

**UNIVERSITY OF OULU**  
**EQUALITY AND DIVERSITY PLAN 2024–2025**

I hereby approve the attached Equality and diversity plan of the University of Oulu, which will be in effect from 1 January 2024 to 31 December 2025.

The University of Oulu’s Equality and Diversity Committee annually reports to the University’s management on the progress of the plan and evaluates the currency and amendment needs related to the objectives, actions and other content of the plan. The plan is updated every two years.

Oulu, 1 January 2024

Rector

Jouko Niinimäki

Vice Rector

Taina Pihlajaniemi

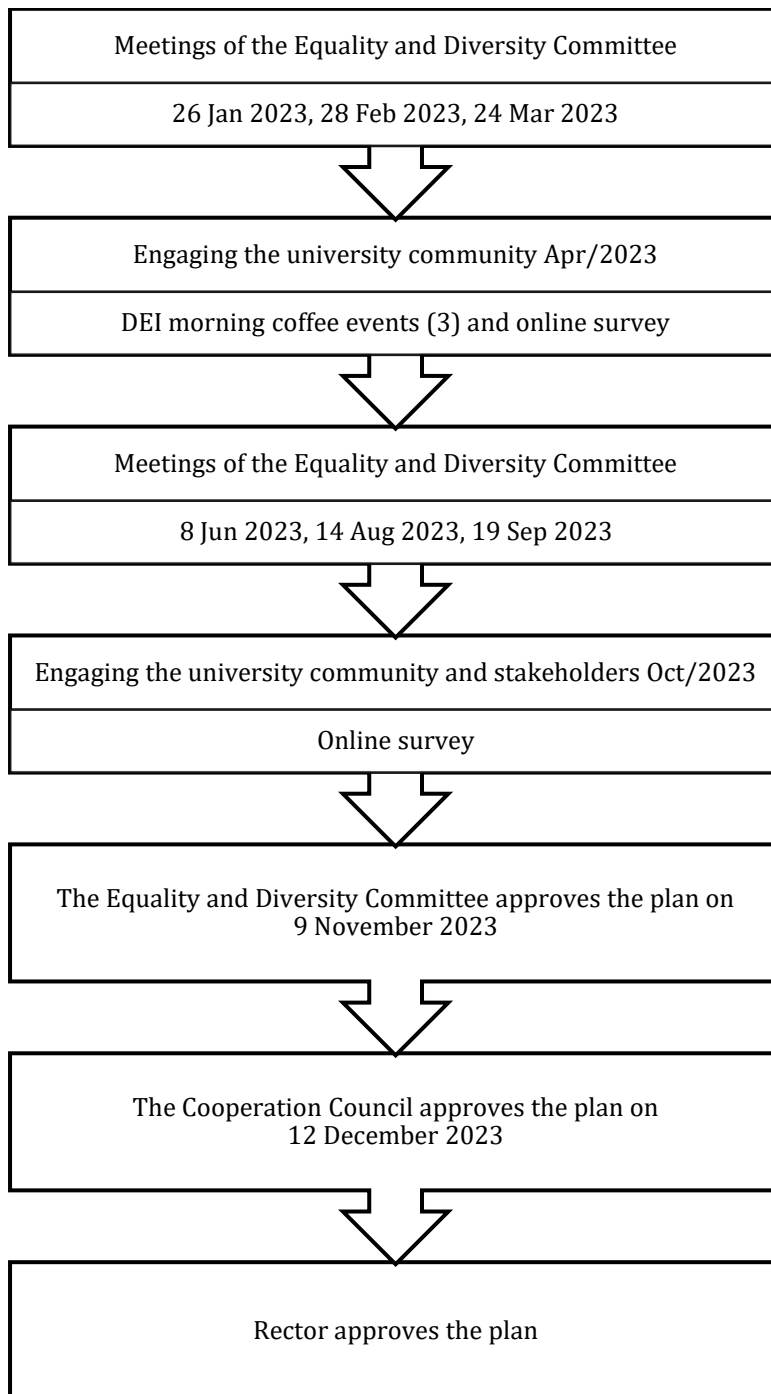
Approved by the Equality and Diversity Committee on 9 November 2023

Approved by the Cooperation Council on 12 December 2023

## Abbreviations

HR	Human resources services
RESET	The Redesigning Equality and Scientific Excellence Together project
The University	The University of Oulu
UniOGS	University of Oulu Graduate School

## Drafting of the Equality and diversity plan 2024–2025



Sources used in the drafting of this plan:  
University of Oulu well-being survey 2023, the KOTAMO report and surveys by the Equality and Diversity Committee.

## CONTENTS

Abbreviations .....	2
Drafting of the Equality and diversity plan 2024–2025 .....	3
INTRODUCTION .....	5
1 OBJECTIVES AND ORGANISATION OF THE EQUALITY AND DIVERSITY WORK AT THE UNIVERSITY OF OULU .....	6
1.1 The objectives of equality and diversity work at the University of Oulu .....	6
1.2 Organisation of the equality and diversity work.....	6
1.2.1 The University’s Equality and Diversity Committee and its duties.....	8
1.2.2 Equality and diversity workgroups of faculties and units, and their duties .....	8
1.2.3 Duties of equality and diversity contact persons .....	9
1.2.4 Teaching personnel and students about carrying out equality and diversity work .....	10
1.3 Statistics, monitoring and impact assessment .....	12
2 PROMOTION OF AN EQUAL AND DIVERSE CULTURE AND ENVIRONMENT AT THE UNIVERSITY OF OULU .....	14
2.1 Work and learning environments .....	14
2.1.1 Leadership in promoting equality and diversity.....	15
2.1.2 Recruitment and career development.....	15
2.1.3 Working conditions and pay .....	17
2.1.4 Reconciliation of family life, work and/or studies .....	17
2.1.5 Preventing harassment, racism and inappropriate treatment.....	19
2.2 Research and researcher training.....	20
2.3 Education and studying.....	21
2.3.1 Student selections and the right to study .....	22
2.3.2 Education development, student and career counselling.....	23
3 APPENDICES .....	24
3.1 APPENDIX 1: Regulations and additional information related to equality and diversity .....	24
3.2 APPENDIX 2: Glossary.....	27
3.3 APPENDIX 3: History of equality and diversity work at the University of Oulu .....	30
3.4 APPENDIX 4: Summary of developments actions for the 2024–2025 period:.....	37
3.5 APPENDIX 5: University of Oulu’s Accessibility Plan 2023–2024.....	41

## **INTRODUCTION**

The basic tasks of the University of Oulu are research, education and exerting influence on society. It is the duty of the University to promote research, education and culture that are of a high quality on a global scale, strengthen know-how that increases well-being, and secure the availability of highly educated workforce and researchers within its area of influence. Experiences of inequality weaken the sense of community. In contrast, mutual respect, openness and good communication can be promoted when the people of the university community feel that they are equals.

The University is simultaneously an employer, an authority and an educational institution. The University must promote equality and diversity at all levels of its basic duties and in all of its operator roles. This Equality and diversity plan contains descriptions of these measures and provides instructions related to them. In this Equality and diversity plan, the focus is on topical and practical actions that promote both equality and diversity. The objective is to ensure that the University complies with the regulations of both the Act on Equality between Women and Men (609/1986) and the Non-Discrimination Act (1325/2014).

Development actions for 2024–2025 are described at the end of the relevant sections in the boxes on a purple background. A list of the development actions is included at the end of the document (Appendix 4).

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

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

The purpose of the equality and diversity work carried out at the University is to promote equal and non-discriminating treatment of employees and students, prevent discrimination, and address any flaws. 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. The University has to establish administrative and operative methods that ensure the promotion of equality and diversity when matters are being prepared and decisions are made. In particular, any circumstances that prevent the attainment of equality or diversity must be changed.

The University's strategy outlines that in our diverse community, equality and accessibility are the preconditions for success and excellence. Discrimination and harassment are not tolerated in our university community, and the well-being of personnel and a good work-life balance are also promoted with solutions that support the seamless integration of work with other areas of life.

The University aims to ensure that the work and study environment is non-discriminatory and that everyone has equal opportunities to contribute to the planning and preparation of University matters. Equal treatment and inclusion apply to everyone regardless of their gender, age, ethnicity or nationality, citizenship, language, religion, beliefs, opinions, health, disability, sexuality or other personal characteristics.

The promotion of equality and diversity is closely associated with the University's accessibility work, which refers to ensuring physical accessibility of premises and the accessibility of online services, for example. The University has drafted a separate accessibility plan for the 2023–2024 period, which is Appendix 5 herein.

