensure that girls and boys, and women and men, have equal opportunities to education and professional development, and that teaching, research and instructional material support the attainment of the objectives of the Act (section 5). According to section 20 of the Constitution, research is also related to the fact that nature and its biodiversity, the environment and the national heritage are the responsibility of everyone.

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<sup>14</sup> Preventing harassment and bullying in the University of Oulu. Available at: [https://notio.oulu.fi/fi/ohjeet/\\_layouts/15/WopiFrame2.aspx?sourcedoc=/fi/ohjeet/Documents/KiusaaminenFIwww%20\(2\).pdf&action=default](https://notio.oulu.fi/fi/ohjeet/_layouts/15/WopiFrame2.aspx?sourcedoc=/fi/ohjeet/Documents/KiusaaminenFIwww%20(2).pdf&action=default) [[Referenced 21 Oct 2015]

<sup>15</sup> <https://notio.oulu.fi/fi/turvallisuus-tyoterveys-ja-hyvinvointi/tyohyvinvointi/varhaisen-tuen-malli> [Referenced 21 Oct 2015]

Government Report on Gender Equality (VNS 7/2010<sup>16</sup>) takes a stand on promoting the research careers of women in the post-doctoral phase and states that the phase in question is the worst bottleneck for women in order to advance in their academic career. In the report, it is stated that

*“Promotion of gender equality in research careers remains a topical issue, even though more than 60% of those completing master’s degrees are women. Special attention should be focused on the post-doctoral phase and in particular the fact that women are slow to gain appointments to senior teaching and research posts, particularly as professors, despite the broad recruitment base. Several measures were proposed in the 2000s to promote women’s academic careers. The Ministry of Education and Culture, universities, research funding organisations and research institutions will ensure in their respective domains that these measures are implemented and monitored. The overall goal is to include issues related to women’s academic careers and gender equality in research in all science and university policy. The successful gender equality efforts of the Academy of Finland will be continued, and the know-how accumulated will be used for the broader promotion of gender equality in the area of research and science policy. Active promotion of gender equality requires more data analysed by gender for instance on research funding and evaluation practices and on academic career progress.”*

Doctoral programmes have improved the equality of doctoral students (by compensating the time used for maternity and paternity leaves). Similarly, funding from the Academy of Finland has promoted and will continue to promote the equal advancement of women in research careers. The Academy of Finland has for a long time implemented work on equality in an exemplary manner in their decision-making (the advancement of women in their career as researcher is included in the funding criteria).

It is necessary to investigate what kind of active further measures are needed in order to promote gender equality at the various phases of doctoral training so that the resources provided by women in academic studies and research could be used in a sustainable manner.

When doctoral training is implemented with the help of project funding, there may be problems related to ensuring the continuation possibilities of a female researcher returning from a maternity and parental leave. Post-graduate students who work on project funding may work in short-term employments, and due to the project-nature of the work, it may include administrative tasks, which could hinder the completion of their post-graduate degree. The University will continue measures to improve the position of researchers who have project-based employment.

The University will offer funding that will be granted more on the basis of applications to its researchers and research teams. Special attention must be paid to the fairness of decision-making between various disciplines as well as decision-making processes and identifying any issues. The University must also emphasise its researchers’ possibility to provide teaching that is based on their research, and respectively, the possibility for those who work in teaching to do research. In addition, it must be ensured that research and

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<sup>16</sup> [https://www.eduskunta.fi/FI/vaski/Selonteko/Documents/vns\\_7+2010.pdf](https://www.eduskunta.fi/FI/vaski/Selonteko/Documents/vns_7+2010.pdf) [[Referenced 21 Oct 2015]

teaching duties are divided equally between genders and in a diverse, fair and appropriate manner between, for example, Finnish and international staff members, or people who are at different phases in their career.

Women researchers who act as leaders of research teams often attract women researchers to doctoral studies. It is not uncommon to start a family while working on a doctoral thesis. Parental leaves should be taken into account when the results of both a post-graduate student and their mentor are being evaluated.

Women still take the majority of parental leaves. The issue is not only an internal matter of families but it is a social equality issue. In 2014, men used 25% of temporary paternity leaves and 1% of paternity leaves. The father's parental leaves and paternity leaves formed 13% of the total amount of paternity leaves, the father's parental leave and maternity/parental leave. The University cannot interfere in whether a parental leave is taken by a man or a woman, but it can encourage men to use their parental leave. Procedures, refer to section "Reconciliation of family life, work and/or studies".

