



UNIVERSITY OF  
EASTERN FINLAND

*University of Eastern Finland  
Gender Equality and Equal  
Opportunities Programme*

2017-2018



# Contents

<b>1. Introduction</b>	<b>4</b>
1.1. Organisation of and resources for gender equality and equal opportunities work	4
1.2. Legislation on gender equality and equal opportunities	4
1.3. Discrimination	4
1.4. Harassment and bullying	5
1.5. Accessibility	5
<b>2. Studies and teaching at the University of Eastern Finland</b>	<b>6</b>
2.1. Student admissions	6
2.2. Studying at the university	7
2.3. Teaching at the university	8
<b>3. Working at the University of Eastern Finland</b>	<b>10</b>
3.1. Recruiting	10
3.2. Work and career advancement	11
3.2.1. Career development and pay	11
3.2.2. Working at the university and competence development	12
<b>4. Monitoring and development of gender equality and equal opportunities</b>	<b>14</b>

# 1. Introduction

**THE UNIVERSITY OF EASTERN FINLAND** Gender Equality and Equal Opportunities Programme describes the current situation regarding gender equality and equal opportunities at the university and measures intended to implement and promote gender equality and equal opportunities among personnel and students. According to the strategy of the University of Eastern Finland, the university as a scientific community is creative, rewarding and tolerant. Gender equality and equal opportunities are also assisted by the pursuit of these strategic goals.

Gender equality and equal opportunities work at the University of Eastern Finland is based on legislation and the values of the university. The foundation and goal of gender equality and equal opportunities work is to identify and prevent expressions, structures and functions that maintain or increase inequality, and to promote gender equality and equal opportunities at all levels of the university.

## 1.1. Organisation of and resources for gender equality and equal opportunities work

The University of Eastern Finland has an Equal Opportunities Committee comprising representatives of the personnel, the Student Union and the employer. The Rector of the university appoints the Equal Opportunities Committee after hearing the opinions of the staff associations and the Student Union. Further information on the Equal Opportunities Committee: <http://www.uef.fi/en/web/tasa-arvo-ja-yhdenvertaisuus>.

The University of Eastern Finland has also appointed two equal opportunities contact persons who serve as a low-threshold point of contact for personnel and students in gender equality and equal opportunities matters and in experiences of inappropriate treatment. The Student Union also has contact persons to whom students may turn in cases of harassment.

Every unit of the university is required to discuss gender equality and equal opportunities matters on a regular basis. Every unit may do this by employing methods supporting gender equality and equal opportunities. Units may benefit from existing structures (e.g. quality assurance or the TYKE network) or set up a separate working group. Among students, the Student Union and subject associations are key players in promoting gender equality and equal opportunities.

The goal is to enhance the role of the Equal Opportunities Committee in 2017–2018 in order to better take gender equality and equal opportunities perspectives into account in the future planning and preparation of functions and decisions (described in more detail in Chapter 4).

## 1.2. Legislation on gender equality and equal opportunities

According to legislation that entered into force at the beginning of 2015, employers and education providers must not only prevent discrimination but also evaluate gender equality and equal opportunities and promote the attainment of these in their operations. The Gender Equality and Equal Opportunities Programme focuses on these matters and outlines means for promoting them in 2017–2018.

The University of Eastern Finland takes an active approach to promoting equal opportunities with regard to all the grounds for discrimination listed in the Non-discrimination Act (see section 1.3 for more). The Act on Equality between Women and Men specifies that in addition to gender equality, attention must be paid to gender plurality and the prevention of discrimination against sexual minorities. The Non-discrimination Act further requires employers and education providers to make reasonable accommodation for disabled persons. Reasonable accommodation guarantees equal opportunities in participating in education, in performing work duties and in career advancement.

## 1.3. Discrimination

The University of Eastern Finland does not tolerate discrimination. Discrimination is defined as the different treatment of an individual or a group of people on the basis of his/her or their background. The forms of discrimination listed in the Non-Discrimination Act and the Act on Equality between Women and Men are direct and indirect discrimination, sexual harassment, an instruction or order to discriminate and denial of reasonable accommodation.

Discrimination may be based on an actual or perceived characteristic of a person or a person's family member (discrimination by association).

The Non-Discrimination Act prohibits discrimination on the basis of age, origin, nationality, language, religion, belief, opinion, political activity, trade union activity, family relationships, state of health, disability, sexual orientation or other personal characteristics. The Act on Equality between Women and Men prohibits discrimination by gender, including discrimination based on sexual identity, sexual expression, pregnancy, childbirth, parenthood or family responsibilities.