In addition, the University's equality and diversity work aims to mainstream equality and diversity. At the University, this refers to the organisation, openness, development and assessment of decision making and activities by requiring that operators promote equality and diversity at all levels and in all phases; in other words, they are mainstreamed in all of the University's activities. An important objective in mainstreaming equality in particular is to carry out a pre-assessment of decisions and operations from the perspective of the gender effects that they will produce (*gender impact assessment, GIA*).

## **1.2 Organisation of the equality and diversity work**

At the University of Oulu, work on equality and diversity is coordinated by the *Equality and Diversity Committee*, which is appointed by the Rector for a term of three years at a time. The Equality and Diversity Committee consists of faculty representatives, equality and diversity workgroup representatives, representatives of student and employee organisations, and experts. The chair of the Committee is appointed by the Rector.

Three joint *equality and diversity workgroups* have been set up in faculties, and the members of these workgroups also act as *equality and diversity contact persons*. Student

organisations may have appointed their own persons responsible for equality and diversity.

The Equality and Diversity Committee also has the main responsibility for developing and monitoring the accessibility work related to diversity. In addition, accessibility work is carried out in the faculties' three joint equality and diversity workgroups. Accessibility issues are also related to the duties of the University's steering development workgroup, HR services, and the student welfare workgroup.

The University's management is responsible for promoting and supervising the implementation of the actions presented in the Equality and diversity plan in units. It is imperative that the management leads by example in equality and diversity work and supports it. However, the implementation of the actions requires that all members of the community and personnel as well as students are committed.

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

#### **Practices and division of those tasks related to the organisation of equality and diversity work:**

- Practices and structures for equality and diversity work are continually 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 joint equality and diversity workgroups. RESPONSIBLE PARTY: Faculties.
- The Equality and Diversity Committee annually awards the 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 the equality and diversity work. RESPONSIBLE PARTY: The Equality and Diversity Committee.
- The University's Equality and Diversity Committee monitors accessibility in the university environment and organises any necessary development actions. RESPONSIBLE PARTY: The Equality and Diversity Committee and the accessibility steering group.

#### **Development action 1 (2024–2025)**

- Diversity must be considered when members of workgroups are appointed. TOOL: Members are proposed and selected equally from all genders so that the gender distribution according to the member's legal gender is in line with the principle laid down in the Act on Equality between Women and Men, i.e. there is at least 40 per percent of 'both genders'. Correspondingly, members are appointed to workgroups equally from different personnel and student groups with consideration to representation, internationality and diversity. RESPONSIBLE PARTY: Parties that decide the members of workgroups. INDICATOR: Annual report on the gender distribution of workgroups.

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

The University's Rector appoints the Equality and Diversity Committee for a term of three years.

The Equality and Diversity Committee is responsible for the following:

- serving 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 external experts, and organises training, communication and events for the university community in order to promote equality and diversity at the University;
- preparing the University's Equality and diversity plan according to legislation on equality and diversity;
- reviewing, monitoring and promoting the currency of the Equality and diversity plan and the implementation of the actions recorded in the plan concerning personnel and students regularly, continuously and consistently; and
- communicating and reporting annually to the University's management on its activities.

#### **Practices and division of those tasks related to the duties of the Equality and Diversity Committee:**

- Members of the Equality and Diversity Committee and equality and diversity workgroups as well as equality and diversity 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.
- The Equality and Diversity Committee prepares the Equality and diversity plan concerning the University's position as an employer and educational institution. The student representatives of the Committee ensure that the students' perspective is taken into consideration when the plan is prepared. Once the plan is drafted, the University's Cooperation Council or Occupational Health and Safety Committee issues a statement on the draft, and the Equality and Diversity Committee makes necessary changes to the plan based on the statement. Once completed, the plan is approved by the Rector. RESPONSIBLE PARTY: The Equality and Diversity Committee, the Cooperation Council or Occupational Health and Safety Committee, the Rector.
- The Equality and diversity plan concerning the University's position as an employer and educational institution is based on a survey of the state of equality and diversity, and it is updated regularly to be in line with relevant changes in legislation that affect work on equality and diversity, for example. RESPONSIBLE PARTY: The Equality and Diversity Committee.

### **1.2.2 Equality and diversity workgroups of faculties and units, and their duties**

The faculties' three joint equality and diversity workgroups are responsible for the equality and diversity work in faculties. The equality and diversity workgroups implement the University's Equality and diversity plan, and handle all equality and diversity matters of the faculties.



In their unit or faculty, the equality and diversity workgroups are responsible for the following:

- serving as a cooperation forum at the faculty level that collects and conveys information and expertise on issues related to equality and diversity, and communicating on issues related to equality and diversity in the relevant faculties and units and to the Equality and Diversity Committee;
- coordinating the relevant faculties' equality and diversity work and regularly reviewing, monitoring and promoting the implementation of the Equality and diversity plan actions;
- reporting to the Equality and Diversity Committee on their equality and diversity work.

#### **Practices and division of those tasks related to the duties of the equality and diversity workgroups:**

- In general, the equality and diversity workgroups are appointed for the same three-year term as the University's Equality and Diversity Committee. Members are proposed and selected from different personnel and student groups with consideration to internationality and other diversity, and the gender distribution according to the member's legal gender must be in line with the Act on Equality between Women and Men. RESPONSIBLE PARTY: Faculties, the Student Union, the parties that decide the members of workgroups.
- The Equality and Diversity Committee ensures that the importance of equality and diversity is recognised in the faculties, other units, and student organisations by communication and advertising training events. RESPONSIBLE PARTY: The Equality and Diversity Committee, and equality and diversity workgroups.

### **1.2.3 Duties of equality and diversity contact persons**

The tasks of the equality and diversity contact persons at the University of Oulu are part of ensuring equality and diversity in practice on every level of the university community. Faculties' equality and diversity workgroup members serve as contact persons.

The duties of equality and diversity contact persons at the University of Oulu are as follows:

#### *Equality and diversity contact persons as conveyors of information:*

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

#### *Equality and diversity contact persons as 'feelers':*

- Monitoring that their unit's practices comply with the principles of equality, diversity and non-discrimination.
- Taking action in order to correct any flaws detected, for example, by contacting their faculty's equality and diversity workgroup.

- Serving as the face of equality and diversity work and as a signal that the work is considered important for the activities of the work and student communities.

*Equality and diversity contact persons as operators:*

- The members of a unit may turn to the equality and diversity contact person in various problem situations.
- The contact person is able to refer a person with a question to the appropriate party in case of problems related to bullying, harassment or abuse, for example.

### **1.2.4 Teaching personnel and students about carrying out equality and diversity work**

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

The competence of personnel in matters related to equality, diversity and accessibility is supported with personnel training. Content on diversity and gender equality are included especially in personnel induction training and the pedagogic training of personnel members with teaching duties to ensure that each unit has personnel with training. Similarly, undergraduate and postgraduate students may include study modules related to equality, diversity and ethics in their studies. They can also be added to the curriculum.

#### **Practices and division of those tasks related to providing training to personnel and students on carrying out equality and diversity work:**

- Annual theme events and training will be arranged for the university community on promoting equality and preventing discrimination, and on accessibility. RESPONSIBLE PARTY: The Equality and Diversity Committee, and equality and diversity workgroups.
- The Committee and the workgroups participate in the theme and training events organised by other parties on promoting equality, preventing discrimination, and accessibility. RESPONSIBLE PARTY: The Equality and Diversity Committee and equality and diversity workgroups.
- Teaching and counselling personnel are trained in teaching and guiding students who require special support or who belong to various disability groups. RESPONSIBLE PARTY: Education Services and the University Pedagogy team.
- Training related to gender equality and diversity is also included in the executive programmes and university pedagogy studies. RESPONSIBLE PARTY: The Equality and Diversity Committee and equality and diversity workgroups, HR, and the University Pedagogy team.
- Employees of faculties and units who have been assigned to participate in the equality and diversity work 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 and diversity will be produced for units according to available resources. RESPONSIBLE PARTY: The Equality and Diversity Committee and equality and diversity workgroups.

The purpose of equality and diversity communication is to help the university community to recognise the equality and diversity work carried out by the University and its faculties and units and to detect any discrimination observed within the University. This allows community members to contribute to the promotion of equality and diversity at the University.

Information on equality and diversity matters is distributed on the University's intranet – the University's equality and diversity page in particular – and when necessary, through other appropriate channels such as internal intranet bulletins targeted at the personnel and students of the University.

The University's communication channels include the intranet, social media, email lists and other media of student and personnel communication. If necessary, special reports on equality and diversity are published.

Statistics deemed necessary for ensuring the equality and diversity of personnel and students are included in the annual personnel report and/or the faculties' equality and diversity reports. Information on these statistics is provided through the above channels.

The University considers the diversity of users in all electronic communication, which means that our communication is accessible. Accessibility requirements are laid down in the Act on the Provision of Digital Services, which aims to ensure that different users in different situations can use all services with different devices and with assistive technology when necessary.