#### **Procedures: Research and researcher training**

- Research mentors ensure that men and women have equal opportunities to apply for post-graduate positions. Similarly, diversity is implemented in the distribution of Finnish and international personnel, for example. The objective is to ensure that the supply of post-graduate positions throughout the University is as equal and fair as possible. RESPONSIBLE PARTY: Directors, mentors, UniOGS.
- All post-graduate students, regardless of gender or other personal factors, are offered an opportunity to participate in scientific, high-quality networks in their field of research locally, nationally and internationally. RESPONSIBLE PARTY: Directors, mentors, UniOGS.
- Good practices are developed that will help doctoral students and their mentors to be treated equally and diversely with regard to application processes, funding, availability of support services, etc., and delays caused by parental leaves will be taken into account when evaluating their results. RESPONSIBLE PARTY: UniOGS, Research Council, position fulfilment workgroups, faculties, administration responsible for research at the university level, directors, mentors

### **2.3 Education and studying**

The Constitution secures the freedom of higher education. Communities that organise training and education must ensure that women and men have equal opportunities to education and professional development, and that teaching, teaching arrangements and instructional material support the implementation of this objective. Similarly, the diversity of teaching and studying must also be ensured.

For example, the diversity and equality of teaching can be promoted in such a way that the planning of teaching is an open process in faculties, research units and units, and that it will consider the appropriate, equal and diverse distribution of teaching. Students are

included in the planning of the curriculum and study periods. This is required in the University of Oulu's new Rules of Procedure for Education <sup>17</sup>. The faculties' common equality and diversity workgroups are also a way to integrate students into education planning.

The accessibility of studying along with diversity can be improved with special arrangements that students can apply for on specific health-related grounds (such as sensory disability, diagnosed learning disability or mental reasons). Special arrangements during studies refer to specific procedures related to completing and assessing studies, such as additional time during an examination, an oral examination, an undisturbed space, or allowing the use of a computer. A recommendation about special arrangements is prepared in cooperation with the student and an accessibility contact person on a separate form <sup>18</sup>. Students prepare a personal study plan that may also include factors related to the accessibility of studying.

### **Procedures: Education and studying**

- Student representation is also appointed to the equality and diversity workgroups of faculties as well as committees and workgroups responsible for the planning and implementation of education. RESPONSIBLE PARTY: Faculties' joint workgroups, education committees, degree programme or study module committees, the Student Union.
- The degree programme curricula are prepared in such a way that they encourage students to make independent choices regardless of gender and other such factors. Besides substance subjects, curricula will include study modules that will help students become aware of stereotypical gender views and dissolve them, and promote diversity. RESPONSIBLE PARTY: Education committees, degree programme or study module committees, persons responsible for developing and planning education, student counselling, lecturers, students.
- Students prepare personal study plans (PSP) so that learning objectives specified in the curriculum are met. Personal study plans support the implementation of individual, diverse and accessible education. A plan of special arrangements that support study may also be included in the personal study plan if necessary (concrete, case-specific practical procedures excluding the student's health-related information). RESPONSIBLE PARTY: Student counselling, students, accessibility contact person, if necessary.
- The expertise of teaching staff is developed with the help of training sessions and other such methods especially with regard to considering the invisible obstacles for studying. RESPONSIBLE PARTY: The Equality and Diversity Committee, equality and diversity workgroups, Academic Affairs, tutor teacher operation.

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<sup>17</sup> The University of Oulu's Rules of Procedure 1 August 2015. Available at:

<https://notio oulu.fi/fi/ohjeet/Sivut/Koulutuksen-johtosääntö.aspx>. [Referenced 21 Oct 2015]

<sup>18</sup> "Hakemus opiskelun erityisjärjestelyjä varten" in Finnish (Application for special study arrangements). Available at: <http://www oulu.fi/yliopisto/opiskelu/lomakkeet/esteettomyys> [Referenced 21 Oct 2015]

Respective form "Application for special study arrangements" in English. Available:

<http://www oulu.fi/yliopisto/opiskelu/lomakkeet/esteettomyys>. [Referenced 21 Oct 2015].