## 1.4. Harassment and bullying

The University of Eastern Finland does not tolerate harassment or bullying. The University has published a guideline for appropriate behaviour at work (available for university personnel and students at <https://www2.uef.fi/en/intra/henkiloston-kehittaminen/aineistoa>). The guideline states that harassment and inappropriate treatment are defined as behaviour contrary to law, agreements and common decency; this includes things such as offensive actions, negligence or social exclusion in the workplace. Decisions made by representatives of the employer within their authority and concerning work do not constitute harassment or inappropriate treatment. Occasional disputes in the workplace also do not constitute harassment or inappropriate treatment. *Ministry of Social Affairs and Health guideline 6/2016* (in Finnish) states that occasional inappropriate remarks or differences of opinion do not constitute harassment even if they are perceived as offensive. Similarly, individual disputes or isolated instances of inappropriate language, etc., do not constitute harassment even if hurtful.

Decisions concerning work may not involve direct or indirect discrimination. Therefore appropriate justification for such decisions must be given. Language and manners must be civil and non-discriminatory in the workplace. Any disputes that compromise work or health must be talked over and settled, with the help of supervisors and the employer if necessary.

The University of Eastern Finland has published guidelines for personnel and students concerning the investigation of cases of harassment and bullying (the guidelines do not apply to students in all respects). These are available to university personnel and students at <https://www2.uef.fi/en/intra/henkiloston-kehittaminen/tyopaikkahairinta/-ki-usaaminen>. The early support model used by the university emphasises the importance of early intervention. The UEF Compasses (<https://www2.uef.fi/en/intra/henkiloston-kehittaminen/uef-kompassit>) were created to help resolve problems in workplace communities. The university also uses workplace mediation.

## 1.5. Accessibility

Accessibility refers to a physical, mental and social environment where everyone, regardless of their personal characteristics, can act and interact equally with others. At the university, accessibility applies to all students and all personnel, with special reference to persons who require special arrangements in order to work or to study. (Further information in Finnish: *Ministry of Education study (2005): "Esteetön opiskelu yliopistoissa"*). Reasonable accommodation to ensure non-discriminatory treatment of disabled persons as required by law is primarily sought to be realised by ensuring that facilities are generally accessible (see the aspects of accessibility discussed below). If any additional accommodation is required with regard to particular individuals, such accommodation will be evaluated on a case-by-case basis together with healthcare professionals and other experts as necessary.

Aspects of accessibility include student affairs, e.g. entrance examinations, student guidance, teaching arrangements and practices and examination practices; physical environment, e.g. facilities, access routes, parking spaces, lighting and signage; and accessible communications, e.g. websites, other written materials and the languages used.

Further information on accessibility at the University of Eastern Finland may be found at <http://www.uef.fi/en/opiskelu/esteeton> and Chapter 4 in this programme discusses the monitoring and development of accessibility.

## 2. Studies and teaching at the University of Eastern Finland

**TEACHING IS** one of the principal tasks of the University of Eastern Finland, and students are a key group in the pursuit of the educational and performance goals of the university. Gender equality and equal opportunities in studies and teaching can only be attained through cooperation between students and personnel, facilitated by legislation, ethics and the structures of the university.

Promoting gender equality and equal opportunities in studies and teaching at the University of Eastern Finland requires action by both the organisation as a community and its members individually. The university as an organisation establishes the structures for promoting and monitoring gender equality and equal opportunities, but it is also important to encourage students and teachers to promote gender equality and equal opportunities in everything they do.

The Degree Regulations of the University of Eastern Finland are available for personnel and students [here](#).

### 2.1. Student admissions

Student admissions at the University of Eastern Finland are rooted in the values of gender equality and equal opportunities. Applicants are informed of the selection process equally, at the same time and through multiple channels. Students are selected on the basis of entrance examinations and pre-determined criteria. Selection is not guided by age, gender, nationality, ethnicity, social status or any other grounds for discrimination. Entrance examinations are arranged accessibly, and applicants may for justified reasons be provided with support measures at the entrance examination.

**In order to further promote gender equality and equal opportunities in student admissions, the goal is to evaluate entrance examination practices at the University of Eastern Finland in 2017–2018 as follows:**

#### 1. PROMOTION OF GENDER EQUALITY AND EQUAL OPPORTUNITIES IN STUDENT ADMISSIONS.

**GOAL:** Entrance examinations are held in keeping with gender equality and equal opportunities vis-à-vis individual differences. Electronic entrance examinations will be evaluated in selected programmes.

**ACTIONS:**

- Electronic entrance examination pilot in selected programmes in 2018. The plan is for electronic entrance examinations to be arranged using national learner IDs (this scheme is in preparation at the time of writing of the present programme) that will be used to identify individual students without revealing their gender, social background or ethnicity.
- The entrance examination material will be published equally to all applicants (equal preparation period, all entrance examination material published e.g. three months earlier), and entrance examination material will be neutral from the perspective of gender equality and equal opportunities.
- An investigation will be conducted on broader use of the matriculation examination, on reducing the importance of entrance examinations, and on admissions of applicants who have not completed the matriculation examination.