Electronic communication means all content that is produced or procured by the University of Oulu and published in the University's public or internal channels – on the University's website or intranet, for example. Files are considered part of this content. Electronic communication also includes the content of any mobile applications we produce or procure, and the content on our social media channels.

Legislation requires that we meet at least the level AA accessibility criteria of the WCAG 2.1 (*Web Content Accessibility Guidelines*<sup>1</sup>). Guidelines for the accessibility of online content are available on the University's intranet Patio, and content producers can use these to ensure the accessibility of their content. In addition, an online accessibility course for content producers is available on the University's Moodle platform. Completing the course is voluntary.

### **Practices and division of those tasks related to equality and diversity communication:**

- Interactive communication requires action from both the senders and recipients of messages. The duties of the University's personnel include following the University's communications. Students must also participate in communications. RESPONSIBLE PARTY: All members of the university community.

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<sup>1</sup> Web Content Accessibility Guidelines (WCAG) 2.1., official Finnish translation (22 November 2019). Available at: <http://www.w3.org/Translations/WCAG21-fi/>. [Accessed 8 November 2023].

- Publications on equality and diversity are published through the communication channels of the University and the Student Union. New communication channels are adopted if necessary. RESPONSIBLE PARTY: The Equality and Diversity Committee, equality and diversity workgroups, 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 and published 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 webpages of the Equality and Diversity Committee, the equality and diversity workgroups of faculties and units, and the Student Union. RESPONSIBLE PARTY: The Equality and Diversity Committee, equality and diversity workgroups, the Student Union.
- Current standards and accessibility guidelines and recommendations are followed when the University's internet and intranet websites are created, developed and updated. RESPONSIBLE PARTY: Website producers.
- Only such formats to transmit text that are accessible to those with visual impairments and others with reading impediments are used in the University's internal and external electronic communication, or they are used in addition to other formats. RESPONSIBLE PARTY: Producers of bulletins and website content.
- The Equality and Diversity Committee communicates current issues on their intranet page, and directly to the chairpersons and secretaries of the equality and diversity workgroups in faculties and to the guidance personnel of faculties (e.g. officers of Academic Affairs, tutor teachers, etc.). Similarly, these parties report to the Equality and Diversity Committee on relevant issues. RESPONSIBLE PARTY: The Equality and Diversity Committee, and equality and diversity workgroups.

### **Development action 2 (2024–2025)**

- Promoting and increasing discussion, training and communication on equality and diversity. TOOL: Increasing equality and diversity training in executive programmes and personnel induction. Drafting several commentaries and articles from the perspective of equality and diversity annually. Ensuring the gender sensitivity of research content and the curriculum. Increasing awareness of the Equality and diversity plan within the University. Organising equality and diversity themed morning coffee events, and visits to faculties and special units to increase discussion and awareness at the university level. RESPONSIBLE PARTY: The Equality and Diversity Committee and equality and diversity workgroups, HR, RESET project group and the Talent Boost programme. INDICATOR: Number of training events and morning coffee events organised and articles and commentaries published.

### **1.3 Statistics, monitoring and impact assessment**

The Equality and diversity plan must be based on a survey on the state of equality and diversity and actions to be taken 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 collect this information by using and analysing surveys, statistics and research that have been carried out at the University and other universities. Changes will be made to the selection of actions and

preparation of the next Equality and diversity plan according to an impact assessment carried out with annually compiled statistics.

Gender-segregated statistics provide quantitative information on the development of gender equality at the University. They also allow studying 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) at the University and developing procedures to remove segregation. Similarly, statistics related to diversity bring forward any problems related to the status of international personnel and students, for example.

Statistics necessary for equality and diversity work are compiled and reviewed regularly at the University with a personnel report, for example. Personnel statistics are compiled annually and published in connection with financial statements. Based on observations made when analysing the statistics, necessary measures will be taken in order to promote equality and diversity. A well-being survey is also carried out every other year at the University, and a bachelor programme feedback survey is annually conducted for students. A new real-time personnel analytics tool will be deployed at the University, which will provide more information on the university community from the perspectives of equality, diversity and non-discrimination.

The results and recommendations of the Ministry of Education and Culture's KOTAMO project were used in the drafting of this Equality and diversity plan for 2024–2025. The KOTAMO project examined the state of equality and diversity of teaching and research personnel in Finnish higher education institutions. Among other recommendations, the project report recommended increasing the equality and diversity training provided to members of management and recruitment services, and increasing awareness of equality and diversity plans in higher education institutions. These recommendations are included in Development actions 2 and 3.

In connection with drafting the newest Equality and diversity plan (2024–2025) in the spring and summer of 2023, the Equality and Diversity Committee requested feedback on the equality and diversity work of the University with an online survey, and during equality and diversity themed morning coffee events and the Oulu Pride event. Comments from students and the University's stakeholders were also requested on the proposed development actions in the autumn of 2023. The Committee received 42 written opinions. The responses called for better consideration of gender and diversity in the Equality and diversity plan, and this request was considered in the wording of Development action 1 in particular. However, the connection to the Act on Equality between Women and Men, which only refers to men and women, needed to remain clear, which is why this plan still refers to the two legal genders (man and woman) at some points.

The feedback received called for more and bolder communication on equality and diversity themes. The importance of combatting harassment at the University was also highlighted (see Development action 7). In contrast, some responses expressed concern over the approach to equality and diversity, which was seen as problematic. The responses requested that expertise would still be given priority in recruitment and when appointing workgroup members despite the efforts to increase equality and diversity. The Equality and Diversity Committee considers this an important perspective and will focus on including this theme in its future communication. The Committee invokes research literature, according to which many internalised cultural models and

learned interpretations affect assessing expertise (Davies et al., 2021). These learned interpretations can exclude members of minorities or women from the traditional concept of 'expertise'. The Equality and Diversity Committee encourages adopting equal appointment and recruitment practices and challenging the traditional concept of expertise, which is often very restricted.

Data from the Well-being survey 2023 was also used when this Equality and diversity plan 2024–2025 was drafted. This edition of the survey was the first to include a section with questions related to equality and diversity. The average score of the eight equality and diversity questions was 4.01 (on a scale of 1 to 5). The questions related to the work-life balance (3.80) and the accessibility of the University's facilities (3.83) received the lowest scores. In addition, in the open-ended questions, the lack of a sense of community, deficiencies in the transparency of pay, and issues in equality in recruitment were repeatedly brought up as factors reducing well-being. In the faculties (all faculties total), women gave lower scores than men in all questions related to occupational well-being. Based on the feedback received, the new Equality and diversity plan 2024–2025 includes a development action for promoting equal pay and pay awareness (Development action 5) and a development action promoting coordinating work and family life (Development action 6).

### **Practices and division of those tasks related to statistics, monitoring and impact assessment:**

- Information is collected regularly on the status of equality and diversity of personnel and students at the University based on statistics, monitoring and impact assessments, and necessary measures are taken based on the findings. RESPONSIBLE PARTY: The Equality and Diversity Committee, the equality and diversity workgroups, directors, UniOGS and student organisations.
- Statistics are compiled on the equality and diversity effects of the University's pay system in order to promote pay equality ('pay survey'). RESPONSIBLE PARTY: HR.
- Well-being surveys are carried out in order to plan measures for improving working conditions and the work environment. RESPONSIBLE PARTY: HR.
- Gender-segregated statistics on the use of family leaves are produced and analysed in order to facilitate reconciling work and family life. RESPONSIBLE PARTY: HR.
- Academic Affairs compiles statistics about students' needs for special support on a general level. RESPONSIBLE PARTY: Academic Affairs and study psychologists.

## **2 PROMOTION OF AN EQUAL AND DIVERSE CULTURE AND ENVIRONMENT AT THE UNIVERSITY OF OULU**

The University is simultaneously an employer and a work and student community whose members include research, teaching and other personnel as well as students at various stages of their studies.

### **2.1 Work and learning environments**

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

Good management means that all members of personnel are treated fairly and equally in relation to recruitment, pay, career development, and reconciliation of work and family life. Directors must ensure that everyone is guaranteed to have equal working conditions, and that they receive induction training on their duties. Directors must also ensure that all employees have equal and fair opportunities to participate in doctoral and further education, and personnel training.

All the members of university personnel and students must intervene in any flaws or issues detected in the community, but directors 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, or abuse or bullying at the workplace.

The early support model adopted by the University in the autumn of 2011 is a tool for detecting, addressing and solving various problems related to an individual, the work community or the entire organisation. Early support promotes an environment that is attentive and caring, and therefore a part of the safety net of a well-operating work unit.

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

Motivated and highly competent personnel is the University's most important asset. The University of Oulu is a recognised researcher employer, and it is committed to the EU Commission's recruitment principles that highlight openness, transparency and merit as bases for recruitment.

