

Equal Turku UAS

2023 – 2024

Gender Equality and Non-discrimination Plan of Turku UAS

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Introduction

In our higher education community, diversity is a richness. All of us are equal regardless of gender, age, physical qualities, ethnic or national origin, citizenship, language, religion, belief, state of health, sexual orientation, or other personal characteristics. Every student and staff member must be able to feel that they are treated equally and without discrimination.

To promote gender equality and non-discrimination is a shared mission for the entire Turku UAS community. This calls for a positive attitude, willingness to improve the internal interaction within the community, as well as honest, open discussion and hands-on development. We treat each other with respect and communicate according to good manners face-to-face, in writing, and in virtual environments and on social media. We cherish diversity and our goal is non-discriminating, inclusive language: we will not use offensive expressions, make unnecessary assumptions, or strengthen stereotypes. This applies to the choice of words as well as to the tone of voice in discussions. For instance, appealing to freedom of speech does not justify an offensive choice of words.

As a community, we follow these principles:

1. At Turku UAS, everyone can be as they are.
2. At Turku UAS, everyone is equal.
3. We have zero tolerance for discrimination and inappropriate treatment.
4. The responsibility for acting in accordance with these principles lies with each of us.

In this plan we will describe the measures with which we aim to promote and implement equal, non-discriminating ways of action, study environments and work environments. We define the party responsible for implementing the measures, an indicative schedule, and a follow-up path for each measure, so that we can make sure that their implementation proceeds as intended. In addition, we reflect the circumstances prevailing in autumn 2022 against the measures recorded in the previous plan. How were the earlier planned measures implemented and with what kind of results?

The gender equality and non-discrimination plan of Turku UAS is based on the Finnish Non-discrimination Act (1325/2014) and the Finnish Act on Equality between Women and Men (609/1986), both of which require educational institutions and employers to draft plans for how to advance gender equality and non-discrimination.

In addition to national legislation, our gender equality planning is guided by the European Commission's gender equality strategy and the related criteria set for a Horizon Europe eligible GEP.

In other words, our gender equality and non-discrimination plan Equal Turku UAS 2023–2024 responds to five external requirements.

We will focus on prohibited discrimination as meant by the legislation as well as on assessing and improving our actual gender equality and non-discrimination situation particularly in accordance with how the concepts are meant in legislation.

- *Equality* often refers to gender equality and to prohibiting discrimination or treating people differently based on their gender, a reason caused by pregnancy or childbirth, or gender identity or gender expression.
- *Non-discrimination* refers to a broader scale of prohibited reasons for discrimination and the requirement for equal treatment despite these factors. The Non-discrimination Act prohibits discrimination on the basis of age, ethnic or national origin, citizenship, language, religion, belief, opinion, political activity, trade union activity, family relations, health, disability, sexual orientation or other personal characteristics.

The *Equal Turku UAS* plan has been processed by the Cooperation Advisory Board and the Board of Turku University of Applied Sciences. The management of our organization is committed to the plan as well as to the objectives described in the plan and the measures with which we work towards the goals.

1 Promoting gender equality and non-discrimination among Turku UAS staff

The experience of being treated equally increases workplace well-being, functionality of the work community, productivity of operations, and employees' general quality of life. Our goal is a gender equal, non-discriminating work culture in which we respect our colleagues' expertise and opinions regardless of, e.g., their age, gender, background, or other factor that is unrelated to competence and work assignments.

In everyday language, we often refer to equality and non-discrimination when e.g. discussing employees' experiences of unequal work conditions based on the faculty or location in which they work. This does not count as discrimination as meant by the legislation, however we will take these views into account in this plan whenever possible. In decision-making and all other everyday activity, we must bear in mind the aspects of gender equality and non-discrimination, the obligation for equal treatment as per the Finnish Employment Contracts Act, and the responsibility for actions and activities being ethical. The employer and manager can, however, use their right of direction in an appropriate manner in order to ensure that work is carried out.

The role of communications and its tone in the experience of a work community is significant. Therefore, we communicate in a respectful manner, both face-to-face, in virtual environments, and on social media. We actively follow the communications channels of our work community. We familiarize ourselves and commit to the guidelines and instructions released within the work community. A person is entitled to their privacy and freedom of speech. However, the employee's duty of loyalty, based on the Employment Contracts Act, binds the employee also during their free time. Also, appealing to the freedom of speech does not allow anyone to communicate with expressions that are offensive, discriminating or maintain harmful stereotypes.

In this section, we also evaluate the implementation and results of the measures recorded in the previous plan, consider the gender equality and non-discrimination situation in our organization in 2022, present an up-to-date pay survey in accordance with the Act on Equality between Women and Men (609/1986), and

describe the measures with which we promote gender equality and non-discrimination among our staff in future.

1.1 Principles for Excellent Work

Turku UAS has drafted *Principles for Excellent Work* for 2021–2025 to describe our attitudes, objectives and ways of action as a work community. Below we will go through those principles that are connected to the topics under gender equality and non-discrimination, and we'll adopt them as part of this plan.

“In terms of all kinds of harassment and unfair treatment at work, we have a policy of zero tolerance and for possible harassment cases, we have clear procedures, responsibilities and preventative actions.”

Gender equality and non-discrimination related extracts from our *Principles for Excellent Work*:

“We appreciate one another. We encourage an honest and constructive discussion and feedback culture. Our communication about different issues is open and up-to-date. We take care of that also those who don't speak Finnish get all necessary information. We take accessibility requirements into account in all our communications.”

“A good team spirit and atmosphere at work have a positive effect on coping with work and well-being at work. With their activities, everyone brings their input to the atmosphere in their work community.”

“Work community skills include, e.g., good interaction skills between colleagues, managers and staff, taking others into account, a positive and constructive attitude, openness to interfere and an active approach to doing the work and developing it. We strengthen the work community skills of our staff through management, joint discussion and highlighting work community skills.”

“We are a family-friendly workplace. We enable combining work with other aspects of life e.g., with different flexibilities in working time. We support the ability to work and well-being at work of our staff at all phases of the career.”

“In terms of all kinds of harassment and unfair treatment at work, we have a policy of zero tolerance and for possible harassment cases, we have clear procedures, responsibilities and preventative actions.”

1.2 Review of the implementation and results of the measures concerning staff and recorded in the previous plan

The *Equal Turku UAS 2021–2022* plan listed existing ways of action and measures to promote gender equality and non-discrimination among staff members. In this section, we will discuss their implementation and results.

Non-discrimination survey provided background data

- We carried out our first separate non-discrimination survey for staff in November-December 2021. We used a set of questions that was edited from the gender equality and non-discrimination survey model templates by the Ministry of Justice in Finland and Finlex.
- The survey was sent out to staff members by email, so we can assume that the information reached all employees working at Turku UAS at the time. The response rate remained rather low: we received altogether 200 answers. On the other hand, we can assume that those who participated in the survey were employees with special interest in the topic and/or lots to say about it.
- The survey results were processed with employee representatives and occupational safety organization. The faculty-specific results were delivered to faculty leaders for information and to be further communicated to the middle management within the faculty.