**RESPONSIBILITY:** Faculties, Student and Learning Services, persons in charge of entrance examinations in each subject.

**EVALUATION:** Linkage to the university's quality assurance process.

#### 2. EXAMINING SOCIAL EQUALITY ASPECTS OF ENTRANCE EXAMINATIONS FOR THE VARIOUS ACADEMIC SUBJECTS.

**GOAL:** The entrance examination material and preparation time are equal for all applicants from the perspective of socio-economic equality. What this means is that the entrance examination material must be as affordable as possible or available for free online but only for a limited period of time before the entrance examination.

**ACTIONS:**

- The persons organising entrance examinations will evaluate the availability of the entrance examination material in view of its price. They will also ensure that the material that must be purchased will not be replaced every year and thus cause students to incur extra costs.
- Time of publication of the entrance examination material (equal preparation time, meaning not favouring students who have the economic means to dedicate themselves to full-time preparation for entrance examinations for instance for a full year), neutrality of the entrance examination material from the perspective of gender equality and equal opportunities.

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**RESPONSIBILITY:** Persons in charge in each academic subject, faculties.  
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**EVALUATION:** Linkage to the university's quality assurance process.  
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## 2.2. Studying at the university

Students at the University of Eastern Finland are treated in accordance with gender equality and equal opportunities. For instance, using student IDs as identifiers in electronic examinations promotes equal opportunities. Students are provided services in Finnish and in English as necessary (degree programmes taught in English). Equal progress in studies is supported with the use of personal study plans (PSPs), which help students organise their studies, taking into account their life situation and any special arrangements required.

Although the university cannot completely arrange its operations according to the various needs and life situations of all of its students, the aim is to develop learning environments so as to facilitate the reconciliation of studies and life situations by students as far as possible. The university encourages students to acquire work experience that is supportive of their degree studies and will benefit them both during and after their studies.

In all academic subjects, students have equal access to student counselling and thesis supervision. Accessibility of study and learning environments promotes equality. Students themselves contribute to an atmosphere of gender equality and equal opportunities at the University of Eastern Finland through mutual respect and the activities of student organisations.

**In order to promote gender equality and equal opportunities in studies, the goal is to evaluate studying at the University of Eastern Finland in 2017–2018 as follows:**

### 1. COLLABORATION OF STUDENT ORGANISATIONS TO PROMOTE GENDER EQUALITY AND EQUAL OPPORTUNITIES.

**GOAL:** Efforts towards gender equality and equal opportunities will be realised through cooperation between all operators in the organisation.  
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**ACTIONS:**

- Suggestions to student organisations to examine their activities from the perspective of gender equality and equal opportunities.
- Requests to student organisations to submit proposals for promoting gender equality and equal opportunities.

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**RESPONSIBILITY:** Equal Opportunities Committee, student organisations, individual students.  
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**EVALUATION:** Linkage to the university's and the Student Union's quality assurance process.  
.....

### 2. SUPPORTING SPECIAL LEARNING NEEDS TO PROMOTE STUDIES.

**GOAL:** Students progress equally in their studies regardless of any individual special needs for learning.  
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**ACTIONS:**

- Special learning needs are noted and allowed for when drawing up personal study plans (PSPs).
- Implementation of support measures is monitored throughout students' studies.

**RESPONSIBILITY:** Student and Learning Services, personal study plan counsellors and students.

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**EVALUATION:** Linkage to the joint quality assurance process of the student organisations and the university.

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### 3. THE LEARNING ENVIRONMENTS AT THE UNIVERSITY SUPPORT THE RECONCILIATION OF STUDIES AND LIFE SITUATIONS.

**GOAL:** By using a variety of learning environments, university students can more easily combine studies with various life situations.

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**ACTIONS:**

- It will be investigated how current learning environments at the university support the reconciliation of studies and life situations.
  - New ways for flexibly completing studies will be developed, and efficient and creative means independent of time and place for leveraging electronic technologies in studies will be explored.
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**RESPONSIBILITY:** University Services.

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**EVALUATION:** Student questionnaires.

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## 2.3. Teaching at the university

The content of teaching at the University of Eastern Finland is ethically acceptable. Gender equality and equal opportunities are supported through the use of multiple teaching methods and learning environments. In each academic subject, teaching is planned so as to have teachers who are experts in their respective fields.

**In order to promote gender equality and equal opportunities in teaching, the goal is to evaluate teaching at the University of Eastern Finland in 2017–2018 as follows:**

### 1. TEACHING CONTENT PROMOTES GENDER EQUALITY AND EQUAL OPPORTUNITIES.

**GOAL:** Teaching content contains no discriminatory elements, and student assessments are gender-equal and non-discriminatory.