In recruitment, advertisements for open positions and educational programmes that take equality and diversity perspectives into account communicate that the University's various jobs and fields are suitable for all genders, nationalities and language groups. In addition, in application processes, differences in the publication practices of various disciplines and internally within a discipline must be recognised, and their effects must be taken into account equally so that applicants will be evaluated fairly. The personnel's opportunities for career advancement are improved by targeting the maintenance and development of professional expertise equally to all personnel groups. This ensures equality and diversity are taken into account in career development.

#### **Practices and division of those tasks related to recruitment and career development:**

- Selection criteria are determined in advance before filling a position. Equality and diversity perspectives must be taken into account in the criteria. RESPONSIBLE PARTY: Persons responsible for recruitment, recruitment groups, etc.
- The candidate that best and most appropriately meets the education, competence and suitability requirements of the open position is selected. 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: Recruitment groups, unit directors.
- Both men and women must be equally involved in all recruitment processes and the interviews, and all skills and experience relevant for the open position must be covered. RESPONSIBLE PARTY: Recruitment groups, unit directors.
- Representatives of the minority gender or another minority (such as a nationality) 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 considered 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. The discussions also include equality and diversity issues. Providing training and information for employees and directors ensures that any factors creating inequality in the discussions can be identified and removed. RESPONSIBLE PARTY: Directors.
- It is ensured that in comparable situations, everyone has equal opportunities to participate in personnel training, especially when the training in question affects the person's career advancement opportunities. RESPONSIBLE PARTY: Directors.
- All genders are guaranteed to have equal opportunities to advance in their career. The share of the underrepresented gender, especially in managerial duties, is improved by providing training, job rotation opportunities and new responsibilities, for example. RESPONSIBLE PARTY: Directors.
- When persons are selected for managerial duties and administration, as examiners for theses, opponents or as experts in a recruitment process, men and women are proposed and selected for the positions equally. RESPONSIBLE PARTY: Directors.
- The realisation of equal career development opportunities of doctoral students, researchers and teachers is monitored. RESPONSIBLE PARTY: Directors.

#### **Development action 3 (2024–2025)**

- Developing equal recruitment and increasing the number of women in leadership positions. TOOL: The Recruitment at the University of Oulu guidelines will be updated to more extensively include principles for diverse recruitment. Awareness of the guidelines among supervisors and other employees involved in recruitment will be increased. Anonymous recruitment will be piloted in the recruitment of other specialists and support personnel. Statistics on the gender distribution of research unit directors will be monitored. RESPONSIBLE PARTY: HR and the Equality and Diversity Committee INDICATOR: Recruitment guidelines completed and updated, number of anonymous recruitments.

#### **Development action 4 (2024–2025)**

- Increasing participation of international employees and students by developing multilingual practices in particular. TOOL: The Unit for Strategy and Science Policy will promote the practical introduction of the University's language policy<sup>2</sup>, and the Equality and Diversity Committee will monitor its implementation. The drafting and introduction of bilingual (Finnish and English) document templates, among others, will be advanced. Training on language awareness at a multilingual workplace will be provided. RESPONSIBLE PARTY: The Unit for Strategy and Science Policy, HR, the Equality and Diversity Committee and the Talent Boost programme. INDICATOR: Training events organised, new bilingual document templates.

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<sup>2</sup> <https://www oulu fi fi/yliopisto/kielipolitiikka> [Accessed 8 November 2023]



### 2.1.3 Working conditions and pay

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

The objective of the University's pay policy is to be fair, equal and inciting. In the pay system that is used by the University (YPJ), pay is determined based on the complexity of the duties and personal performance. Fair evaluation of the complexity and performance ensures that pay practices are equal and non-discriminating.

#### **Practices and division of those tasks related to working conditions and pay:**

- If working conditions are unjustifiably such that they are not suitable for all genders or all personnel groups, measures will be taken to change the working conditions to be equal and non-discriminating. RESPONSIBLE PARTY: Directors and HR.
- Units, research units and faculties organise regular 'What's going on' meetings. Similarly, directors are instructed to hold regular workplace meetings in their units. RESPONSIBLE PARTY: Directors.
- Those who are included in the total working hours system prepare annual work plans during development discussion periods, and discuss them with their line managers in order to promote equal distribution of work in units. RESPONSIBLE PARTY: Line managers and personnel.
- The University aims to develop the assessment of the complexity of duties and employee performance to ensure equal pay policies in terms of genders and diversity. RESPONSIBLE PARTY: HR.
- Pay equality 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, personnel and HR.

#### **Development action 5 (2024-2025)**

- Promoting equal pay and pay awareness. TOOL: Strengthening the skills of line managers in rewarding employees, and increasing the employees' awareness of how the amount of pay is determined. An information leaflet on the pay system and the bases of pay determination will be created to support this work. Training on the pay system will continue to be organised every autumn in connection with the development discussion period. Pay awareness will be increased in induction training and line manager training. The pay and pay system information in the new employee guide and the Welcome to the University of Oulu guide will be updated. RESPONSIBLE PARTY: HR and the Equality and Diversity Committee. INDICATOR: Training events organised and induction guides completed and updated.

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

The university community comprises research, teaching and other personnel as well as grant researchers and students at various stages of their studies. All members of the

community with or without a family must have equal opportunities 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 to working arrangements in particular. At the University, this applies to both personnel and students. As an employer and educational institution, the University must have practices that enable people with families to work and/or study according to the day care and school schedules of their children, 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 number of parental leaves taken by men has slightly increased in recent years, parental leave is still mainly taken by women. Alternating parental leave within a family helps women advance in their academic career. In addition, if men and women use leaves more evenly, the fairness and diversity of the distribution of work duties can also be improved within and between work units.

### **Practices and division of those tasks related to reconciling family life, work and/or studies:**

- Directors follow the personnel principle of the University according to which using parental leave must not be an obstacle to the continuation of temporary employment during the parental leave or after it, and the assessments, which are mainly based on previous years, must not lead to any kind of discrimination. RESPONSIBLE PARTY: Directors and HR.
- The director responsible for a research project strives to the extent possible to ensure the extension of the research funding period and/or to gain additional funding in order to extend with an equivalent period the employment of researchers, doctorate students and other personnel who are on a family leave. The funding period may be extended up to a year due to a childcare leave. Similarly, time spent in mandatory military service or non-military service is compensated during the research funding period by applying the same principle. RESPONSIBLE PARTY: Directors responsible for research projects.
- A fair alternation of work and leisure for both employees and those with managerial duties is ensured with means such as an appropriate division of tasks, work plans, substitutions, using remote work opportunities, etc. RESPONSIBLE PARTY: Directors and HR.
- 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 in an equal and non-discriminating manner. RESPONSIBLE PARTY: Degree programme committees, persons responsible for planning the curriculum, teachers, the Student Union.
- Flexible working hours and work arrangements are used to improve the possibilities of university personnel to take care of, in addition to their children, their own or their spouse's parents, for example. RESPONSIBLE PARTY: Directors and HR.

### **Development action 6 (2024–2025)**

- Bolstering a family-positive operating culture. TOOL: Communication and events. Line managers, teachers and UniOGS are encouraged to be flexible. Information on reconciling work and leisure and family-friendly practices will be added to the

intranet as a dedicated section. Participating in the organisation of the national Children's Day at Work event. Advancing the creation of breastfeeding and wellness facilities on campuses. RESPONSIBLE PARTY: Line managers, HR, the Unit for Strategy and Science Policy, and the Talent Boost programme. INDICATOR: Statistics in the personnel report and collected with a separate survey on the annual use of family leave, renewed intranet, and the number of events organised.

### **2.1.5 Preventing harassment, racism and inappropriate treatment**

Cooperation within the university community is good when the principles of equality and diversity are respected, as this enables the community to succeed in its basic tasks. Harassment, racism or any kind of discrimination are not accepted at the University. We strive to actively identify and stop or deconstruct practices and structures that result in or maintain inequality. Our aim is to create a safe and equal environment in which an approach highlighting equality underlies all planning, preparation, decision making and assessment of decisions that relate to personnel or students.

Preventing harassment and inappropriate behaviour in working life is important for mental occupational health and safety, and a part of good personnel management. The materialisation of equality and diversity is an essential part of democracy at the workplace, and it helps with avoiding hierarchies based on gender, racialization or some other unjust grounds.