- The development wishes and suggestions arising from the results were taken into account in drafting the list of measures to be included in the new plan (see sections 1.3.1 and 1.4).

Communication in English improved but needs further work

- Our new intranet was released in September 2021. While constructing it, the content of the page translations was checked and updated, and plenty of page contents was translated to English. Content producers were trained to publish intranet pages both in Finnish and English as a rule of thumb. The new intranet has received good feedback from both Finnish staff members and those who have moved to Finland from abroad.
- In the onboarding plan for new employees, we added the instruction to consider the multicultural and multilingual nature of our community and to publish news and instructions in English as well.
- Based on feedback, people's experience is that English communication has improved. On the other hand, practices must be made more effective and continuously improved.
- The non-discrimination survey produced information on the experiences of those who have moved to Finland. Many respondents thanked for communications that was improved due to the intranet renewal. However, there were also experiences of being left outside in social situations and that meeting practices in multilingual groups need to be developed.

Differences in conditions between campuses were considered

- Because the services of CampusSport, which offers low-cost sports opportunities for the students and staff of Turku-based higher education institutions, are not available in Salo, HR Services loaded both in 2021 and 2022 a double amount of well-being benefit on Epassi app to those employees whose employment contract quotes Salo IoT Campus as their location.

- Turku Centre for Occupational Health, which has been responsible for the occupational health care of Turku UAS employees working in Turku units, was transferred as of the beginning of 2022 in the context of transfer of business to be part of the operations of Länsirannikon työterveys Oy. In August 2022, the Turku UAS employees working in the Salo unit were also transferred to be covered by Länsirannikon työterveys Oy, which brought uniformity to the functionality and availability of occupational health care services.

Hybrid working model became a new normal

- In the early days of the COVID-19 pandemic, we considered whether wide-scale remote work can cause inequality and impartial practices among staff. After the first year into the pandemic, part-time remote work agreed on with one's manager and hybrid working model have taken root and become a normal way of action. The guidelines and instructions for hybrid work have been updated when necessary, and they have been communicated to staff.
- The Occupational Health and Safety Committee has agreed to carry out another remote work risk assessment in late spring 2023.

We prepared to review the state of our gender equality planning and gender mainstreaming

- The non-discrimination survey produced information of the state of our gender equality, as some questions and answers were related to gender equality.
- We have avoided creating gendered terminology, and as a concrete measure we started using gender neutral expression for managers (instead of previously masculine expression in Finnish). In English, we have avoided the *she/he* binary norm and when possible used plural pronouns.
- We have studied gender equality planning criteria by the European Commission's Horizon Europe funding programme. We started working on a status quo assessment to ensure full compliance.

1.3 Status of gender equality and non-discrimination among staff in 2022

1.3.1 Sources of information

We receive information on the staff members' experiences about gender equality and non-discrimination through the channels described below as well as through direct feedback, from discussions and conversations, and through the psychosocial workload mappings that are conducted as part of workplace surveys.

“In the winter 2021–2022, we carried out the first separate non-discrimination survey for staff. Altogether 200 employees answered the survey. This means a response rate of appr. 20%. The survey will be conducted repeatedly every two years.”

Staff survey

Our yearly staff survey includes three statements concerning the topics under gender equality and non-discrimination:

1. Turku University of Applied Sciences treats its employees fairly and evenly.
2. Rewarding in Turku University of Applied Sciences is fair.
3. Turku University of Applied Sciences implements equality and non-discrimination principles well.

Based on the results, faculties and units plan development measures to improve employees' workplace well-being and to support the functionality of the work community. The response rate is typically high.

Non-discrimination survey

In the winter 2021–2022, we carried out the first separate non-discrimination survey for staff. Altogether 200 employees answered the survey. This means a response rate of appr. 20%. The survey will be conducted repeatedly every two years.

Self-evaluation events

We arrange self-evaluation events every year as part of our operations management and quality management. In these events, staff members evaluate the operations of the organization from the viewpoint of their own faculty. Both strengths and development targets are listed based on the evaluations. Development recommendations that are based on these lists are then integrated into action plans and operational development.

Safety notifications

Turku UAS has an electronic form for notifying of material damage, information security issues, bullying or social media harassment, threatening or disturbing behaviour, behaviour that endangers safety, a notable change in the behaviour of a member of the community, inappropriate or unethical behaviour, acting under influence, sexual harassment, and unequal treatment. The form can also be used for forwarding suggestions for improved safety and to give examples of good practices.

The notifications are processed confidentially and according to the equality principle. Access to the information provided through the form is only admitted to those who need it for resolving the issue and only to the extent that is necessary. The Security Manager annually presents the incidents reported through the form, categorized by thematic topic, to Turku UAS Executive Board and Occupational Health and Safety Committee, and by a separate decision to Turku UAS Board.

Managers and, if necessary, HR Services resolve all notifications related to gender equality and non-discrimination as well as harassment, bullying and other inappropriate treatment. Inappropriate treatment is not tolerated. An employee who has notified of such issues will receive support from their manager as well as from

occupational health care services, when necessary. Occupational health and safety staff are also available to turn to.

Accessibility report

A student assistant working in the Future Learning Design team in 2022 investigated the accessibility of the premises and learning opportunities on the Kupittaa campus at Turku UAS.

Karvi audit

The Finnish Education Evaluation Centre Karvi conducts audits in Finnish higher education institutions regularly. The development recommendations by Karvi are sometimes related to the topics falling into the category of gender equality and non-discrimination.

1.3.2 Viewpoints on gender equality and non-discrimination

Non-discrimination and gender equality can be viewed from various viewpoints. Below, we will discuss the most relevant aspects in terms of our activities. The previously listed information sources act as our background data.

In this section, we also publish statistical information on our staff. However, the data we collect on our staff is restricted and guided by the national Data Protection Act (1050/2018) and the Act on the Protection of Privacy in Working Life (759/2004).

Employees' general experience of equal treatment

- The results of the non-discrimination survey were numerically good, and no alarming issues came up. The respondents valued particularly the following topics as primary targets for further development: advancing age-related

equality, considering accessibility as a wide entity with several aspects, and taking into account those who have moved to Finland in communications and daily activities.

- The number of employees disagreeing fully or to some extent with the staff survey statement ‘Turku University of Applied Sciences treats its employees fairly and evenly’ has systematically decreased on organization level since 2018 (altogether 61% in 2018; 39% in 2022). The number of those disagreeing is still somewhat high. The root causes for these figures have been investigated, with reviewing internal policies and non-discrimination planning as tools to correct the situation whenever possible.
 - The number of those agreeing or fully agreeing with the statement has increased all the time (lower than 35% in 2018; 54% in 2022).
- Turku University of Applied Sciences implements equality and non-discrimination principles well’ has increased (16% in 2019; 23% in 2022). The share of those disagreeing has decreased every year since the statement was inserted in the staff survey in 2019.
- In terms of the staff survey statement ‘Rewarding in Turku University of Applied Sciences is fair’, the number of those disagreeing has decreased on organization level during the past years (altogether 67% in 2018; altogether 45% in 2022). The figure is still somewhat high.
 - In the Karvi audit conducted in 2022, Turku UAS also received a recommendation, based on staff interviews, to develop the rewarding practices into more diverse and transparent manner. The scope of rewarding is wide and covers e.g. staff benefits and immaterial aspects, such as the sense of community and feedback procedures.
- Invited by the University of Turku, in 2023 we will participate in the testing of the Diversity Audit self-evaluation model that is developed within an international Erasmus+ project called SMILE.