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**ACTIONS:**

- The teaching content in the various academic subjects and their learning assessment will be examined from the perspective of gender equality and equal opportunities.
  - Learning assessment is equitable and based on transparent grounds unaffected by personal characteristics (such as age, gender or ethnicity).
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**RESPONSIBILITY:** Persons in charge of the various academic subjects and teachers.

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**EVALUATION:** Linkage to the university's quality assurance process.

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### 2. EQUAL AND NON-DISCRIMINATORY GUIDANCE PRACTICES.

**GOAL:** All students have an equal right to receive guidance within a reasonable time regardless of the progress of their studies or the subjects of their theses.

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**ACTIONS:**

- Guidance practices in the various academic subjects will be examined from the perspective of gender equality and equal opportunities.
  - An operating model will be created to ensure equality and non-discrimination in guidance.
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**RESPONSIBILITY:** Persons in charge of the various academic subjects and teachers.

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**EVALUATION:** Linkage to the university's quality assurance process.  
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# 3. Working at the University of Eastern Finland

## 3.1. Recruiting

In accordance with the general hiring regulations of the University of Eastern Finland, the general criteria for recruitment are having the appropriate qualifications and merits (education; work experience; research and teaching merits for research and teaching positions, respectively; additional merits advantageous for performing the work duties as specified in the recruitment notice; and suitability in view of the requirements of the position). Applicants are evaluated in writing with regard to the criteria given in the recruitment notice in order to demonstrate that the successful applicant was hired on feasible grounds without discrimination and to ensure transparency in the recruitment process. What is essential from the perspective of gender equality and equal opportunities is that the employer or any party exercising recruitment authority does not commit direct or indirect discrimination in recruitment.

Further information on hiring at the University of Eastern Finland may be found in the relevant Rector's decision at <http://www2.uef.fi/fi/intra/henkilostohallinto/delegointipaatoksia> (in Finnish).

In case of the top applicants being equally matched in their qualifications and merits, the candidate representing the gender that is in a minority in the field in question shall be appointed to the position if the percentage of persons of that gender holding positions at a similar level is less than 40%.

Principally, vacancies shall be publicly announced at least within the university in order to ensure that part-time employees and fixed-term employees have the same opportunities for applying for full-time positions as permanent and full-time employees. Candidates for vacancies are interviewed by both women and men.

Direct recruitment may be used in addition to public announcements in specifically defined situations, for instance to fill a professorship by invitation. The situations in which direct recruitment may be used are listed in the general hiring regulations of the university (see the link above).

Direct recruitment shall be carried out so as to find the genuinely best expertise for the position in question. Direct recruitment may only be used if the persons with the expertise and special skills required could not be recruited by any other means. These recruitment decisions must also be justified, and they must be shown not to be discriminatory. For this reason, proactive pre-recruitment contacts with potential experts sought for positions requiring specialist expertise is highly recommended (e.g. visiting scholars). It is essential to take the relevant legislative provisions and the prohibition on discrimination into account when making such decisions.

**In order to promote gender equality and equal opportunities in recruitment, the goal is to evaluate the above-mentioned recruitment practices of the University of Eastern Finland in 2017–2018 as follows:**

### 1. SUCCESSFUL DIRECT RECRUITMENT SUPPORTS THE IMPLEMENTATION OF THE UNIVERSITY'S HR STRATEGY AND OVERALL DEVELOPMENT.

**GOAL:** Direct recruitment is performed with transparent processes and so that appointments can be justified and shown to be non-discriminatory. Direct recruitment enables the university to hire employees with the capacity to improve the university further in their respective areas of expertise.

**ACTIONS:**

- Before direct recruitment, potential experts are efficiently surveyed and their competence ensured before any decisions are made.
- The university will draw up guidelines for direct recruitment and introduce the support measures required for carrying out direct recruitment in an efficient and controlled manner, in compliance with the principles and goals outlined by the university.

**RESPONSIBILITY:** Persons in charge of recruitment, Human Resources Services, the university's leadership.

**EVALUATION:** The success of direct recruitments is actively monitored by the university.

## 3.2. Work and career advancement

### 3.2.1. Career development and pay

The University of Eastern Finland has a four-stage career model for teaching and research personnel and a Tenure Track (further information is available at <https://www.uef.fi/en/uef/uralla-eteneminen>). Career advancement is also possible for personnel in other duties than teaching or research (clerical, administrative, laboratory, etc. personnel) by applying for more demanding positions vacant within the university or through self-improvement leading to the competence and qualifications to take on more demanding tasks within one's existing role. The development of competence and work duties are discussed with each employee at annual performance appraisal discussions, which involve drawing up a career plan.

In the university's salary system (YPJ), pay comprises a job requirement component and a personal performance component (further information is available at <https://www.uef.fi/en/yliopistojen-palkkausjarjestelma>). Pay decisions must be justifiable, and employees are entitled to request such justification and to record their disagreement and request a new deliberation if they feel they have been treated unfairly.