The University's Equality and Diversity Committee has created *guidelines for handling situations related to gender-based harassment or other inappropriate behaviour or bullying*<sup>3</sup>. The guidelines are targeted at victims of harassment and/or bullying and the responsible parties within the University specified in the guidelines, who must always intervene with cases of harassment, whether the victim is a member of personnel or the student community. In addition, faculties and the Student Union have appointed contact persons who can be contacted in all cases of harassment. The occupational safety and health manager and the study psychologist receive all reports of inappropriate treatment and harassment. The occupational safety and health manager forwards cases involving members of personnel, and the study psychologist cases where at least one party concerned is a student. The head of Academic Affairs will process cases involving students, and a HR manager cases involving personnel.

#### **Practices and distribution of those tasks related to preventing harassment in the work and study environments:**

- Directors and members of the university community intervene in any inappropriate treatment, bullying or harassment occurring at the workplace. Reported cases of harassment or bullying are handled according to the guidelines created.  
RESPONSIBLE PARTY: Directors, the occupational safety and health manager, HR managers, the occupational safety and health representative, the study psychologist and the university community.
- Faculties, units and student organisations will appoint contact persons, who will be provided with training on the different forms of harassment and how to identify

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<sup>3</sup> [https://www oulu.fi/external/hyvinvointi/Kiusaamisen\\_ja\\_hairinnan\\_ehkaisy\\_FI.pdf](https://www oulu.fi/external/hyvinvointi/Kiusaamisen_ja_hairinnan_ehkaisy_FI.pdf) [Accessed 8 November 2023]

them. The contact persons can be contacted in all cases of harassment, inappropriate behaviour or bullying, and their task is to forward the case to the right party for intervention. RESPONSIBLE PARTY: Faculties, units and student organisations.

### **Development action 7 (2024–2025)**

- Improving racism detection and prevention. TOOL: It will be communicated that racism and other forms of harassment are not allowed at the University. Raising awareness of the online form for reporting harassment, and monitoring statistics related to its use. Participating in the organisation of events held during the Week Against Racism in March 2024 and 2025. RESPONSIBLE PARTY: The Equality and Diversity Committee, the Student Union, study psychologists, line managers and HR. INDICATOR: Statistics on bullying and harassment, the results of the International Student Barometer.

## **2.2 Research and researcher training**

For their part, doctoral programmes have promoted equality between doctoral students (compensating the time spent on maternity or parental leave), and the funding from the Research Council of Finland has promoted and continues to promote equal career advancement of female researchers. The Research Council of Finland has led by example for some time now by focusing on equality in its decision making (advancing the career of a female researcher is included in the criteria for funding).

When doctoral studies are implemented with project funding, it may be challenging to ensure the continued employment of a female researcher returning from a maternity or parental leave. Postgraduate students whose work relies on project funding may have short-term employment contracts, and because the work is project-based, it may include administrative duties that can hinder graduation. The University will continue to implement measures to improve the position of researchers working in projects.

The University provides funding to its researchers and researcher groups that is granted based on applications. In particular, attention must be paid to the fairness of decision making between different disciplines and the processes of decision making, and any possible flaws in these. Similarly, the University must highlight the opportunities provided to researchers to teach courses or give lectures based on their research and the opportunities provided to teachers to carry out research. In addition, it must be ensured that research and teaching tasks are divided equally among different genders, and equally, fairly and purposefully among Finnish and non-Finnish members of personnel or employees at different stages of their careers.

Female researchers leading research groups should encourage other women to produce doctoral theses. It is not uncommon that doctoral students start a family during the process of writing their doctoral thesis. Family leaves should be considered when the performance of the postgraduate student and their mentor are assessed.

The majority of family leaves are still used by women. This is not a family matter only; it is a flaw in equality on the societal level. At the University, in 2022, men used 21% of all temporary child care leaves. The University has no say in whether a parental leave is taken by a man or a woman, but it can encourage men to use their parental leave.

**Practices and division of those tasks related to research and researcher training:**

- Research mentors ensure that men and women have equal opportunities to apply for postgraduate positions. Similarly, diversity is ensured between Finnish and non-Finnish personnel, for example. The objective is to ensure that postgraduate positions are offered as equally and fairly as possible throughout the University. RESPONSIBLE PARTY: Directors, mentors, and UniOGS.
- All postgraduate students, regardless of gender or other personal factors, are offered the opportunity to interact with scientific, high-quality networks in their field of research locally, nationally and internationally. RESPONSIBLE PARTY: Directors, mentors, and UniOGS.
- Good practices are developed that ensure that doctoral students and their mentors are treated equally and fairly in application processes, funding, availability of support services, etc., and delays caused by parental leaves will be taken into account when evaluating their performance. RESPONSIBLE PARTY: UniOGS, the Research Council, the Education Council, recruitment groups, faculties, administration responsible for research at the university level, directors, mentors.

## 2.3 Education and studying

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

For example, inclusivity and equality in teaching can be promoted with an open teaching planning process in faculties, research units and units in which the appropriate, equal and inclusive distribution of teaching duties is considered. According to the University's education guidelines, students are included in the planning of the curriculum and study periods.

The accessibility of studying, which is closely related to its equality, can be improved with special arrangements that students can apply for on specific health-related grounds (such as sensory disabilities, diagnosed learning disabilities or mental reasons). 'Special study arrangements' means special practices for completing studies and their assessment such as granting extra time for completing examinations, or arranging verbal examinations or a dedicated quiet space, or allowing the use of a computer in examinations. The student and a study psychologist collaborate on making the recommendation for special study arrangements<sup>4</sup>. Students make a personal study plan in which matters related to accessibility can also be included.

### **Practices and division of those tasks related to education and studying:**

- Student representatives are also appointed to the equality and diversity workgroups of faculties as well as the committees and workgroups responsible for the planning and implementation of education. RESPONSIBLE PARTY: Equality and diversity

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<sup>4</sup> <https://www oulu.fi/fi/opiskelijalle/opiskelun-tuki-ja-yhteystiedot-opiskelijalle/saavutettava-opiskelu> [Accessed 8 November 2023]

workgroups, education committees, degree programme committees, the Student Union.

- The degree programme curricula are prepared to be such that they encourage students to make independent choices regardless of gender and other such factors. In addition to substance subjects, curricula will include study modules that help students become aware of stereotypical gender views and dissolve them and promote diversity. RESPONSIBLE PARTY: Education committees, degree programme committees, persons responsible for developing and planning education, student counselling, teachers, students.
- Students create personal study plans that ensure that learning the objectives specified in the curriculum are met. Personal study plans support the implementation of individual, diverse and accessible education. A plan for special arrangements that support study may also be included in the personal study plan if necessary (concrete, case-specific practical measures, excluding the student's health information). RESPONSIBLE PARTY: Student counselling, students and study psychologist.
- The expertise of teaching personnel is developed with the help of training and other similar methods especially with regard to considering invisible obstacles for studying. RESPONSIBLE PARTY: The Equality and Diversity Committee, equality and diversity workgroups, Academic Affairs, and tutor teacher activities.
- The pedagogic studies for university teachers and teachers of comprehensive schools and other educational institutions will include study modules that will help them question traditional views on gender roles and promote the inclusivity of teaching and studying. RESPONSIBLE PARTY: Teacher educators, persons planning pedagogic training.
- Research units and units report on the implementation of equality and diversity in teaching and studying in connection with their self-assessments. RESPONSIBLE PARTY: Management of research units and units, Academic Affairs.
- Information related to equality and diversity is distributed to new students in connection with orientation periods, and they are encouraged to read the University's Equality and Diversity webpages. RESPONSIBLE PARTY: Academic Affairs, the Equality and Diversity Committee, equality and diversity workgroups.

### **2.3.1 Student selections and the right to study**

One of the key challenges related to equality in universities is still the uneven gender distribution of students seen in many fields. A highly uneven distribution may also mean that when people select a field of study and work, their gender steers their interest more than their individual competence and potential. This also maintains the strong division into women's and men's fields seen in the Finnish labour market. This can be corrected towards a more even distribution with student recruitment and selection processes that take equality and diversity into account.

#### **Practices and division of those tasks related to student selections and the right to study:**

- Measures are developed and promoted that enable evening out the uneven gender distribution in educational fields before students apply for education and during their education. RESPONSIBLE PARTY: Persons responsible for student recruitment and selection.

- Communication and information campaigns about various degree programmes are extended to comprehensive schools and secondary schools if possible. The objective is to communicate that all genders are equally suitable to apply to various fields, so that unnecessary differences in gender distributions and the subsequent differences between professions would be evened out. RESPONSIBLE PARTY: Education committees, degree programme committees or similar committees.
- Units and faculties will ensure that student selection does 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.

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

The development of diversity in education involves gender sensitivity in 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, GIA*).

Academic education can either support or break certain traditional, discriminative role views and operating cultures. Therefore, attention must be paid to degree structures, contents and teaching 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 inclusivity of teaching and studying can be supported with special arrangements, if necessary.