- The pedagogic training of university teachers, and teachers in comprehensive schools and other educational institutions will include study modules that will help them question a thinking based on gender roles and promote the diversity of teaching and studying. RESPONSIBLE PARTY: Teacher educators, persons planning pedagogic training.
- Research units and units report on the implementation of equality and diversity with regard to teaching and studying in connection with their self-assessments. RESPONSIBLE PARTY: Management of research units and units, Academic Affairs.
- Material related to equality and diversity is distributed to new students in connection with orientation periods, for example, a summary of the Equality and Diversity Plan. RESPONSIBLE PARTY: The Equality and Diversity Committee, equality and diversity workgroups, Academic Affairs.

### 2.3.1 Student selections and the right to study

According to section 8b of the Act on Equality between Women and Men, the action of an educational institution or any other body providing training or education shall be deemed to constitute discrimination prohibited under the Act if a person is treated less favourably than others on the basis of gender in student selections, the organisation of teaching, the evaluation of study performance or in any other regular activity of the educational institution or body, or is otherwise discriminated against.

One of the key challenges related to equality in universities is still the gender distribution of students. The majority of students will still choose educational fields that are traditionally typical of their gender<sup>19</sup>. Highly uneven distributions may also mean that, when people select a field of study and work, gender steers interest more than the applicants' own competence and potential. This also maintains the strong division of Finnish working life into women's and men's fields. This can be corrected towards a more even distribution with student recruitment and selection processes that take equality and diversity into account.

One aspect related to the diversity of study is related to a set of legislative changes (commonly known by Finnish abbreviation SORA) that entered into force as of 1 January 2012<sup>20</sup>. The amendments were related, for example, to factors preventing admission, the revocation and restoration of the right to study, drug testing and disciplinary actions. From the University's perspective, legislation concerning the revocation of the right to study is

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<sup>19</sup> In the autumn of 2015, the proportion of female students in the University of Oulu was greater than men in the School of Architecture, the Faculty of Biochemistry and Molecular Medicine, the Faculty of Humanities, the Faculty of Education, and the Faculty of Medicine: women constituted 81% ... 53% of all students. The majority of students were men in the Oulu Mining School, the Faculty of Science, the Oulu Business School, the Faculty of Technology, and the Faculty of Information Technology and Electrical Engineering, in which the share of female students varied between 48% ... 12%. In the autumn of 2015, almost half of all students in the University of Oulu, that is 47%, were women. Source: Sisu database search on 21 October 2015: The University of Oulu, 2014, number of students, number of students by faculty and degree programme at selected study levels.

<sup>20</sup> Oikeusturvan ja oikeuden turvaan vaikea yhtälö – intressien yhteensovittaminen SORA-lainsäädännössä (The difficult equation of legal protection and the right for justice – the reconciliation of interests with regard to the SORA legislation). Presentation: National University of Applied Sciences Seminar, Seinäjoki 11-12 May 2011. The Ministry of Education and Culture / M. Tuominen 12 May 2011.

necessary in some cases as, regardless of admission processes and suitability testing, students could be admitted to degree programmes whose personal attitude, behaviour or factors related to health problems could cause serious danger to themselves and others during their studies or after graduation. The set of amendments to the SORA legislation will enable, for example, the revocation of the right to study in situations in which it is justified due to safety aspects. The objective of the amendments is to ensure the safety of students and the study and work community, and from the education provider's perspective, the quality of education and graduates. The legislation also secures a student's legal protection in the situations in question.

#### **Procedures: Student selections and the right to study**

- Measures are developed and promoted with which the uneven gender distribution in educational fields can be influenced before applying for education and during education. RESPONSIBLE PARTY: Persons responsible for student recruitment and selection.
- Communication and campaigns about various degree programmes is extended to comprehensive schools and secondary schools if possible. The objective is to communicate the equal applicability of various fields to both genders so that unnecessary differences in gender distributions and subsequent differences between professions would be evened out. RESPONSIBLE PARTY: Education committees, degree programme or similar committees.
- Units and faculties will ensure that student selection will not contain practices that are discriminatory or unjustifiably favourable from a gender perspective or practices that would endanger the diversity of students. RESPONSIBLE PARTY: Units, faculties, persons responsible for student recruitment and selections.
- Applicants will be informed about the possibility of special arrangements during the admission examination and other similar situations. RESPONSIBLE PARTY: Persons responsible for teaching and selections, education providers.
- Amendments to the SORA legislation are followed, and the possibilities enabled by legislation, such as the revocation of the right to study, are used if and when necessary. RESPONSIBLE PARTY: Academic Affairs.

### **2.3.2 Education development, student and career counselling**

The development of diversity in education involves the gender sensitivity of counselling and education; in other words, any effects of gender on women and men are monitored consciously and differences between genders that may seem obvious are highlighted (*gender impact assessment*).