Equality between different age groups

In early November 2022, the age distribution of Turku UAS employees was as follows:

<20 years: 0.2%

20–29 years: 11.9%

30–39 years: 17.4%

40–49 years: 30.6%

50–59 years: 25.6%

> 60 years: 14.3%

- The respondents of the non-discrimination survey thought that particularly investing in the equality between employees of different ages is valuable and important.
- We have compiled a list of ways of supporting employees in different ages and career stages based on their needs for managers to use. This set of ways should however be made more available for managers.

Recruitment and onboarding practices

- The equality and non-discrimination in our recruitment is strongly guided by our national legislation (e.g. Employment Contracts Act, Non-discrimination Act, and Act on Equality between Women and Men), according to which discrimination is defined and strictly prohibited. The Act on Equality between Women and Men also requires employers to draft a selection memo in recruitments in which there are both men and women among applicants. On the other hand, the Finnish Government Decree on Universities of Applied Sciences sets eligibility criteria for the teaching staff at universities of applied sciences. Also, our internal decisions regarding recruitment practices guide towards a uniform, equal and transparent way of action.
- Our recruitment process starts with applying for recruitment permission. The permission requests are reviewed by HR Services and, depending on the duration of the intended employment relationship, either the leader of the faculty or also the Rector and President. In the same context, HR Services checks that the salary level of the position is fair and in line with the career path level of the position, and if the position is fixed-term, also that the grounds for the fixed-term nature follows the law.

- HR Services checks and edits recruitment ads.
 - The selection memo is accepted by the top management.
 - HR Services guides and instructs managers in all stages of the recruitment process.
 - We follow and develop our recruitment process in such a way that the focus is on finding the desired competence, supporting our employer image, and most importantly, ensuring equal, non-discriminating and fair treatment.
- A general onboarding programme is made personally available online for all new employees. This programme ensures that the new employee receives the same basic information regardless of their position, unit and faculty.
 - Onboarding of employees moving to work in Finland must be paid more attention in future.
- In December 2022, a decision was made to use anonymous recruitment practices in applicable recruitments.

Salary, career progression and competence development

- The salary system of Turku UAS, i.e. the Turku UAS career path model, is based on the regulations by the collective agreements by Avainta ry, on the Government Decree on Universities of Applied Sciences, and on the internal decisions and instructions at Turku UAS concerning recruitment, eligibility criteria, and career path level review, which are available on our intranet. HR Services checks that the salary level in open vacancies is fairly determined and in line with the Turku UAS level within the same career path level and in positions with corresponding demand level.
- Through the comments left via our staff survey, the employees have given systematic feedback that the career path model and its operating principles are not clear. Particularly the career path of non-teaching staff has been regarded as difficult to interpret. Also the non-discrimination survey and the feedback form in the context of performance review and development discussions have provided feedback and development suggestions from staff regarding the career path model.

- The career path model has been reviewed and updated in 2022 by a working group consisting of both employee and employer representatives. For instance, researcher roles that have become more common as our RDI activities have expanded were integrated in the non-teaching staff's career path. The update work focused on drafting well-organized, unambiguous descriptions of different career path levels and of the guidelines, principles and operating mechanisms related to the model. The goal is that the career path model is communicated more clearly both to staff and managers.
- Turku UAS actively promotes an equal salary system. We aim to affect the salary gaps between different fields of education and different faculties whenever possible in the framework of collective agreements.
 - The pay survey and observations on it can be found in 1.3.3.
- The respondents of the staff survey and non-discrimination survey have hoped for uniformity in practices used by our different units and faculties related to attending trainings and the working time available for it.
 - In the autumn 2022, HR Services drafted guidelines for using working time for attending trainings so that the practices are more uniform in future.

Ethnic equality and equality between speakers of different languages

- Among our staff, we have native speakers of 19 different languages. Also, 19 different nationalities are represented among our staff. Altogether approximately 4.6% of our staff members speaks a language other than Finnish as their mother tongue, and 3.1% have a citizenship other than Finland.
 - The figures are from December 2022.
- Language-related equality and better consideration of those who have moved to Finland from abroad in communications, content production and daily activities were raised in the non-discrimination survey as a topic valued by our staff. In addition, the Karvi audit from 2022 led to a recommendation to Turku UAS to pay further attention to ensure that material and services are equally available in English throughout the organization.

- Activity aiming at multilingual communications and at reaching linguistic equality is maintained and further developed, the objective being that those employees who do not participate daily activities or communicate in Finnish would regardless receive the same essential information and relevant services as the Finnish-speaking staff.
- It has been recognized that the delay in publishing or releasing materials in English leads to the experience of exclusion and uncertainty. This is one of our development targets.
- In meeting practices and informal social interaction, the principle of inclusion should be followed. The aim is to modify activities and language according to the situation in order to consider all participants.
- The development of the Finnish skills of those who have moved to Finland from abroad shall be actively supported. At the same time, we'll encourage our Finnish-speaking employees to develop their English skills. This is a way of preventing language-based silo thinking.
- Staff trainings are primarily held in Finnish. The possibilities for offering staff trainings held in English should be investigated. When selecting external organizers of staff trainings, attention must be paid to the readiness of the service provider to arrange trainings in English.

Accessibility

- The respondents of the non-discrimination survey thought that promoting accessibility is important.
- Our work and other environments are designed in accordance with currently valid accessibility legislation. Focusing the operations in the Kupittaa area has decreased the number of our locations and helps this way to offer more uniform, accessible premises to a larger number of staff and students.
- Based on the accessibility report from 2022, the physical accessibility of Kupittaa campus, the available services, and the accessibility of information on available services need improvement particularly from the viewpoint of visually impaired persons and those with restricted mobility.

- However, some development needs related to the facilities are in the control and decision-making authority of the owner of the premises.
- Our website and graphic instructions follow the Finnish Act on the Provision of Digital Services (306/2019).

Work-life balance

- According to our *Principles for Excellent Work*, our aim is to be a family-friendly workplace that enables smooth combining of work and private life. We support our employees' ability to work and workplace well-being at all stages of the career.
 - We support combining work and private life by e.g. flexible working hours, remote working opportunities, and a positive attitude towards part-time leaves of absence.
 - We have compiled a list of ways for managers to support their staff in different career stages. This guide helps in supporting our staff in the most appropriate ways, considering the different types of challenges brought by different life situations, whether the situation involves small children, studying along with work, taking care of elderly relatives, or forthcoming retirement. The guide should be communicated to managers in more detail so that managers would be able to utilize them actively, even proactively.
 - The list must also be reviewed and updated to ensure that they work for all staff groups.
 - We are aware that working life is only one part of life. Through communications, atmosphere, and staff training, we support the development of working time management skills and the separation between work and free time. This has been recorded also in our Work Community Development Plan, which is available on our intranet and which is regularly communicated to our staff.