#### **Practices and division of those tasks related to education development, student and career counselling:**

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

## 3 APPENDICES

### 3.1 APPENDIX 1: Regulations and additional information related to equality and diversity

The following is a list of regulations related to equality and diversity.

Constitution of Finland (731/1999<sup>5</sup>)

Act on Equality between Women and Men (609/1986<sup>6</sup>)

Non-Discrimination Act (1325/2014<sup>7</sup>)

Act on the adoption of certain acts related non-discrimination (1347/2014<sup>8</sup>)

Employment Contracts Act (55/2001<sup>9</sup>)

Occupational Safety and Health Act (738/2002<sup>10</sup>)

Recommendation the Ministry of Finance of 1 January 2018 on promoting equality in government institutions<sup>11</sup>

International Covenant on Civil and Political Rights (8/1976<sup>12</sup>)

European Convention on Human Rights (63/1999<sup>13</sup>)

European Social Charter<sup>14</sup>

The European Union's Race and Ethnicity Equality Directive (2000/43/EC)

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

Criminal Code of Finland (39/1889<sup>15</sup>)

Universities Act (558/2009<sup>16</sup>)

Act on the Provision of Digital Services (306/2019<sup>17</sup>)

Act on Disability Services and Assistance (380/1987<sup>18</sup>)

Decree on services and assistance for persons with disabilities (759/1987<sup>19</sup>)

UN Convention on the Rights of Persons with Disabilities (27/2016<sup>20</sup>)

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<sup>5</sup> <https://www.finlex.fi/fi/laki/ajantasa/1999/19990731>

<sup>6</sup> <https://finlex.fi/fi/laki/ajantasa/1986/19860609>

<sup>7</sup> <https://www.finlex.fi/fi/laki/alkup/2014/20141325>

<sup>8</sup> <https://finlex.fi/fi/laki/alkup/2014/20141347>

<sup>9</sup> <https://www.finlex.fi/fi/laki/ajantasa/2001/20010055>

<sup>10</sup> <https://www.finlex.fi/fi/laki/ajantasa/2002/20020738>

<sup>11</sup> <https://vm.fi/documents/10623/1115054/22007.pdf/086a1126-12bd-4471-81f3-6c5dacebf077/22007.pdf>

<sup>12</sup> [https://www.finlex.fi/fi/sopimukset/sopsteksti/1976/19760008/19760008\\_2](https://www.finlex.fi/fi/sopimukset/sopsteksti/1976/19760008/19760008_2)

<sup>13</sup> <https://finlex.fi/fi/sopimukset/sopsteksti/1999/19990063>

<sup>14</sup> [https://www.finlex.fi/fi/sopimukset/sopsteksti/1991/19910044/19910044\\_2](https://www.finlex.fi/fi/sopimukset/sopsteksti/1991/19910044/19910044_2)

<sup>15</sup> <https://www.finlex.fi/fi/laki/ajantasa/1889/18890039001>

<sup>16</sup> <https://www.finlex.fi/fi/laki/ajantasa/2009/20090558>

<sup>17</sup> <https://www.finlex.fi/fi/laki/alkup/2019/20190306>

<sup>18</sup> <https://www.finlex.fi/fi/laki/ajantasa/1987/19870380>

<sup>19</sup> <https://www.finlex.fi/fi/laki/ajantasa/1987/19870759>

<sup>20</sup> [https://www.finlex.fi/fi/sopimukset/sopsteksti/2016/20160027/20160027\\_2](https://www.finlex.fi/fi/sopimukset/sopsteksti/2016/20160027/20160027_2)



Act on Support for Informal Care (937/2005<sup>21</sup>)  
Act on the amendment of the Value Added Tax Act (387/2021<sup>22</sup>)  
Decree on client charges in social welfare and healthcare (912/1992<sup>23</sup>)  
Land Use and Building Act (132/1999<sup>24</sup>)  
Act on Special Care for the Mentally Handicapped (988/1977<sup>25</sup>)  
Basic Education Act (628/1998<sup>26</sup>)  
Act on General Upper Secondary Education (714/2018<sup>27</sup>)  
Government decree on the matriculation examination (612/2019<sup>28</sup>)  
Act on Vocational Education and Training (531/2017<sup>29</sup>)  
Vocational Education and Training Decree (673/2017<sup>30</sup>)

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<sup>21</sup> <https://finlex.fi/fi/laki/ajantasa/2005/20050937>

<sup>22</sup> <https://www.finlex.fi/fi/laki/alkup/2021/20210387>

<sup>23</sup> <https://www.finlex.fi/fi/laki/ajantasa/1992/19920912>

<sup>24</sup> <https://www.finlex.fi/fi/laki/ajantasa/1999/19990132>

<sup>25</sup> <https://www.finlex.fi/fi/laki/ajantasa/1977/19770988>

<sup>26</sup> <https://www.finlex.fi/fi/laki/ajantasa/1998/19980628>

<sup>27</sup> <https://www.finlex.fi/fi/laki/ajantasa/2018/20180714>

<sup>28</sup> <https://www.finlex.fi/fi/laki/alkup/2019/20190612>

<sup>29</sup> <https://www.finlex.fi/fi/laki/ajantasa/2017/20170531>

<sup>30</sup> <https://www.finlex.fi/fi/laki/alkup/2017/20170673>

The following is a list of links related to equality and diversity. All links were accessed on 8 November 2023.

The University of Oulu's website on equality

<https://www oulu.fi/en/university/equality-and-diversity-university-oulu>

Personnel and student statistics of the University of Oulu (available on the internal website of the University)

<https://raportointi oulu.fi/Reports/browse/>

RESET project website [www.wereset.eu](http://www.wereset.eu)

The Ministry of Social Affairs and Health/Gender equality <https://stm.fi/en/gender-equality>

The Ministry of Employment and the Economy/Equality <https://tem.fi/en/non-discrimination-and-equality-in-working-life>

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

Centre for Gender Equality Information <https://thl.fi/en/topics/gender-equality>

Equality.fi <http://www.equality.fi/>

EU employment, social affairs and inclusion

<https://ec.europa.eu/social/home.jsp?langId=en>

KOTAMO: Report on the state of equality and diversity in Finnish higher education institutions

<https://julkaisut.valtioneuvosto.fi/handle/10024/164427>

## 3.2 APPENDIX 2: Glossary

*Heterosexism* is a belief in the natural superiority of heterosexuality. The concept refers to compulsory heterosexuality and to the unchallenged presumption that the other person is heterosexual. In a heterosexist culture, individuals are pressured to adapt to more or less mutually opposite and segregated gender roles and positions. Heterosexism is discriminatory and can be 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 practices that are targeted 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 remove unequal conditions, and it is included in the Act on Equality between Women and Men, as section 9, subsection 1, paragraph 4 refers to temporary, special actions based on a plan that promote effective gender equality and aim at implementing the objectives of the Act on Equality between Women and Men. For example, as a positive action, a representative of the minority gender can be favoured for a job if they are equally qualified for the position. 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.

*Accessibility* refers to the creation of a physical, psychological and social environment that allows everyone, regardless of their qualities, to function equally with everyone else. Among others, *accessibility* can be divided into the following subareas that are not unambiguous, clearly defined or mutually exclusive:

- *Physical accessibility*, i.e., the accessibility of the built environment, is the *accessibility* of the environment, infrastructure and equipment. This means that a person can move around in their environment independently without the help of others and can also use any devices or equipment in the environment themselves (for example, a queue ticket machine, an elevator, laboratory equipment.)
- *Mental accessibility* refers to the 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 differences and diversity.
- *Social accessibility* means equal opportunities of persons who belong to various professional groups or otherwise specified groups to operate in a community.
- *Communication-related accessibility* means equal availability of information and inclusion. Communication-related accessibility takes into account the diversity of people.

*Sexual harassment* is one form of sexual violence. The term 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: abusing power by requiring sexual favours in exchange of work or career advancement, and creating and maintaining a threatening and unstable 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 career advancement or good grades, and 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 a group 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 or sexist jokes, verbal sexual advances, comments that contain stereotypical and discriminative attitudes;
- (2) non-verbal and/or visual: such as staring or whistling; and
- (3) physical.

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

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

*Gender impact assessment (GIA)* refers to an evaluation of a practice or similar in terms of its assumed direct or indirect effects on the status of women and men, resources and interests. Practices etc. may seem neutral, but nevertheless be targeted differently at men and women, thus enforcing inequality. A gender impact assessment must be performed at a stage when there are still actual opportunities for remedying the situation. The objective is to prevent indirect discrimination.