Benefits, career advancement and terms of employment must be based on pre-determined criteria known to all and on objectively demonstrable facts. Decisions concerning personnel and treatment of employees must not be based on age, gender, ethnicity or any other grounds for discrimination prohibited by law.

Payroll statistics from the University of Eastern Finland and the Confederation of Finnish Industries show that men outnumber women in positions with the highest job requirements. Among teaching and research personnel, this is because the majority of professors at the highest job requirement levels (8 to 11) are men. Nearly 75% of professors are men. Among other personnel, the majority of women are at lower job requirement levels (5 to 6), which are common for clerical positions. The university's internal payroll statistics are available to employees at <http://www.uef.fi/fi/web/tasa-arvo-ja-yhdenvertaisuus/tilastoja> (in Finnish). Payroll statistics of the Confederation of Finnish Industries are available to member associations at <https://ek.fi/mita-teemme/palkat/palkkatilastot/> (in Finnish).

**In order to promote gender equality and equal opportunities in career advancement and pay, the University of Eastern Finland will evaluate the above in 2017–2018 as follows:**

#### 1. APPOINTMENTS TO THE UNIVERSITY'S MANAGEMENT POSITIONS AND PROFESSORSHIPS WILL BE GENDER-NEUTRAL.

**GOAL:** Increasing the number of women among senior managers and professors at the university.

**ACTIONS:**

- It will be investigated which reasons and background factors have caused women to remain in a minority among senior managers and professors at the University of Eastern Finland.
- Various measures will be investigated and introduced to support and encourage women in career advancement so as to increase the number of women among senior managers and professors.

**RESPONSIBILITY:** Supervisors, persons in charge of recruitment, Human Resources Services, the university's leadership.

**EVALUATION:** Monitoring statistics will be compiled and reviewed by the Equal Opportunities Committee and at management reviews.

#### 2. WORK ALLOCATION, GRANTING OF BENEFITS AND CAREER ADVANCEMENT AT THE UNIVERSITY WILL BE EQUITABLE AND NON-DISCRIMINATORY.

**GOAL:** All University employees irrespective of gender, age, nationality or other grounds for discrimination prohibited by law will have equal opportunities for career advancement, for finding jobs that best suit their abilities without an excessive workload. Work allocation and career advancement will be based on competence, merit and equal distribution of workloads.

**ACTIONS:**

- Equal and fair treatment of employees will be emphasised in supervisor and manager training at the university.

- Principles, criteria and attitudes concerning division of duties and career advancement will be openly discussed in the workplace community.

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**RESPONSIBILITY:** Supervisors, Human Resources Services.  
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**EVALUATION:**

Through performance appraisal discussions and wellbeing-at-work surveys.  
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### 3. THE PROCESSES AND EVALUATION CRITERIA RELATING TO THE UNIVERSITY'S SALARY SYSTEM ARE EQUITABLE AND NON-DISCRIMINATORY AND KNOWN TO ALL UNIVERSITY EMPLOYEES.

**GOAL:** University personnel is able to apply the university's salary system (YPJ) as required in the collective agreement and the university's guidelines.  
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**ACTIONS:**

- It will be ensured that employees fill in sufficiently detailed and unambiguous descriptions of their tasks and merits on pay evaluation forms. This guarantees equal and fair evaluations. If descriptions are deficient, the employee is asked to complement the form.
  - It will be ensured that every university employee is aware of his/her responsibility and role concerning pay evaluation in accordance with the relevant collective agreement and the university's internal guidelines. In particular, it will be ensured that the university's international employees are aware of the principles of the salary system, the evaluation processes and their own responsibility and role concerning pay evaluation.
- .....

**RESPONSIBILITY:** Supervisors, evaluation groups, Human Resources Services.  
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**EVALUATION:** Through performance appraisal discussions and wellbeing-at-work surveys, and through monitoring by evaluation groups.  
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#### 3.2.2. Working at the university and competence development

Under the Act on Equality between Women and Men, employers must facilitate the reconciliation of working life and family life in various life situations through work arrangements. This means taking employees' life situations into account for instance when agreeing on working hours, meeting schedules or work-related trips, and also having a positive and encouraging attitude towards the use of family leave. For employees in research teams, an extension of the research funding period and/or extra funding will be sought if the employee is absent for a justified reason (e.g. family leave) during the research funding period. Also, the University of Eastern Finland invests in age management, i.e. taking into account the needs of employees of different ages. The aim in planning work duties is to take into account the strengths and work capacity of each employee throughout their work careers. The University of Eastern Finland has drawn up an age programme the purpose of which is to leverage the age range of employees as a resource. During 2017, the University's Occupational Safety and Health Committee will update the age programme to include family-friendly practices.

Employees are responsible for developing their competencies. During the annual performance appraisal discussions, the employee and supervisor chart the employee's training needs and agree on the contents and form of training (further information is available at <http://www2.uef.fi/en/intra/henkiloston-kehittaminen/henkilostokoulutus>). Training needs are assessed on the basis of the employee's tasks and professional development.