Interfering with and prevention of harassment

- We have zero tolerance for all harassment, and we communicate it.
- We have an electronic safety notification form available. We encourage to use this form to also report potential bullying, sexual or gender-based harassment, discrimination, and inappropriate treatment. The notifications are processed confidentially and according to the equality principle (see a more detailed description in 1.3.1).

Gender equality, gender mainstreaming and gender pluralism

Below we have collected gender balance related statistics on Turku UAS staff from 1 November 2022:

- 60.2% of our 685 employees with an employment contract valid until further notice were female and 39.8% male.
 - The number of fixed-term employees was 117 and 60.7% of them were female and 39.3% male.
 - The share of female fixed-term employees of all female employees was 14.7%. The corresponding figure in male employees was 14.4%.
 - Out of the entire Turku UAS staff, the share of women was 60.2% and that of men was 39.8% in November 2022.
 - We follow these figures in order to monitor and identify trends that are potentially related to gender balance.
 - We are aware of the importance of dissolving the gender binary; however, these statistics follow the traditional gender binary due to e.g. the guidance by the current legislation.
- Numbers of women and men in different positions as well as the pay survey describing the average and median salaries of women and men can be found in 1.3.3.
 - The non-discrimination survey results helped us also in forming a picture of the status of gender equality within the work community: the survey enquired about employees' experiences of discrimination, inappropriate treatment based on

gender or expression of gender identity, observing inappropriate language related to gender or expression of gender identity, and whether the atmosphere within the work community supports safe expression of e.g. gender identity or sexual orientation.

- The results did not reveal wide-scale issues. However, there were individual comments mentioning jokes that build and maintain stereotypes. We will discuss this later in 'Atmosphere and psychological safety'.
- We have familiarized ourselves with the recommendations by the European Institute for Gender Equality (EIGE) on gender equality planning and carried out a status quo assessment in accordance with the recommendations while drafting this plan. In future, we will regularly repeat a gender balance self-evaluation included in the assessment.
- To support gender mainstreaming and considering the gender diversity, we already use the following ways:
 - Gender is not unnecessarily highlighted.
 - We avoid using and creating gendered terminology. For instance, in Finnish we are using the gender-neutral expression for managers (a word that in Finnish is typically gendered).
 - For gender diversity and GDPR reasons, we avoid asking the respondent's gender in questionnaires and forms whenever the information is not particularly required for e.g. compiling statutory statistics. In case the gender information is required, we aim to include option 'other' unless male/female categories are specifically required for e.g. compiling statutory statistics.
 - The third-person pronoun in the Finnish language is gender-neutral. In English communications, we prefer the plural form (*they*) instead of gendered *he/she*, whenever possible.
 - In festive occasions and official events, our Communications Services advises speakers to use neutral expressions (e.g. 'Dear audience!' or 'Dear guests!') instead of gendered ways of addressing the audience (such as 'Ladies and gentlemen!').

- In interviews or profile stories that are written in English or translated to English, the Communications Services asks which pronouns the interviewee wishes to be used.
- Our campuses have gender-neutral restrooms.

Gender equality and non-discrimination in research activities

- On 1 November 2022, there were 14 persons working as researchers, senior researchers or research assistants at Turku UAS.
 - All these positions are in the faculty of Engineering and Business.
 - Of those working in research positions on 1 Nov 2022, three persons were female and 11 were male.
 - Eight positions were fixed-term due to the fixed-term nature of the RDI project funding.
 - The research staff at Turku UAS are more international than average in our organization. 35.7% of those working in research positions have moved to Finland from another country when starting their work at Turku UAS.
- Research positions were integrated in the career path model for non-teaching staff in 2022. Research positions are placed on the career path levels of *Advisor*, *Senior Advisor* and *Chief Advisor*.
- We are committed to promoting an open operating culture through signing the DORA declaration (*San Francisco Declaration on Research Assessment*) and in 2022 through signing the CoARA agreement (*Coalition for Advancing Research Assessment*).
 - In accordance with the CoARA agreement, we aim to promote the success of researchers representing different ages and life situations in our recruitment process by encouraging to use narrative CVs. This practice ensures improved opportunities e.g. for those who are in early stages of their career to bring up their competence than conventional templates for a researcher CV.

- In RDI activity, understanding the connection of gender issues and aspects to the research topics and activities is vital. The research groups must understand the significance of gender mainstreaming and the gender impact assessment.
 - In 2022, a workshop on gender balance was arranged for research groups to participate in.

Diversity in marketing and communications

- The Communications Services at Turku UAS produce campaign photos and brand images typically displaying a person or several people. The people in the campaign photos are primarily Turku UAS students and staff members and represent different backgrounds, genders and age groups. The people in the brand images also represent different backgrounds, genders and age groups.
 - People are portrayed in the photos as equal regardless of their background or reference group.
- We encourage to consider e.g. in video production that the video content portrays people from different backgrounds and reference groups. However, alienating ways of portraying people must be avoided.
- It is recommended to make the photo shoot / video shoot as accessible and equal as possible.
- In our recruitment marketing, we also take into account the significance of images.

Atmosphere and psychological safety

- The self-evaluation events of 2021 and 2022 brought up equal treatment and collaboration within the organization as development targets, among some others. Subsequently, increased appreciation towards colleagues' work and expertise and development of feedback practices have been listed as development recommendations. Based on these topics, measures are recorded in the internal plans of action within the organization.

- We aim at open dialogue and atmosphere in which bringing up even difficult issues is possible and safe.
- Our goal is to approach, within our community, an atmosphere in which we will not encounter inappropriate jokes, jokes that offend a person, or language that maintain stereotypic-based prejudices. We promote the construction and fostering of such atmosphere through awareness raising and communicating working life empathy skills.
 - The staff non-discrimination survey, conducted in the winter 2021–2022, revealed that some respondents had encountered jokes targeted at gender during the previous two years. Some respondents had experienced their expertise or opinion was not given space because of a dismissive attitude towards their gender or stereotypical attitudes. Based on this, it is necessary to increase awareness and discuss the issue within the community.
 - According to our strategy, our wish is to see people smiling on our campuses. We will not try to eliminate workplace humour. However, we do encourage to seek a suitable, non-offensive level in humour and to consider the target and the political correctness of jokes in the wider framework of the change that has taken place globally in the societal atmosphere and general awareness during the recent years.
 - In our work community, we respect our colleagues' expertise and opinions regardless of, e.g., their age, gender, background or other factor that is unrelated to competence and work assignments.
- The safety notification form as a feedback channel available in issues related to gender equality and non-discrimination is not familiar enough for staff, as the name of the form suggests towards another kind of safety. The threshold for using the safety notification form has been described as high.
 - The form is transferred into a new system in 2023. In the context of this renewal, the name of the form will also be changed. In addition, there will be increased communication regarding how and when to use the notification form in order to make the form more accessible and usable.