*Discrimination* refers to unequal treatment related to age, gender (see: heterosexism), sexual orientation, ethnic origin, disability or other factors, instead of the individual's merits. *Direct* or *indirect* discrimination based on gender is forbidden in the Act on Equality between Women and Men. Gender-based discrimination occurs if women and men are treated differently on the basis of gender (direct discrimination). Treating someone differently for reasons such as pregnancy, childbirth, parenthood, obligation to care for a family member, or another reason related to gender is also discrimination. Activity that puts women and men in unequal positions is discrimination (indirect discrimination) even if the activity seems to be equal. Discrimination also refers to setting certain obligations or restrictions only on men or women.

*Bullying at work* refers to inappropriate treatment that is long-term, repeated and hostile towards another member of the work community to the extent 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.

*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, in all stages and especially with regard to the practices of working life and everyday operations. For example, mainstreaming means that in comprehensive development processes, equality is included in the University's operating strategies and plans. Therefore, promoting equality is not a separate component in decision making; instead, it must be included in all operations on all levels. Gender impact assessments, i.e. pre-assessments of all decisions and actions from the perspective of their effects on gender, are an important method for mainstreaming.

More terms and concepts related to equality and diversity can be found here:

<https://thl.fi/aiheet/sukupuolten-tasa-arvo/sukupuoli/tasa-arvosanasto>

### 3.3 APPENDIX 3: History of equality and diversity work at the University of Oulu

The Equality and Diversity Committee gave the following actions priority in the 2022–2023 period:

Action	Follow-up
<p>1. Representatives of both genders are always invited and appointed as members of workgroups, considering the tasks of the workgroup, i.e. the principle of the Act on Equality between Women and Men that requires that there is at least 40 per cent of 'both genders' is observed. Correspondingly, members are appointed to workgroups equally from different personnel and student groups.</p>	<p>A report was drafted on the gender distribution of workgroups in May 2023. Half of the 90 workgroups reached the 60/40 gender distribution objective. A piece was published in Patio on the report.</p>
<p>2. Equality and diversity contact persons are trained for their duties and for equality and diversity work.</p>	<p>Training for equality and diversity contact persons was organised in May 2023. In addition, information on gender equality and diversity was sent to the contact persons in 2022.</p>
<p>3. Promoting and increasing discussion, training and communication on equality and diversity.</p>	<p>A communication plan and a slide presentation on equality and diversity were created in November 2022. The University organised a series of three lectures for personnel on themes related to equality and diversity in collaboration with Ekvälita in 2022. UNIC Superdiversity School events were organised in April and November 2022. Faculty visits related to equality and diversity were organised to nearly all faculties during 2023. An event on diversity in the university community was held at the Linnanmaa campus in February 2023. Three equality and diversity morning coffee events were held in May 2023.</p>

Action	Follow-up
4. Increasing awareness of the Equality and diversity plan within the University.	The University's Equality and diversity plan was introduced in a pop-up booth targeted at new employees. The plan was also introduced in the meetings of the Research Council and the Management Group of Research. The equality and diversity actions were also introduced during the events referred to in (3).
5. The right of students and employees to express their desired gender is supported in practice.	The University of Oulu submitted a proposal to the Peppi consortium on enabling changing user account names according to a student's or employee's choice.
6. Monitoring the distribution among personnel of workloads that may arise from the increase in multi-location work. Work tasks should be evenly distributed despite multi-location work (e.g. supervision of exams, supervision of students).	Multi-location and remote work have increased flexibility both in terms of working hours and work practices.
7. Men are encouraged to take paternity and parental leaves and participate in caring for their sick children.	Awareness of the parental leave renewal was increased within the university community through Patio bulletins. Training on the changes to family leave was organised for HR employees.
8. Monitoring the implementation of the new language policy.	Feedback on the implementation of the language policy has been collected from faculties with an email survey and as part of the Equality and Diversity Committee's survey carried out in the spring of 2023.
9. The provision of training and communication on zero tolerance for bullying/harassment are continued and the statistics on reports made with the anonymous online form on suspected bullying/harassment are monitored.	Information on the zero tolerance for bullying and discrimination has been broadcast on the displays around the campus. The University participated in the Week Against Racism event and the Oulu Pride event in 2023. The Equality and Diversity Committee has reviewed harassment statistics every six months.

## 2019-2021

In 2019, the Equality and Diversity Committee, which started its work on 1 January 2019, prepared the Equality and Diversity Plan, which was approved on 20 November 2019, and implemented the actions of the new and the previous equality and diversity

plan. In 2019, the Committee discussed the university's responsible research program, unisex showers, the results of the International Student Barometer survey, the annual pay survey, the University's external web pages on equality and diversity, the results of the 'From degree to work life' university surveys aimed at bachelors programme students, and the results of the masters' and doctors' career 2018 follow-up questionnaires of universities, and prepared a statement for the directors on gender diversity. Among other events, the Committee organized a coffee event on Equality Day on 19 March 2019 for those responsible for equality work in Nokia and the City of Oulu, and participated in the equality event organised by the Finnish Institute for Health and Welfare in Oulu on 9 and 10 October 2019. The Committee decided on the recipient of the Equality Award (the prize was awarded during Well-Being Week, week 41). The University participated in the national Bring Your Child to Work/School day on 22 November 2019. It is important for children to see where the adults who are important to them work and what their work is like. A grandparent, godparent or other adult close to the child can also take the child to their own workplace. This way even children whose parents are unable to bring them to their workplaces can be included.

In 2020, the Committee discussed unisex toilets, the external websites on equality and diversity, the pay survey, collaboration with the ethics workgroup, the equality event held in Helsinki on 7 and 8 October 2020, the 'family-friendly deeds' ('perheystävällisiä tekoja') challenge, the RESET project (Redesigning Equality and Scientific Excellence Together), the UNIC = European University of Post-Industrial Cities network participation options, participation in the accessibility steering group, among other matters, and updated the equality and diversity brochure and awarded the Equality and Non-Discrimination Award. The Equality Day event on 19 March was postponed for one year due to the coronavirus. Due to the coronavirus, the accessibility survey of the premises has not been advanced in 2020, nor has the Bring Your Child to Work event been organized.

In 2021, the Committee discussed the language policy, the RESET project, the EUni4All project and the annual pay survey, and updated the new Equality and diversity plan and awarded the Equality Award during the Well-Being Week on 5 October 2021. The Equality Day event on 19 March was organised remotely and the Bring Your Child to Work event was not organised because of the coronavirus.

The assessment of the gender equality status in the workplace required by section 6a of Act on Equality between Women and Men 609/1986 is carried out annually, in connection with which a report on the employment of men and women in different tasks was created and a survey of the classification of the tasks, pay and pay gap of men and women was carried out. The differences in pay between women and men at the University are small and they are mainly based on differences in the requirement level of the tasks and differences in performance.

The objective of the University's equality and diversity work is to promote equal and non-discriminative treatment of employees and students and to prevent discrimination and handle any flaws with the help of multi-channel and multidirectional communication. Equality between the members of a community and genders has to be a key principle in all operations of the University. This objective steers the equality and diversity work carried out by the faculties and units. In addition, the University's equality and diversity work aims to mainstream equality and diversity. At the University, this refers to the organisation, openness, development and assessment of decision making and activities by requiring that operators promote equality and



diversity at all levels and in all phases; in other words, they are mainstreamed in all of the University's activities. Ex-ante evaluation of decisions and activities from the perspective of their gender effects is an important tool for mainstreaming.

Since 1 January 2014, in addition to the Equality and Diversity Committee, there have been three joint equality and diversity workgroups of different faculties that take care of equality and diversity work in the units. The workgroups are as follows:

- the Kontinkangas workgroup (Faculty of Medicine and Faculty of Biochemistry and Molecular Medicine).
- the Technology and science workgroup (Faculty of Information Technology and Electrical Engineering, Faculty of Science, Faculty of Technology, Faculty of Architecture and Oulu Mining School).
- the Workgroup of the Faculty of Education, Faculty of Humanities, Oulu Business School.