Academic education can either support or break certain traditional, discriminative role models and operating cultures. Therefore, attention must be paid to degree structures, contents and education also from the perspective of equality and diversity. Student counselling must also be based on equality and diversity.

The University will pay special attention to the quality of student counselling and support services and communication about the services. Counselling can help identify and prevent factors that could slow down the progress of studies. The diversity of teaching and studying can be supported with special arrangements, if necessary. These include additional

time in an examination or an undisturbed space for completing an examination, for example. Grounds for special arrangements include hearing defect, visual disability or another disability, dyslexia or panic disorder, Asperger's syndrome, or another factor that hinders the completion of studies. An application form is used for special teaching arrangements. A student submits the application and an attached expert statement personally to the accessibility contact person (Study Counselling Psychologist) who plans necessary special arrangements together with the student and a teacher.

#### **Procedures: Education development, student and career counselling**

- Gender sensitivity, diversity and accessibility are developed in teaching and student counselling together with educational services and experts in other subject matters.  
RESPONSIBLE PARTY: Persons responsible for planning the curriculum, student counselling, educational services, experts.

## 3 APPENDICES

### 3.1 APPENDIX 1: Terminology

*Heterosexism* is a belief in the natural superiority of heterosexuality. The concept refers to compulsory heterosexuality and unchallenged presumption about another person's heterosexuality. Within heterosexist culture, individuals are pressured to adapt to more or less mutually opposite and segregated gender roles and positions. Heterosexism is discriminatory and it is also compared to racism.

*Horizontal and vertical segregation* Horizontal segregation means that women work in different fields and duties than men, and vertical segregation means that women and men operate at different hierarchical levels.

*Positive action* refers to procedures that have been directed at a certain group with the purpose of removing and preventing discrimination against that group. Positive action is also referred to as positive discrimination. Positive action is needed to level unequal premises, and it is included in the Act on Equality between Women and Men: section 9, subsection 4 refers to temporary, special actions based on a plan and which are for the purpose of promoting effective gender equality and are aimed at implementing the objectives of the Act on Equality between Women and Men. For example, as positive action, a representative of the minority gender can be favoured for a job if they are as qualified for the position in question. Section 14 of the Act on Equality between Women and Men on the prohibition of discriminatory vacancy announcements states that announcements of job vacancies or education or training places may not invite exclusively applications from either women or men, unless there is a weighty and acceptable reason for doing so related to the nature of the job or task, or unless it is based on the implementation of an equality plan. An equality plan of a work community may include decisions about positive action that are used for changing a currently unsatisfactory situation. A systematic special arrangement can only be used for as long the measure is necessary in order to implement the purpose of the Act on Equality between Women and Men. When the objective has been reached, the special arrangement must be stopped.

*Sexual harassment* is one form of sexual violence. The concept refers to one-sided, unwanted and undesirable conduct during which the abuser uses sexuality and/or sexual orientation as a means to question, put in a secondary position and/or marginalise another person, or abuse them sexually. Sexual harassment is often divided into two categories: requiring sexual favours on the basis of a position in order to work or succeed in work; and creating and maintaining a threatening and insecure working environment with sexist or heterosexist conduct. The difference between these two types of harassment is that, in the first one, sex is traded for things, such as advancing in a career or being given good grades. In the latter, an intimidating, hostile or offensive environment is created for a group of people, such as women, young girls, an ethnic group of women, or some groups of men. The forms of sexual harassment are often divided into the following three types:

- (1) verbal: such as remarks about a person's body/appearance, sexual and sexist jokes, verbal sexual advances, comments that contain stereotypical and discriminatory attitudes;
- (2) non-verbal and/or visual: such as staring or whistling; and
- (3) physical.

*Gender harassment* refers to such verbal, visual or another kind of action or structure that is based on disrespectful, domineering or belittling attitudes to the other gender. Gender harassment questions or belittles a person's competence and/or ability and/or puts the person in a secondary position on the basis of gender. It increases insecurity and marginalisation, and prevents the optimal use of intellectual and creative capacities on an individual, group and community level. In the renewed Act on Equality between Women and Men, gender-based harassment is understood as a prohibited form of discrimination. In educational institutions, gender harassment can occur, for example, as diminishing the intelligence of female students, or questioning a male nursing student.

*Gender sensitivity* refers to the consideration of a gender perspective. Considering the gender perspective on all levels of society and in all operations is a prerequisite for gender equality.