1.3.3 Pay survey based on 1 November 2022 data

The pay survey of Turku UAS staff members based on the data from 1 Nov 2022 is available in Table 1. All salary components and increments based on years are included in the figures. The groups which have been excluded from the salary comparison include those with very few people overall or very little representation by either gender.

Pay survey 1.11.2022	Men, number	Women, number	Salary men, avg	Salary women, avg	Difference	Salary men, median	Salary women, median	Difference
Directors	3	1						
Deans	2	1						
Middle management	10	16	6172.04	5958.65	213.39	5965.71	6062.56	-96.85
Total	15	18						
Principal Lecturers*	30	30	6542.10	5853.09	689.01	6879.92	5845.26	1034.66
Principal Lecturers**			5787.56	5715.03	72.53	5845.26	5840.52	4.74
Senior Lecturers*	116	193	5397.55	5032.30	365.25	5302.89	5093.23	209.66
Senior Lecturers**			4892.43	4893.89	-1.46	5090.75	5088.89	1.86
Lecturers (main occupation)*	13	32	5082.88	4418.38	664.5	5007.02	4397.95	609.07
Lecturers (main occupation)*			4822.28	4418.38	403.90	4980.93	4397.95	582.98
Laboratory Engineers	9	1						

Pay survey 1.11.2022	Men, number	Women, number	Salary men, avg	Salary women, avg	Differenc e	Salary men, median	Salary women, median	Difference
Total	168	256						
HAA	6	6	4402.02	4077.77	324.25	4509.14	4407.31	101.83
HAB	66	153	3568.85	3463.38	105.47	3488.22	3449.00	39.22
HAC	19	7	3065.65	2741.14	324.51	3025.17	2673.19	351.98
Other salary groups	32	38	2881.60	2817.16	64.44	2787.80	2694.23	93.57
Others outside salary groups	13	5	4116.63	4097.91	18.72	3947.40	4442.45	495.05
Total	136	209						

* average and median covers the availability supplement determined by the collective agreement

** average and median calculated without the effect of the availability supplement

Table 1. Pay survey of different employee groups: salary averages and medians calculated from middle management contractual salaries and the monthly salaries of teaching and non-teaching staff. The table presents the salaries of teaching staff both with and without the availability supplement.

Observations on the pay survey:

- The gender-specific pay gaps in teaching staff salaries can be explained by the so-called availability supplement that affects the field of engineering. Paying the availability supplement is in line with the AVAINOTES collective agreement.
 - The field of engineering is very male-dominated compared to other fields. Based on the 1 Nov 2022 data, 126 employees received the engineering-targeted availability supplement. Out of these 118 employees, 92 were male and 34 female.

- Altogether 52.9% of the teaching staff in the faculty of Engineering and Business received the availability supplement. The share of those receiving the supplement out of the entire staff of the faculty was 36.6%.
 - The fact that our engineering fields are male-dominated and, respectively, the fields of health care and social services are heavily female-dominated, reflects the phenomenon that identified largely in the Finnish society, namely the strong gender segregation of the job market.
- The salary of teaching staff with the increment based on years is defined according to the pay scales in the collective agreement.
 - In terms of Lecturers, the pay gap between men and women has increased. The reason behind this development is that among female lecturers, we have relatively more individuals whose salary is affected by the deduction derived from the collective agreement due to a lack in qualifications, because of not having either the relevant pedagogic competence or a Master's degree.
- Among the non-teaching staff, salary group HAB covers a range of different kinds of roles in which the title may be the same (e.g. Specialist) but the level of demand varies notably and thus the salary also varies.
 - In salary group HAB, the pay gap between men and women has decreased during the past four years. In 2020, the difference in median salary was EUR 148.18, while in the pay survey 2022 the difference was EUR 39.22.
- The pay gap between men and women in the non-teaching staff salary group HAC is explained by the range of different career path levels occurring in the same salary group. Female employees covered by HAC are Employees and Specialists on the career path, while male employees in HAC are primarily Specialists, Advisors and Senior Advisors.
- Out of our non-teaching staff, 70.6% received the increment based on their years of experience, in accordance with the collective agreement AVAINTES.
 - 77.1% of female non-teaching employees received the increment based on their years of experience.
 - 60.9% of male non-teaching employees received the increment based on their years of experience.

- The background data for the figures presented in the pay survey has been investigated, with no unfounded salary differences identified as meant by the Finnish Act on Equality between Men and Women. Our recruitment and salary review processes also include mechanisms to ensure the fairness and equality in terms of salary.
- The need for developing the career path model of Turku UAS particularly in terms of non-teaching staff has been revealed by the staff survey, non-discrimination survey, direct feedback on the career path model as well as from the Karvi audit in 2022.
 - The review and updating work on the career path model were carried out in 2022 in cooperation with staff representatives. The focus of the development was in producing clear descriptions of the operating mechanisms of the model and related principles as well as on highlighting the differences between the different career path levels.

1.4 Upcoming measures to promote gender equality and non-discrimination among staff

During the period of validity of the *Equal Turku UAS 2023–2024* plan, the following goals and measures will be made to promote gender equality and non-discrimination among our staff:

OBJECTIVE: PROMOTING ETHNIC EQUALITY AND EQUALITY BETWEEN SPEAKERS OF DIFFERENT LANGUAGES		
MEASURE	SCHEDULE	RESPONSIBILITY
<p>We communicate equally in English:</p> <ul style="list-style-type: none"> - We publish essential documents, instructions and news that apply to the entire staff at the same time in English and Finnish. - We aim to publish other new contents simultaneously with the Finnish version. - We design new English intranet pages to be identical with the Finnish page. - In terms of events arranged in Finnish, we communicate about them in English with the information on the language of the event. 	continuing	Content producers, those publishing news entries, anyone asking to publish information
<p>We will draft recommendations and list good practices for making meetings run smoother when non-Finnish speakers are present.</p>	2023–2024	Communications Services, HR
<p>We strengthen the language competence of our staff (e.g. Finnish training for those who have moved from abroad, and English training for Finnish employees).</p>	2023–2024	HR, Future Learning Design
<p>We enable everyone's participation in the events we organize in such a way that the language barrier does not prevent it.</p>	starting in 2023	event organizers
<p>We invest in the onboarding of employees who move to Finland from abroad.</p>	2023–2024	HR, managers
<p>MEASURING THE INFLUENCE:</p> <ul style="list-style-type: none"> - Non-discrimination survey - Staff survey - direct feedback 		

OBJECTIVE: PROMOTING EQUALITY IN CAREER PROGRESSION AND TRAINING		
MEASURE	SCHEDULE	RESPONSIBILITY
We put into practice the guidelines for participating in trainings and the used working time.	starting in 2023	HR, managers
We communicate about the updated career path model and its mechanisms to staff and managers.	starting in 2023	HR, managers, top management
We inform managers on training opportunities related to equal opportunities, gender equality, and unconscious biases.	2023–2024	HR
We ensure that managers are familiar with the ways of supporting staff in different career stages and use these ways actively.	2023–2024	HR, managers
We start using anonymous recruitment in applicable recruitment processes.	starting in 2023	HR, managers
We enable narrative CV's in research position recruitment processes, too.	continuing	HR, managers
<p>MEASURING THE INFLUENCE:</p> <ul style="list-style-type: none"> - Non-discrimination survey - Staff survey - Self-evaluation events - direct feedback 		