Staff training must be available in Finnish and English. The University of Eastern Finland has divided staff training into orientation training, task-based staff training and leadership training. The university has a Support Group for Human Resources Development. When staff training is held, participant information is collected, together with feedback.

In order to promote gender equality and equal opportunities in working at the University and in competence development, the goal is to evaluate competence development practices at the University of Eastern Finland in 2017–2018 as follows:

**1. COMPETENCE DEVELOPMENT AMONG UNIVERSITY EMPLOYEES IS PLANNED AND GOAL-ORIENTED AND PROMOTES GENDER EQUALITY AND EQUAL OPPORTUNITIES.**

**GOAL:** Competence development needs at the university will be monitored actively, and employees irrespective of gender, age or personnel group will participate in training necessary for supporting their personal development in their work duties.

**ACTIONS:**

- A performance appraisal discussion will be held with each employee annually, involving the drawing up of a competence development plan which is updated regularly and whose fulfilment is monitored.
- Tools will be developed for the use of supervisors and employees for the purpose of more efficiently and easily identifying employees' competence development needs and responding to them.
- The importance of competence development will be emphasised in supervisor and leadership training, along with the equal right of every employee to self-improvement.

**RESPONSIBILITY:** Supervisors, Human Resources Services.

**EVALUATION:** Wellbeing-at-work surveys.

**2. EQUAL USE OF FAMILY LEAVE IRRESPECTIVE OF GENDER.**

**GOAL:** Taking family leave will not have a negative impact on the continuity of employment, funding or pay trends. Men employed at the university will take more family leave than at present.

**ACTIONS:**

- In supervisor and leadership training, added emphasis will be put on an equitable and encouraging attitude towards taking family leave.
- It will be ensured that in evaluating personal performance any family leave taken during the evaluation period will have no negative impact on the performance review.
- It will be ensured that taking family leave will not have a negative impact on the continuity of employment.
- It will be ensured that taking family leave will not have a negative impact on the availability or use of research funding administered by the university.
- Various means of encouraging men to take family leave will be explored.

**RESPONSIBILITY:** Supervisors, responsible leaders of research projects, Human Resources Services.

**EVALUATION:** The university's Human Resources Report.

## 4. Monitoring and development of gender equality and equal opportunities

**MATTERS RELATING TO** equality and equal opportunities are integrated into quality assurance, by preparing indicators which are regularly monitored in management reviews and the Human Resources Report. The following factors are monitored according to gender, age and nationality:

- salary
- the four-stage research career model
- the number of students accepted into the university in proportion to the number of applicants
- the composition of official bodies (the Board, the University Collegiate Body, the Faculty Councils, the Leadership Group, advisory committees and other committees)
- managers and immediate supervisors.

Accessibility is monitored through regular accessibility reviews (annually or every two years) with the Student Union and Facilities Management . If any accessibility shortcomings are discovered in these reviews, Facilities Management will undertake the necessary measures to establish the opportunities and options for correcting those shortcomings. The measures undertaken will be reported in the next accessibility review report.

Human Resources Services and Student and Learning Services conduct surveys for personnel and students, including questions relating to gender equality and equal opportunities (e.g. the survey for first-year students, the wellbeing-at-work survey). The survey results are reviewed by the university's leadership, , the university's units and the Equal Opportunities Committee.

The Equal Opportunities Committee also annually reviews equal opportunities statistics on various topics, such as completed degrees, exchange students, the allocation of research funding, personnel numbers in different occupational groups and parental leave. Detailed statistics are presented on the Equal Opportunities Committee's website at <http://www.uef.fi/en/web/tasa-arvo-ja-yhdenvertaisuus>.

One of the duties assigned to the Equal Opportunities Committee in its appointment decision for 2015–2016 is assisting personnel and students in equality-related and equal opportunities-related issues, by preparing reports, issuing statements and submitting initiatives. More attention will be given to this task in 2017–2018. The Equal Opportunities Committee proposes that the Committee be consulted in the preparation of any decisions at the university that involve clear gender equality and equal opportunities aspects, before such decisions are made.

The attainment of the goals listed in the present programme will be evaluated in the Gender Equality and Equal Opportunities Programme 2019–2020 using the table given here in Appendix 1.