*Gender impact assessment* refers to an evaluation of a procedure or similar in terms of its assumed effects, either direct or indirect, on the status of women and men, resources and interests. Procedures etc. may be seemingly neutral, but they can nevertheless be targeted differently at men and women, thus enforcing inequality. Gender impact assessment must be performed at a stage when there are still actual opportunities for having an effect. The objective is to prevent indirect discrimination.

*Discrimination* refers to unequal treatment related to age, gender (refer to heterosexism), sexual orientation, ethnic origin, disability or other factors, instead of the individual's own merits. *Direct* or *indirect* discrimination based on gender is forbidden in the Act on Equality between Women and Men. Gender-based discrimination means treating women and men differently on the basis of gender (direct discrimination). Discrimination also means treating someone differently for reasons of pregnancy, childbirth, parenthood, obligation to care for a family, or another reason related to gender. Discrimination refers to an operation that puts women and men in unequal position even if the operation would seem to be equal (indirect discrimination). Discrimination also refers to setting certain obligations or restrictions only to men or women.

*Mainstreaming* refers to reorganising, developing and evaluating the University's decision-making processes in such a way that operators in various fields promote equality on all levels, all phases and especially with regard to the practices of working life and everyday operations. Mainstreaming is also referred to as a transparency principle that reflects the nature of mainstreaming, for example, in comprehensive development processes, equality is implemented in the University's operating strategies and plans using the transparency principle. Therefore, promoting equality is not a separate component in decision-making; rather it must be included in all operations on all levels. Gender impact assessment is an important method for mainstreaming, that is a pre-assessment of all decisions and actions from the perspective of their effects on gender.

More terms and concepts related to equality and diversity:  
<https://www.thl.fi/fi/web/sukupuolten-tasa-arvo/sukupuoli/sanasto> <sup>21</sup>

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<sup>21</sup> <https://www.thl.fi/fi/web/sukupuolten-tasa-arvo/sukupuoli/sanasto> [Referenced 21 Oct 2015]

## **3.2 APPENDIX 2: Regulations related to equality and diversity**

The Constitution of Finland (731/1999)

Act on Equality between Women and Men (609/1986)

Non-discrimination Act (1325/2014)

Act on the enforcement of the non-discrimination act (1347/2014)

EU's founding treaties

Employment Contracts Act (55/2001)

Occupational Safety and Health Act (738/2002)

Government Action Plan for Gender Equality

Valtionvarainministeriön suositus (17 April 2007) tasa-arvon edistämisestä valtion vi-rastoissa ja laitoksissa (The Ministry of Finance's recommendation on promoting equal-ity in government agencies and institutions)

International Covenant on Civil and Political Rights (7-8/1976)

European Convention on Human Rights (18-19/1990)

European Social Charter

The International Labour Organisation's (ILO) Discrimination Convention no. 111

The European Union's Racial Equality Directive (2000/43/EC)

The European Union's Employment Equality Framework Directive (2000/78/EC)

Services and Assistance for the Disabled Act (380/1987)

Decree on services and assistance for persons with disabilities (759/1987)

Act on Support for Informal Care (937/2005)

Act on the amendment of the Value Added Tax Act (1486/1994)

Decree on client fees in social welfare and health care (912/1992)

Land Use and Building Act (132/1999)

Disability Services Act (988/1977)

Basic Education Act (628/1998)

Upper Secondary Schools Act (629/1998)

Government Decree on the Matriculation Examination 915/2005

Vocational Education and Training Act 630/1998

Government Decree on Vocational Education 811/1998

Criminal Code (39/1889)

UN Convention on the Rights of Persons with Disabilities

Universities Act (558/2009)

### 3.3 APPENDIX 3: Links related to equality and diversity

Below is a list of links related to equality and diversity. More links can be found on the University of Oulu's website on equality (refer to the first link below).

All of the links below were referenced on 3 September 2015.