The Equality and Diversity Committee gave the following actions priority in the 2019–2021 period:

<b>Action</b>	<b>Follow-up</b>
<p>1. The provision of training and communication on zero tolerance for bullying/harassment are continued and the statistics on reports made with the anonymous online form on suspected bullying/harassment are monitored.</p>	<p>Personnel, active students and student tutors have been trained in zero tolerance for bullying and harassment by equality and diversity workgroups, study psychologists and student union employees, among others. An equality and diversity page is maintained on the employee intranet. Information on zero tolerance is available on the University's external website. The equality brochure was updated in 2020. Statistics on bullying and harassment have been monitored and the Equality and Diversity Committee has been informed. The Student Union conducted an equality and diversity survey for students in the spring of 2021.</p>
<p>2. In connection with the introduction of the new intranet Patio, the Committee will assist in and ensure the inclusion of the following topics in English: tax system and related paper work, computer systems, Finnish culture, history and politics, grant applications and funding opportunities, equal information and training in English, career planning and personnel associations.</p>	<p>The abovementioned matters have been taken into account and included in Finnish and in English on the intranet rather well, but it is difficult to find the information with the search function. Funding opportunities are regularly advertised on the intranet and by email.</p>

<b>Action</b>	<b>Follow-up</b>
3. A statement will be prepared to support transgender personnel members and students.	A statement was published on the intranet on 6 August 2019.
4. The creation of unisex toilets will be advanced to the extent possible (single unit toilets), and the situation will be monitored.	In 2020, the toilet signs were changed so that all individual toilets (36) along the main corridors on the 1st floor of the Linnanmaa campus were made unisex. On the Kontinkangas campus, all the toilets along the main corridors are larger public toilets, so no similar change has been made. Unisex toilets have also been created and will be created in connection with renovations.
5. It is recommended that the university community uses the pronouns that transgender students and personnel members request.	The recommendation is included in the 2020 equality and diversity brochure and in the 2019 Equality and diversity plan. Students and personnel members may add an English pronoun of their choice to their email signature or Zoom name.
6. The University of Oulu continues to participate in the Bring Your Child to Work event to introduce the family members of employees to the work community, as this will increase understanding of the importance of family leaves.	As in previous years, the University of Oulu participated in the national Bring Your Child to Work/School event on 22 November 2019. The event was not organised in 2020 and 2021 due to the coronavirus.
7. The state of pay equality is monitored yearly and the results are introduced and the obligation of equal treatment is highlighted during the training on development discussions and the pay system provided to line managers.	A report on the employment of men and women to different tasks is created and a survey of the classification the tasks, pay and pay gap of men and women is carried out annually. The differences in pay between women and men at the University are small and they are mainly based on differences in the requirement level of the tasks and differences in performance. In 2020, the Ombudsman for Equality stated that the University of Oulu's pay survey does not meet the requirements set for it. The pay survey was updated in 2021 to meet the requirements. The pay surveys are available on the intranet and the results have been presented in the training of line managers.

<b>Action</b>	<b>Follow-up</b>
8. In recruitment training, a video on unconscious biases will be introduced.	Equality and the consideration of unconscious biases have been actively featured in training and recruitment, but this video has generally not been used. Primarily, both recruitment planners and HR managers work by having active, constructive discussions with preparation teams and recruiting supervisors to increase awareness of the issue and guide them to equal practices. In addition, anonymous recruitment has both been piloted and discussed in the university community, for example during the Equality Day event in spring 2021.
9. Academic Affairs will maintain an English internet page or Tuudo service for students, on which job opportunities are advertised and career descriptions provided. The Equality and Diversity Committee supports this to ensure that career choices that are unusual from a gender perspective are taken into account and promoted.	Academic Affairs uses the aarresaari.net network's Valo portal to advertise job opportunities. The portal has information on job opportunities in both Finnish and in English.
10. During the Well-Being Week, training will be provided for students on how they can support their own well-being.	Training has been arranged on this subject during the Well-Being Week in 2019, but in 2020 it was cancelled due to the coronavirus. In 2021, training will be provided again. Events have also been arranged for personnel by the occupational healthcare provider, for example.

Action	Follow-up
<p>11. Intersectional gender equality in STEM fields (science, technology, engineering, mathematics) will be discussed in detail with the aim of identifying and remedying flaws in the W-STEM project activities (Erasmus +).</p>	<p>The results of the W-STEM project have been presented to the Equality and Diversity Committee and they are also available on the project's website at <a href="https://wstemproject.eu">https://wstemproject.eu</a></p> <p>The issue is addressed in the publication: Mervi Heikkinen, Leena Pääsky &amp; Sari Harmoinen   Kestävän kehityksen SAGA – sukupuoli ja muut erot korkeakoulujen STEM alojen tieteellisen tiedon tuottamisessa   Sukupuolentutkimus – Genusforskning 34(2021): 2, pp. 38–43.</p>

Information on years 1997–2018 is available in the 2019 Equality and diversity plan of the University of Oulu.

### 3.4 APPENDIX 4: Summary of developments actions for the 2024–2025 period:

#### DEVELOPMENT ACTION 1

*Diversity must be considered when members of workgroups are appointed.*

<b>Tool</b>	<b>Responsible party</b>	<b>Indicator</b>	<b>Follow-up</b>
Members are proposed and selected equally from all genders so that the gender distribution according to the member's legal gender is in line with the principle laid down in the Act on Equality between Women and Men, i.e. there is at least 40 per percent of 'both genders'. Correspondingly, members are appointed to workgroups equally from different personnel and student groups with consideration to representation, internationality and diversity.	Parties that decide the members of workgroups.	An annual report on the gender distribution of workgroups.	

#### DEVELOPMENT ACTION 2

*Promoting and increasing discussion, training and communication on equality and diversity.*

<b>Tool</b>	<b>Responsible party</b>	<b>Indicator</b>	<b>Follow-up</b>
Increasing equality and diversity training in executive programmes and personnel induction. Drafting several commentaries and articles from the perspective of equality and diversity annually. Ensuring the gender sensitivity of research content and the curriculum. Increasing awareness of the Equality and diversity plan within the University. Organising equality and diversity themed morning coffee events, and visits to faculties and special units to increase discussion and awareness at the university level.	The Equality and Diversity Committee and equality and diversity working groups, HR, RESET project group and the Talent Boost programme.	The number of training events and morning coffee events organised and the number of published articles and commentaries.	

### DEVELOPMENT ACTION 3

*Developing equal recruitment and increasing the number of women in leadership positions.*

<b>Tool</b>	<b>Responsible party</b>	<b>Indicator</b>	<b>Follow-up</b>
The Recruitment at the University of Oulu guidelines will be updated to more extensively include principles for diverse recruitment. Awareness of the guidelines among supervisors and other employees involved in recruitment will be increased. Anonymous recruitment will be piloted in the recruitment of other specialists and support personnel. Statistics on the gender distribution of research unit directors will be monitored.	HR and the Equality and Diversity Committee.	Completed and updated recruitment guidelines and number of anonymous recruitments.	

### DEVELOPMENT ACTION 4

*Increasing participation of international employees and students by developing multilingual practices in particular.*

<b>Tool</b>	<b>Responsible party</b>	<b>Indicator</b>	<b>Follow-up</b>
The Unit for Strategy and Science Policy will promote the practical introduction of the University's language policy, and the Equality and Diversity Committee will monitor its implementation. The drafting and introduction of bilingual (Finnish and English) document templates, among others, will be advanced. Training on language awareness at a multilingual workplace will be provided.	The Unit for Strategy and Science Policy, HR, the Equality and Diversity Committee and the Talent Boost programme.	Organised training events, new bilingual document templates.	

## DEVELOPMENT ACTION 5

*Promoting equal pay and pay awareness.*

<b>Tool</b>	<b>Responsible party</b>	<b>Indicator</b>	<b>Follow-up</b>
Strengthening the skills of line managers in rewarding employees, and increasing the employees' awareness of how the amount of pay is determined. An information leaflet on the pay system and the bases of pay determination will be created to support this work. Training on the pay system will continue to be organised every autumn in connection with the development discussion period. Pay awareness will be increased in induction training and line manager training. The pay and pay system information in the new employee guide and the Welcome to the University of Oulu guide will be updated.	HR and the Equality and Diversity Committee.	Number of training events organised, and completed and updated induction training guidelines.	

## DEVELOPMENT ACTION 6

*Bolstering a family-positive operating culture.*

<b>Tool</b>	<b>Responsible party</b>	<b>Indicator</b>	<b>Follow-up</b>
Communication and events. Line managers, teachers and UniOGS are encouraged to be flexible. Information on reconciling work and leisure and family-friendly practices will be added to the intranet as a dedicated section. Participating in the organisation of the national Children's Day at Work event. Advancing the creation of breastfeeding and wellness facilities on campuses.	Line managers, HR, the Unit for Strategy and Science Policy, and the Talent Boost programme.	Statistics on the use of family leave from the personnel report and collected with the separate survey, completed review of intranet content and the number of events organised.	

**DEVELOPMENT ACTION 7**

*Improving racism detection and prevention.*

<b>Tool</b>	<b>Responsible party</b>	<b>Indicator</b>	<b>Follow-up</b>
It will be communicated that racism and other forms of harassment are not allowed at the University. Raising awareness of the online form for reporting harassment, and monitoring statistics related to its use. Participating in the organisation of events held during the Week Against Racism in March 2024 and 2025.	The Equality and Diversity Committee, the Student Union, study psychologists, line managers and HR.	Statistics on bullying and harassment, the results of the International Student Barometer.	



### **3.5 APPENDIX 5: University of Oulu's Accessibility Plan 2023–2024**

<https://ouluyo.oncloudos.com/aski/202212101.12102.PDF>