OBJECTIVE	ACTIONS	RESPONSIBLE PARTIES	EVALUATION	REALISATION
<b>1. INTRODUCTION</b>				
Each of the university's units reviews the Equality and Equal Opportunities Programme and commits to following the principles recorded in it.	Either by utilising the existing structures (e.g. quality assurance or the TYKE network) or by setting up a separate working group, the units promote the realisation of equality and equal opportunities in their own work community.	Heads of units at the university	Linked to the university's quality assurance process.	
<b>2. STUDIES AND TEACHING AT THE UNIVERSITY OF EASTERN FINLAND</b>				
Entrance examinations are held in keeping with gender equality and equal opportunities vis-à-vis individual differences.	The faculty councils take the objective into account when making decisions on the faculty's admission criteria.	Faculties	Linked to the university's quality assurance process.	
All prospective students who apply for the University of Eastern Finland will receive equal opportunities to prepare for the entrance examinations.	The faculty councils take the objective into account when making decisions on the faculty's admission criteria.	Faculties	Linked to the university's quality assurance process.	
Reducing the importance of preparation courses in student admissions.	The faculty councils take the objective into account when making decisions on the faculty's admission criteria.	Faculties	Linked to the university's quality assurance process.	
Utilising the matriculation examination and reducing the importance of preparation courses in student admissions.	The faculty councils take the objective into account when making decisions on the faculty's admission criteria.	Faculties	Linked to the university's quality assurance process.	
Making admission of applicants who have not completed the matriculation examination also possible.	The faculty councils take the objective into account when making decisions on the faculty's admission criteria.	Faculties	Linked to the university's quality assurance process.	
Cooperating with student organisations to promote gender equality and equal opportunities.	* Suggestions to student organisations to examine their activities from the perspective of gender equality and equal opportunities. * Requests to student organisations to submit proposals for promoting gender equality and equal opportunities.	Equal Opportunities Committee, student organisations, individual students	Linked to the university's quality assurance process.	
Students progress equally in their studies regardless of any individual special needs for learning.	* Special learning needs are noted and allowed for when drawing up personal study plans (PSP). * Implementation of support measures is monitored throughout students' studies.	Student and Learning Services, personal study plan counsellors and students	Linked to the university's quality assurance process.	

OBJECTIVE	ACTIONS	RESPONSIBLE PARTIES	EVALUATION	REALISATION
Facilitating the reconciliation of studies and life situations by developing the learning environment.	<ul style="list-style-type: none"> <li>* It will be investigated how current learning environments at the university support the reconciliation of studies and life situations.</li> <li>* New ways for completing studies flexibly will be developed, and efficient and creative means independent of time and place for leveraging electronic technologies in studies will be explored.</li> </ul>	University Services	Student questionnaires.	
Teaching content contains no discriminatory elements, and student assessments are gender-equal and non-discriminatory.	<ul style="list-style-type: none"> <li>* The teaching content in the various academic subjects and the assessment of their learning results will be examined from the perspective of gender equality and equal opportunities.</li> <li>* Learning assessment is equitable and based on transparent grounds unaffected by personal characteristics (such as age, gender or ethnicity).</li> </ul>	Persons in charge of the various academic subjects and teachers	Linked to the university's quality assurance process.	
All students have an equal right to receive guidance within a reasonable time regardless of the progress of their studies or the subjects of their theses.	<ul style="list-style-type: none"> <li>* Guidance practices in the various academic subjects will be examined from the perspective of gender equality and equal opportunities.</li> <li>* An operating model will be created to ensure equality and non-discrimination in guidance.</li> </ul>	Persons in charge of the various academic subjects and teachers	Linked to the university's quality assurance process.	

### 3. WORKING AT THE UNIVERSITY OF EASTERN FINLAND

Direct recruitment is performed with transparent processes and so that appointments can be justified and shown to be non-discriminatory. Direct recruitment enables the university to hire employees with the capacity to improve the university further in their respective areas of expertise.	<ul style="list-style-type: none"> <li>* Before direct recruitment, potential experts are efficiently surveyed and their competence ensured before any decisions are made.</li> <li>* The university will draw up guidelines for direct recruitment and introduce the support measures required for carrying out direct recruitment in an efficient and controlled manner, in compliance with the principles and goals outlined by the university.</li> </ul>	Supervisors, persons in charge of the recruitment, Human Resources Services, UEF's leadership	UEF's leadership actively monitors the success of direct recruitment.	
Increasing the number of women among senior managers and professors at the university.	<ul style="list-style-type: none"> <li>* It will be investigated which reasons and background factors have caused women to remain in a minority among senior managers and professors at the University of Eastern Finland.</li> <li>* Various measures will be investigated and introduced to support and encourage women in career advancement so as to increase the number of women among senior managers and professors.</li> </ul>	Supervisors, persons in charge of the recruitment, Human Resources Services, UEF's leadership	Monitoring statistics will be compiled and reviewed by the Equal Opportunities Committee and at management reviews.	