The University of Oulu's website on equality <https://notio oulu.fi/fi/turvallisuus-tyoter-veys-ja-hyvinvointi/tasa-arvo-ja-yhdenvertaisuus>

Equality website of the Student Union of the University of Oulu <http://www.oyy.fi/tasa-arvo>

Personnel data of the University of Oulu (available on the internal website of the University)

<https://notio oulu.fi/fi/johtaminen/toiminnanohjaus-ja-raportointi/henkilostotiedot>

The Ministry of Social Affairs and Health/Gender equality <http://www.stm.fi/tasa-arvo>

The Ministry of Employment and the Economy/Equality <http://www.tem.fi/index.phtml?s=3128>

The Ombudsman for Equality <http://www.tasa-arvo.fi/fi>

Minna - Centre for Gender Equality Information

<https://www.thl.fi/fi/web/sukupuolten-tasa-arvo/yhteystiedot/tasa-arvotiedon-keskus-minna>

Yhdenvertaisuus.fi <http://www.yhdenvertaisuus.fi/>

The Finnish Design for All Network <https://www.thl.fi/fi/web/tiedonhallinta-sosiaali-ja-terveysalalla/tietojarjestelmapalvelut/sahkoisten-palveluiden-esteettomyys/suomen-design-for-all-verkosto>

Inclusive Higher Education project (ESOK) <http://esok.jyu.fi/>

EU Equality between men and women [http://europa.eu/legislation\\_summaries/employment\\_and\\_social\\_policy/equality\\_between\\_men\\_and\\_women/index\\_fi.htm](http://europa.eu/legislation_summaries/employment_and_social_policy/equality_between_men_and_women/index_fi.htm)

EU Gender equality <http://ec.europa.eu/social/main.jsp?langId=fi&catId=418>

### 3.4 APPENDIX 4: Duties of an equality and diversity contact person

Equality and diversity can be considered to be widely implemented in a university community when diversity and non-discrimination are part of the everyday operation – regardless of a factor that creates differences on the basis of gender, age, ethnic or national origin, nationality, language, religion, conviction, opinion, health, disability, sexual orientation, or another personal factor.

The operation of an equality and diversity contact person in the University of Oulu is part of putting equality and diversity in practice on every level of the university community. Only an equal and diverse community can function as well as possible in all its basic duties. The contact person is a link in their own unit on questions related to equality and diversity, an immediate person to whom one can turn to easily and with confidentiality in case of problems and who will act as the first contact and link when problems are being solved.

The assigned contact person will act as an active link in two directions: First, the contact person will observe the operation in their own unit from the perspective of equality and diversity and take the initiative when phenomena or problems require actions. Secondly, the contact person is the person at grass roots level to whom people of the unit, staff and students, can turn when they have questions, suggestions or problems with the implementation or functionality of equality and diversity.

The duties of an equality and diversity contact person in the University of Oulu are as follows:

*An equality and diversity contact person as a conveyor of information:*

- Conveys information in the unit on current issues related to equality and diversity, such as new regulations and upcoming events.
- Conveys necessary information from the unit level to other parties involved in equality and diversity work.

*An equality and diversity contact person as antennae:*

- Monitors that the unit's practices follow the principles of equality, diversity and non-discrimination.
- Takes action in order to correct any faults detected, for example, by contacting the faculty's equality and diversity workgroup.
- Acts as the face of work on equality and diversity and an indication that it is considered important in the operation of the working and studying community.

*An equality and diversity contact person as an operator:*

- The members of a unit may turn to the equality and diversity contact person in various kinds of problem situations.
- The contact person will be able to direct a person with a question to assigned parties in case of problems related to bullying, harassment and abuse, for example.

## 3.5 APPENDIX 5: History of work on equality and diversity in the University of Oulu

### 1997–2010

The first Equality Plan of the University of Oulu was approved by the University Board in the spring of 1997. Since, the equality plan was updated for three-year-periods 2001–2003 and 2004–2006, of which the validity of the latter was extended to 2007, and further to 2008–2010. The next plan, the Equality and Diversity Plan, was prepared as of 2011.

The objective of the first Equality Plan of the University of Oulu (1997–2001) was to identify key problems related to equality that had been identified as the most important issues related to equality in a personnel survey carried out in 1995. According to the survey, a person's ideology or religion was a cause for unfounded favouring, ethnic background for prejudices, and age also came up as a reason for discrimination. In 1996, a student survey was carried out to study the treatment received by students and the general atmosphere. According to the results, there was some mistreatment of students in the University. There was also some gender-related marginalisation, discrimination and racism. Educational fields were valued differently even within faculties.

In the plan for 1997–2001, equality was considered from a wide perspective, even if the plan was based solely on the Act on Equality between Women and Men: *“The workgroup decided to also include equality other than that between genders in the plan, although the main focus is on promoting equality between women and men”*. The plan included an action programme containing 34 items. A perspective that takes diversity into account was also kept in subsequent equality plans in 2001–2003 and 2004–2007. In the plan for 2008–2010, equality and diversity were handled separately as they are regulated by separate Acts (Act on Equality between Women and Men 1986; Non-discrimination Act 2004). In the Equality and Diversity Plan that entered into force as of 2011, equality and diversity were again handled together, but the focus was on highlighting diversity issues, as the focus had previously been on equality.