OBJECTIVE: PROMOTING AN ATMOSPHERE FOR OPEN DIALOGUE AND PSYCHOLOGICAL SAFETY		
MEASURE	SCHEDULE	RESPONSIBILITY
We encourage our staff to attend trainings and get familiar with topics related to working life empathy skills and unconscious bias.	2023–2024	HR

OBJECTIVE: PROMOTING AN ATMOSPHERE FOR OPEN DIALOGUE AND PSYCHOLOGICAL SAFETY		
We communicate about topics related to equal opportunities and about its significance.	continuing	HR, Communications Services
As a work community, we follow the <i>Principles for Excellent Work</i> and the general guidelines released in this plan (Introduction, sections 1 and 1.1).	continuing	everyone
We develop the safety notification form so that it is easy to find and serves as a low-threshold channel in topics related to non-discrimination and gender equality.	2023	safety organization, occupational safety and health
We participate in the testing of the Diversity Audit model that is developed in the international SMILE project.	2023	HR, specific target groups
MEASURING THE INFLUENCE: - Non-discrimination survey - Staff survey - Self-evaluation events - direct feedback		

OBJECTIVE: IMPROVING ACCESSIBILITY		
MEASURE	SCHEDULE	RESPONSIBILITY
We arrange training and/or introduction related to accessibility and encountering diversity.	2023–2024	Future Learning Design
We forward the development wishes and needs learnt through different reports to e.g. property owners and external operators.	2023–2024	Facilities Management
We develop our online services based on the results of the accessibility report.	2023–2024	Communications Services
We communicate more effectively about the translations of the user instructions of different IT systems.	2023–2024	Communications Services, HR, Learning Environment Services
<p>MEASURING THE INFLUENCE:</p> <ul style="list-style-type: none"> - Non-discrimination survey - Staff survey - direct feedback - potential further investigations 		

OBJECTIVE: GENDER EQUALITY AND GENDER MAINSTREAMING		
MEASURE	SCHEDULE	RESPONSIBILITY
We aim at gender-neutral expressions and do not highlight gender unnecessarily in communications and interaction.	continuing	Content producers, Communications Services, HR, managers
We inform managers and staff about trainings and learning opportunities related to gender equality and gender mainstreaming.	2023–2024	HR
We arrange workshops for research groups about considering gender aspects in their own research topics and research activity.	2024	CORE, faculties
We ensure that managers are familiar with the ways of supporting staff in different career stages and use these ways actively to ensure a family-friendly workplace.	2023–2024	HR, managers
We repeat the self-evaluation related to gender equality planning in the context of drafting the following version of the plan.	2024	HR, working group updating the gender equality and non-discrimination plan
MEASURING THE INFLUENCE: <ul style="list-style-type: none"> - Non-discrimination survey - Staff survey - direct feedback - monitoring the gender distribution in staff and pay survey 		

2 Promoting gender equality and non-discrimination among Turku UAS students and in studies

In all our activities we aim at non-discriminating practices and procedures that promote equal opportunities.

In this section, we evaluate the implementation and results of the measures recorded in the previous plan, consider the status of gender equality and non-discrimination in our organization in 2022, and describe the measures with which we will promote gender equality and non-discrimination among our students and in studies in future.

2.1 Review of the implementation and results of the measures concerning students and recorded in the previous plan

The *Equal Turku UAS 2021–2022* plan listed existing ways of action and measures to promote gender equality and non-discrimination among students. In this section, we will discuss their implementation and results.

Non-discrimination survey provided background data

- We carried out our first separate non-discrimination survey for students in the winter 2021–22. We used a set of questions that was edited from the gender equality and non-discrimination survey model templates by the Ministry of Justice in Finland and Finlex.
- The response rate remained rather low: we received altogether 241 answers. On the other hand, we received responses from all faculties in proportion with the size of the faculty. In addition, it is likely that those who participated in the survey were students with special interest in the topic and/or lots to say about

it. This is why we can draw approximate or preliminary conclusions based on the results.

- The survey results were analysed, and a report was drafted to be internally communicated both in Finnish and in English.
- The development wishes and suggestions arising from the results were taken into account in drafting the list of measures to be included in the new plan.

Communication in English improved but needs further work

- Our new intranet was released in September 2021. While constructing it, the content of the page translations was checked and updated, and plenty of page contents was translated to English. Content producers were trained to publish intranet pages both in Finnish and English as a rule of thumb.
- Based on feedback, people's experience is that English communication has improved. On the other hand, practices must be made more effective and continuously improved.

Attention was paid to equality between different groups of students and the accessibility of benefits

- Student Services have listed the benefits and services belonging to different study rights to make it easier for students to understand their position.
- Study administration investigated the student groups whose advising and services need more resources, and which channels would be the best to serve this purpose. The electronic service channels work well. Particular attention must be paid to advice and guidance for path students in early stages.
- Peer tutoring was extended in the beginning of 2022 to cover the online implementations of UAS degrees. In the autumn 2022, peer tutoring was piloted in Master's degrees in the Master School of the Faculty of Health and Well-being, and based on this we think about extending the peer tutoring model to all our Master Schools.

- The study ability group specified their guidelines concerning the criteria for attending the Management Forum to discuss different topics. One topic that is considered as important is the investment in the first study year, as this promotes integration to the student community, supports the progress in studies and study well-being, and prevents discontinuation of studies.
- The Future Learning Design team is working on drafting a uniform recommendation for teachers regarding the proportion and workload in studies.
- In addition, the Future Learning Design team has investigated how different operational models have worked and succeeded in the implementation of the study module for preparing for higher education studies. The report was completed in the autumn 2022, and its findings will be utilized e.g. in the renewal of the guidance model and drafting shared recommendations for guidance.

Considering the topics of multiculturalism and antiracism in teaching

- In 2022, the Future Learning Design team gave assignments to two multicultural students groups responsible within a project learning scheme. The assignments were titled 'Multiculturalism at Turku UAS' and 'Antiracism at Turku UAS' and the project groups carried out their work in English. As their project results, the student groups delivered recommendations and material for increasing awareness about these topics. These results will be taken into account during the validity of this plan in 2023–2024.

We prepared to review the state of our gender equality planning and gender mainstreaming

- The non-discrimination survey produced information of the state of our gender equality, as some questions and answers were related to gender equality.
- We have avoided creating gendered terminology. In English, we have avoided the *she/he* binary norm and when possible used plural pronouns.

- We have studied gender equality planning criteria by the European Commission's Horizon Europe funding programme. We started working on a status quo assessment to ensure full compliance.

2.2 Status of gender equality and non-discrimination among Turku UAS students and in studies in 2022

2.2.1 Sources of information

Information on the status of gender equality and non-discrimination among students can be collected from a variety of sources: the annual student barometer survey, the AVOP questionnaire for graduating students, anonymous student feedback channel, safety notifications, direct feedback, and separate reports and surveys such as the non-discrimination survey. Some feedback channels provide regular numeric data for monitoring progress in certain areas. Some feedback channels are set up so that individual cases can be confidentially solved.