OBJECTIVE	ACTIONS	RESPONSIBLE PARTIES	EVALUATION	REALISATION
<p>All university employees will have equal opportunities for career advancement and for finding jobs that best suit their abilities without an excessive workload.</p>	<ul style="list-style-type: none"> <li>* Equal and fair treatment of employees will be emphasised in supervisor and manager training at the university.</li> <li>* Principles, criteria and attitudes concerning division of duties and career advancement will be openly discussed in the workplace community.</li> </ul>	<p>Supervisors, Human Resources Services</p>	<p>Through performance appraisal discussions and well-being-at-work surveys.</p>	
<p>University personnel is able to apply the university salary system (YPJ) as required in the collective agreement and the university's guidelines.</p>	<ul style="list-style-type: none"> <li>* It will be ensured that employees fill in sufficiently detailed and unambiguous descriptions of their tasks and merits on pay evaluation forms. This guarantees equal and fair evaluations. If descriptions are deficient, the employee is asked to complete the form.</li> <li>* It will be ensured that every university employee is aware of his or her responsibility and role concerning pay evaluation in accordance with the relevant collective agreement and the university's internal guidelines.</li> </ul>	<p>Supervisors, evaluation groups, Human Resources Services</p>	<p>Through performance appraisal discussions and well-being-at-work surveys, and through monitoring by evaluation groups.</p>	
<p>Competence development needs at the university will be monitored actively, and employees irrespective of gender, age or personnel group will participate in training necessary for supporting their personal development in their work duties.</p>	<ul style="list-style-type: none"> <li>* A performance appraisal discussion will be held with each employee annually, involving the drawing up of a competence development plan, which is updated regularly and whose fulfilment is monitored.</li> <li>* Tools will be developed for the use of supervisors and employees for the purpose of more efficiently and easily identifying employees' competence development needs and responding to them.</li> <li>* The importance of competence development will be emphasised in supervisor and leadership training, along with the equal right of every employee to self-development.</li> </ul>	<p>Supervisors, Human Resources Services</p>	<p>Well-being-at-work surveys.</p>	

OBJECTIVE	ACTIONS	RESPONSIBLE PARTIES	EVALUATION	REALISATION
<p>Taking family leave will not have a negative impact on the continuity of employment, funding or pay trends. Men employed at the university will take more family leave than at present.</p>	<p>* In supervisor and leadership training, added emphasis will be put on an equitable and encouraging attitude towards taking family leave.</p> <p>* It will be ensured that in evaluating personal performance any family leave taken during the evaluation period will have no negative impact on the performance review.</p> <p>* It will be ensured that taking family leave will not have a negative impact on the continuity of employment irrespective of gender or personnel group.</p> <p>* It will be ensured that taking family leave will not have a negative impact on the availability or use of research funding administered by the university.</p> <p>* Various means of encouraging men to take family leave will be explored.</p>	<p>Supervisors, responsible leaders of research projects, Human Resources Services</p>	<p>The university's Human Resources Report.</p>	

#### 4. MONITORING AND DEVELOPMENT OF GENDER EQUALITY AND EQUAL OPPORTUNITIES

<p>Matters relating to equality and equal opportunities are integrated into quality assurance by preparing indicators that are regularly monitored in management reviews and the Human Resources Report.</p>	<p>"The following factors are monitored according to gender, age and nationality:</p> <ul style="list-style-type: none"> <li>• wages and salaries</li> <li>• the four-stage research career model</li> <li>• the number of students accepted into the university in proportion to the number of applicants</li> <li>• the composition of official bodies (Board, University Collegiate Body, Faculty Councils, Leadership Group, advisory committees and other committees)</li> <li>• managers and immediate supervisors.</li> </ul>	<p>Equal Opportunities Committee, University Services, UEF's leadership</p>	<p>Linked to the university's quality assurance process.</p>	
<p>Enhancing the role of the Equal Opportunities Committee in the future planning and preparation of functions and decisions.</p>	<p>In the future, the Committee will be consulted in the preparation of any decisions at the university that involve clear gender equality and equal opportunities aspects, before such decisions are made.</p>	<p>The decision-making bodies of the university</p>	<p>Linked to the university's quality assurance process.</p>	
<p>The realisation of accessibility is monitored regularly.</p>	<p>An accessibility review is held every year or every other year, and a written report is drawn up on it. The report is reviewed at the Equal Opportunities Committee.</p>	<p>Facilities Management, Student Union</p>	<p>The Equal Opportunities Committee ensures that a report on the accessibility assessments is delivered to the Committee to be processed at least once in every term.</p>	

OBJECTIVE	ACTIONS	RESPONSIBLE PARTIES	EVALUATION	REALISATION
<p>The Equal Opportunities Committee reviews equal opportunities statistics annually.</p>	<p>Statistics will be drawn up for the Equal Opportunities Committee on subjects such as completed degrees, exchange students, the allocation of research funding, staff numbers in different occupational groups, and parental leave. Detailed statistics are presented on the Equal Opportunities Committee's website.</p>	<p>Equal Opportunities Committee, University Services</p>	<p>The Equal Opportunities Committee ensures that statistics are sent to be discussed by the Committee during the year.</p>	