Research has been carried out in the University of Oulu, for example, on students' study paths and experiences from the perspective of gender (refer to Rahkonen 2005<sup>22</sup>). An equality survey was carried out in the Faculty of Education during the academic year 2005–2006 for the faculty staff and teachers in the Teacher Training School, and for students in 2006.

Occupational well-being surveys have been carried out on the personnel of the University of Oulu in 2004, 2007 and 2009, and a well-being survey in 2011 in which respondents were also asked to evaluate the implementation of gender equality. The respondents felt that gender equality had been implemented well. On a scale from 1 to 5, the average result for the implementation of equality was 3.69 in the survey in 2004; 3.65 in the survey in

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<sup>22</sup> Rahkonen A (2005) Teknillisen tiedekunnan naispuolisten opiskelijoiden opintopolut sekä opintoneustykyseen vaikuttavat tekijät – toimenpiteet uuteen opetussuunnitelmaan. Published in: Teräs L; Sunnari V ja Kailo K (toim.) Koulutus, sukupuolisosialisaatio ja teknologia – näkökulmia segregatioon (Education, Gender Socialisation and Technology – Perspectives to Segregation). WomenIT education, development and research project 2001-2005. Available at: [http://www.kajaaninylio-pistokeskus oulu.fi/proj/womenit/Koulutus\\_sukupuolisosialisaatio\\_ja\\_teknologia.pdf](http://www.kajaaninylio-pistokeskus oulu.fi/proj/womenit/Koulutus_sukupuolisosialisaatio_ja_teknologia.pdf) [Referenced 21 Oct 2015]

2007; 3.71 in the survey in 2009, and 3.798 in the survey in 2011. In all the surveys, the mode, that is the most common grade was four.

In 2008, an equality survey was carried out on the personnel. In the spring of 2008, the University of Oulu also organised a national seminar on equality for universities and polytechnics. The seminar dealt, for example, with life crises from the point of view of equality, and the salary system in universities as a promoter of equality. In 2009, an audit was carried out on the quality assurance system in the University of Oulu in which equality issues were also taken into account.

The new salary system adopted in 2006 in universities (currently, the universities' salary system YPJ), is also a challenge to the work on equality and diversity. Together with the application of the salary system, the effect of gender in particular, but also titles and work duties, age groups and a permanent and a fixed-term service relationship had to be monitored on the implementation of salary-related equality, and the effects of language and ethnicity on recruitment and employment.

## **2011-2015**

The Equality and Diversity Plan of the University of Oulu, which was in effect as of 2011, emphasised the effects of the university reform carried out in 2010 on equality and diversity and work on accessibility and preventing discrimination and removing it on a wider scale. At first, each of the six faculties had their own equality and diversity workgroup, but as the number of faculties increased to ten by the beginning of 2014, the operation was organised into a total of three joint equality and diversity workgroups of faculties that have at least 40% representation of both genders.

Members of the Equality and Diversity Committee and equality and diversity workgroups as well as contact persons have included work on equality in their duties or work plans as a work task related to the university community. The Human Resources Director/Occupational Safety and Health Manager of the University of Oulu has acted as the responsible person for equality and diversity. An award on equality and diversity (1,700 euros) has been made annually

- 2014 Project Manager Mervi Heikkinen
- 2013 Professor Lloyd Ruddock
- 2012 Annamari Martinviita, M.A.
- 2011 Marko Kielinen, Ed.D
- 2010 Seija Jalagin, PhD
- 2009 Vappu Sunnari, Ed.D

The equality and diversity objectives of faculties and other units have been included in the personnel plan of some faculties (such as the Faculty of Medicine).

In 2013, a new Intranet, Notio, was taken into use. The implementation had several positive effects on the implementation of equality and diversity. Notio contains an increasing amount of content both in Finnish and English, which improves equality with regard to language. The Student Union's website also contains information on an equal university community both in Finnish and English, and the website also contains a page map that enables using the pages with a reader. Units, departments and faculties organise regular "What's going on" events, and in general, directors hold regular meetings in their units. Supervisors have held annual development discussions with their subordinates and assessment discussions according to the salary system every other year, in odd years. According to the collective agreement, work plans are prepared for teaching and research

staff for each academic year. An early support model was adopted in the autumn of 2011, and since then, several training sessions have been arranged annually for personnel and supervisors on the model.