Student barometer

Students' experiences of equal treatment and observations of inappropriate behaviour are investigated in the context of the annual student barometer survey. When filling in the survey, students can request Turku UAS Security Manager to contact them in order to solve the issue.

AVOP survey

The national AVOP survey, sent out to the students who are about to graduate from a university of applied sciences, covers two questions related to the topics within gender equality and non-discrimination:

'Readiness to act in a multicultural work environment was considered in my studies.'
'Teachers take the students into account fairly and equitably.'

Non-discrimination survey

In the winter 2021–2022, we carried out the first separate non-discrimination survey for students. The survey will be carried out every two years in future.

Safety notifications

Turku UAS has an electronic form for notifying of material damage, information security issues, bullying or social media harassment, threatening or disturbing behaviour, behaviour that endangers safety, a notable change in the behaviour of a member of the community, inappropriate or unethical behaviour, acting under influence, sexual harassment, and unequal treatment. The form can also be used for forwarding suggestions for improved safety and to give examples of good practices.

The notifications are processed confidentially and according to the equality principle. Access to the information provided through the form is only admitted to those who need it for resolving the issue and only to the extent that is necessary. The Security Manager annually presents the incidents reported through the form, categorized by thematic topic, to Turku UAS Executive Board and Occupational Health and Safety Committee, and by a separate decision to Turku UAS Board.

Student feedback channel

Students have access to an anonymous feedback channel as one potential reporting channel. Through the anonymous feedback channel, students can notify of issues in situations where reporting the issue with one's own name or starting a direct discussion on the matter feels too difficult.

Accessibility report

A student assistant working in the Future Learning Design team in 2022 investigated the accessibility of the premises and learning opportunities on the Kupittaa campus at Turku UAS.

Project groups working on topics of multiculturalism and antiracism

Two student groups received assignments in 2022 to go through the Turku UAS materials and premises from the viewpoints of multicultural and antiracist practices. These reports produced recommendations for further utilization.

Report on service needs of foreign degree students

At the end of 2022, Master's degree students in the Service Design programme carried out an investigation, as part of their service design course, which produces information on the experiences and opinions of those Bachelor's degree students whose studies are subject to tuition fees regarding the beginning of their studies and how their services work. The report helps in developing the service trail of foreign students.

2.2.2 Viewpoints on gender equality and non-discrimination

Non-discrimination and gender equality can be viewed from various viewpoints. Below, we will discuss the most relevant aspects in terms of our activities.

Students' general experience on the status of gender equality and non-discrimination

- In the Student barometer's statement 'Teachers take the students into account fairly and equitably', the average has remained on the same level during the past years (3.75 in 2020; 3.77 in 2021; 3.65 in 2022). The scale is 1 (fully disagree)–5 (fully agree).
- In the question asking whether the student has experienced inappropriate treatment, the share of those with a positive answer was 12.4% in 2020, 8.62% in 2021 and 12.4% in 2022.
- In 2022, 3.5% of the respondents (altogether 78 persons) reported that they had experienced bullying.

- Based on the survey results, measures are taken within faculties.

Student diversity and services for special support

- We have numerous different student groups. In our operations, our aim is that the so-called basic or default service is the same to all. However, depending on the type of the group, we also offer services of special support. In other words, we aim at identifying where support is needed; otherwise, our objective is equal treatment.
- We follow the principle of reasonability in the implementation of individual special arrangements.
- Turku UAS wishes to increase the number of international students. To make this possible, as an organization we need to be able to support students with different cultural and language backgrounds.
- In the autumn 2022, we worked on the service trail for international students. Our staff providing advice and guidance have mapped the support services we offer to international students in different stages. In addition, the students in the Master's degree programme in service design at Turku UAS and Novia have investigated the experiences of international degree students who study in Turku UAS non-Finnish programmes about the services they've received. The results of the service design project will be utilized in the development of the service trail for international students in 2023.

Accessibility

- According to the students who responded to the non-discrimination survey, the most important and valuable topic to be further developed is accessibility.
- Our work and other environments are designed in accordance with currently valid accessibility legislation. Focusing the operations in the Kupittaa area has decreased the number of our locations and helps this way to offer more uniform, accessible premises to a larger number of students and staff.

- The non-discrimination survey respondents hoped for clearer guide signs on the campus facilities.
- Based on the accessibility report from 2022, the physical accessibility of Kupittaa campus, the available services, and the accessibility of information on available services need improvement particularly from the viewpoint of visually impaired persons and those with restricted mobility.
 - However, some development needs related to the facilities are in the control and decision-making authority of the owner of the premises.
- Our website and graphic instructions follow the Finnish Act on the Provision of Digital Services (306/2019).
- The arrangements described in the section discussing equality and non-discrimination in student selection also support the accessibility of application procedures. The accessibility of online studies has also improved.
- We offer access to a quick, low-threshold digital testing for students who suspect they might suffer from dyslexia. If a dyslexia is diagnosed, the student has the opportunity for 2 hours of personal language instruction.
- A student with diagnosed learning difficulties is entitled to apply for special arrangements through an electronic form. The student is advised to first discuss this with a study counsellor. The application form will also be delivered to the study counsellor, who will present the need for possible support measures to the Head of Education and Research.
- It is important to ensure that also those who wonder about their chances to study at Turku UAS will find on our public website the necessary information for assessing the accessibility of studies.
- We have identified the need for organization-wide guidelines for the implementation of accessibility-related individual arrangements. This will help teachers and study counsellors act equally in situations where a student presents a confirmation of a positive answer for their request for special arrangements. This will also ensure a smoother service trail for students.

Gender equality and non-discrimination in student admissions

- In student admissions, we comply with Section 28 of the Finnish Act on Universities of Applied Sciences: applicants are placed in different applicant categories only based on their educational background. Uniform selection criteria are applied to all those belonging to the same applicant category. We do not form applicant queues for applicants from individual educational institutes or those who have completed paid admission courses.
- Separate application procedures are used in addition to joint application in the recruitment of foreign degree students. In a separate application procedure, uniform selection criteria are applied to the applicants. The applicants found by agents are placed in equal position, i.e. they do not gain benefit in the selection. The roles and responsibilities of the Turku UAS staff working with student admissions and the agents are defined in the agent contracts.
- For students arriving from outside the EU/ETA area and paying tuition fees, we have a consistent statutory scholarship system with same criteria applied to everyone.
- In accordance with the national policy for higher education, the first-timer quota of 85% is applied to our degree studies except for degree programmes that are conducted in a foreign language or are very small. It has been recognized that non-first-timers have more difficulties in being admitted a study place. On the other hand, the path studies offer non-first-timers opportunities to find their way into degree studies through the separate application within the Open UAS. Like other Open UAS studies, the path studies are subject to a fee. It has been recognized that the studies being subject to a fee is a factor increasing commitment to the studies.
- In the entrance examination, applicants have the possibility to apply for special individual arrangements, e.g. calmer examination room or delayed examination time, for instance due to literacy problems.
- Please see the following item on positive action.