In 2011, recruitment guidelines were prepared (updated in 2015) including aspects related to equality and diversity. According to the recruitment guidelines, the composition of the preparation team must consider the requirements of the Act on Equality between Women and Men with regard to the number of members and the task level they represent.

Statistics were produced annually on the equality and diversity effects of the University's salary system in 2011–2015. The average difference in requirement levels for teaching and research personnel between men and women has continued to even out during the follow-up period in 2008–2014, and the difference between the average performance level has remained at a relatively low level. In terms of other personnel, the average difference between requirement levels between men and women has remained significant during the follow-up period in 2008–2014. The reason for the difference is the fact that women are centred on tasks that have a low requirement level. With regard to other personnel, the difference between the average performance levels has also remained at a relatively low level. With regard to training schools, the average difference between requirement levels and performance levels between men and women has levelled out significantly in 2012–2014.

Personnel data statistics have also been published annually.

There is still room for development in the status of grant researchers but carrying out research in a service relationship is part of the University of Oulu's HR strategy completed in 2014 as a good research employer.

Parents who work in the University of Oulu were encouraged to continue their parental leave and take part in caring for their sick child equally regardless of gender. Men's share of temporary care leaves increased from 19% in 2012 to 25% in 2014. Practices related to studies, such as teaching and examination schedules, were prepared in such a way that they would mainly take place within regular working hours. Salary issues were discussed in supervisor training in connection with development discussions and salary system assessments, and the equality and diversity perspective was included in the pedagogic studies in the university. A manual for immediate supervisors was published on 15 October 2014 containing information on equality and diversity issues among other things.

A panel discussion was arranged on equality issues in the Faculty of Education in the spring of 2012, and the Faculty of Technology organised an accessibility round in Linnanmaa in December 2012. In the spring of 2015, those involved in equality and diversity operations participated in training organised by Ministries on work-related changes in the Non-Discrimination Act and the Act on Equality between Women and Men.

In the spring of 2015, the Student Union of the University of Oulu organised a survey on the status of equality and diversity and development needs in the University of Oulu. Respondents, a total of 277, wished for the dissolution of the language barrier in the university, increased mutual respect for various disciplines, increased general awareness of equality and diversity matters for the personnel, and improved accessibility. The well-being survey included the statement: "Equality and diversity are implemented in our unit". On a scale from 1 to 5, the result in 2013 was 3.386, and in 2015 as much as 3.67, that is there was considerable improvement. The well-being survey also included the statement: "There has not been any inappropriate treatment or bullying in our unit in the

last year". On a scale from 1 to 5, the result in 2013 was 3.62, and in 2015 3.84, so the result improved even if the objective is zero tolerance for inappropriate treatment and bullying at work.

Work on equality and diversity was mainstreamed, for example, by planning the curricula of degree programmes in such a way that they encourage students to make choices independent of gender and other such matters. Personal study plans were prepared for about half of the students but a plan for special arrangements to support studies was prepared separately, if necessary. Information on special arrangements was updated on the University's website in Finnish and English. In addition, verbal information was provided on the subject in the information sessions of degree programmes and faculties, and training sessions, and the expertise of the teaching staff on identifying invisible obstacles for studying in particular was developed in teacher tutor trainings and faculty-specific information sessions. Those who applied to the University were also informed about the possibility of special arrangements in entrance examinations and other similar situations.

The Student Union of the University of Oulu also had four harassment contact persons who had been trained in their task.

Degree students were represented in the University's Equality and Diversity Committee, equality and diversity workgroups of faculties, and committees and workgroups responsible for the planning and implementation of education. The well-being and counselling services for students produced statistics on students who use studying and career counselling and the services of the Study Counselling Psychologist.

Administrative Assistant Satu Syrjälä participated, as a representative of the University of Oulu, in a workgroup of the City of Oulu that operated in 2015. The group was responsible for preparing a new disability action plan for the City of Oulu. HR Specialist Tanja Mikkonen participated, as a representative of the University of Oulu, in a workgroup of the City of Oulu that operated in 2014. The group was responsible for preparing a new diversity plan for the City of Oulu. Lecturer Marjatta Jomppanen from the Giellagas Institute also participated as a representative of the Sami in the work of a workgroup that prepared the diversity plan.