Positive action in student admissions

- We wish to bring underrepresented groups into the sphere of higher education as well as attract new students to Finland with education opportunities. In terms of applicants with immigrant background and underrepresentation in higher education, it is possible to define such practices in student admissions that can be seen as proportionate positive action. As a result of this, in October 2022 Turku UAS adopted, as a positive action, a separate application procedure for degree studies based on the preparatory education for immigrants.
 - The separate application procedure was decided to be tested in two degree programmes:
 1. Degree Programme in Social Services, Bachelor's degree: 5 study places in the programme starting in January 2023; 5 study places in the programme starting in September 2023. The share of the total of separate application and joint application study places: 5.6%
 2. Degree Programme in Nursing, Bachelor's degree: 5 study places in the programme starting in January 2023; 5 study places in the programme starting in September 2023. The share of the total of separate application and joint application study places: 11%

Equality and non-discrimination in teaching, guidance and evaluation

- Students as a group are very diverse, which is why guidance practices vary.
 - The investigation carried out during the validity period of the previous Equal Turku UAS plan led to the renewal of the guidance model and to new recommendations regarding guidance practices, aiming to ensure the equality in guidance.
- We support smooth, accessible studies through guidance and support services, e.g. by offering study psychologists' services (also see 'Accessibility').
- Non-discrimination and equality in evaluation are ensured through cross-evaluations. Theses have, as a principle, two mutually independent reviewers to ensure a discrimination-free evaluation. The evaluations of different courses cannot be made completely uniform; however, the objective is to have clear, transparent evaluation criteria that are unambiguously described in the implementation plan and explained to students in the beginning of the course.

- Study counsellors pay attention to students who have been absent from their studies. Special support is offered when necessary, so that returning to studies can take place in the smoothest possible way. Special support is also offered to those who experience challenges in the progress of their studies.
- According to the results of the accessibility report and non-discrimination survey, the information on available support services and opportunities should be made easier to find. It is also important to have this information available on our external website, so that those who are seeking suitable study opportunities can review the available support at Turku UAS and whether it matches their needs.
- According to the non-discrimination survey, teachers are thought to show an example of equal treatment and language. In teaching, one must pay attention to how we speak of different groups of people and of equal opportunities, and to how we encounter particularly those students who experience challenges related to accessibility.
- Further, in the teaching contents, skills related to encountering people shall be emphasized. This is particularly important in the fields which are based on encountering people, such as pedagogy programmes at the Arts Academy and the degree programmes in the fields of health, well-being and social services.
- In terms of the contents of teaching, see 'Ethnic equality and equality between speakers of different languages'.

Ethnic equality and equality between speakers of different languages

- In December 2022, there were altogether 435 such present degree students at Turku UAS whose nationality is other than Finnish. According to the statistics from the Vipunen services, in 2021 there were also 186 exchange students visiting Turku UAS for longer than 3 months.
- As an organization, we cooperate with the language and guidance services for immigrant students and the International House Turku in order to provide further support to our students with immigrant background through this cooperation.

- The awareness of antiracist practices is important so that conscious or unconscious discrimination based on ethnic or cultural background can be corrected and ideally prevented. Raising awareness also helps to understand the topic wider than currently when planning the contents of studies.
 - In spring 2022, we arranged an ‘ABC of Antiracism’ training for staff and, for the first time, participated as an organization in an antiracism campaign. We’re developing an online course in multiculturalism for staff and students.
- In all our study fields, we must pay attention to the cultural and linguistic diversity of the teaching materials.
 - Based on feedback from our international degree students, we should ensure that study materials and instructions are equally available in English.
 - In addition, e.g. in the fields of arts, we must pay particular attention to whose work we highlight, in the name of gender equality and diversity.
 - We are drafting instructions for teachers for producing more diverse study materials.
- In 2022, the Future Learning Design team gave assignments to two multicultural students groups responsible within a project learning scheme. The assignments were titled ‘Multiculturalism at Turku UAS’ and ‘Antiracism at Turku UAS’ and the project groups carried out their work in English.
 - As their project results, the student groups delivered recommendations and material for increasing awareness about these topics. We will utilize these results in our future measures and in order to achieve the objectives described in this plan.

Diversity in marketing and communications

- Our objective is to neutralize from our part the gender segregation appearing strongly in some fields within the society on a national level through avoiding marketing and communications that emphasize traditional gender roles and

expectations. In all our marketing and communications, Turku UAS aims to be open and accessible to anyone and everyone, regardless of e.g. gender and cultural background.

- The Communications Services at Turku UAS produce campaign photos and brand images typically displaying a person or several people. The people in the campaign photos are primarily Turku UAS students and staff members and represent different backgrounds, genders and age groups.
 - The people in the brand images also represent different backgrounds, genders and age groups.
 - People are portrayed in the photos as equal regardless of their background or reference group.
- We encourage to consider e.g. in video production that the video content portrays people from different backgrounds and reference groups. However, alienating ways of portraying people must be avoided.
- It is recommended to make the photo shoot / video shoot as accessible and equal as possible.

Interfering with and prevention of harassment

- We have zero tolerance for all harassment, and we communicate it.
- We have an electronic safety notification form available. We encourage to use this form to also report potential bullying, sexual or gender-based harassment, discrimination, and inappropriate treatment. The notifications are processed confidentially and according to the equality principle.

Gender equality, gender mainstreaming and gender pluralism

- Table 2 presents the gender distribution of Turku UAS degree students (both bachelor's and master's) in autumn 2022.

- When comparing with the corresponding figures from our previous plan from autumn 2020, no significant changes can be seen. The relative share of female students has increased slightly in engineering fields and in ICT. Similarly, the relative share of male students in the fields of health and well-being, which are even more gender segregated than the engineering fields, has increased from the level of 2020. The gender segregation in these fields is strong on the level of the entire country.

	men, number	men, %	women, number	women, %	total, number
education	45	27.3	120	72.7	165
arts and humanities	216	28.9	531	71.1	747
social sciences, business, administration, and law	1161	43.9	1482	56.1	2643
ICT	1161	78.3	321	21.7	1482
engineering	2808	76	888	24	3696
health and well-being	477	14.4	2841	85.6	3318

Table 2. Gender distribution within Turku UAS degree students (both bachelor's and master's).

Source: Vipunen 28 Dec 2022.

- We are aware of the importance of dissolving the gender binary; however, these statistics follow the traditional gender binary due to e.g. the guidance by the current legislation.
- The non-discrimination survey results helped us also in forming a picture of the status of gender equality within the study community: the survey enquired about students' experiences of discrimination, inappropriate treatment based on gender or expression of gender identity, observing inappropriate language related to gender or expression of gender identity, and whether the atmosphere within the community supports safe expression of e.g. gender identity or sexual orientation.
- We have familiarized ourselves with the recommendations by the European Institute for Gender Equality (EIGE) on gender equality planning and carried out a status quo assessment in accordance with the recommendations while drafting this plan.
- To support gender mainstreaming and considering the gender diversity, we already use the following ways:

- We aim to address students without assumptions about their gender.
- Gender is not unnecessarily highlighted.
- We avoid using and creating gendered terminology.
- For gender diversity and GDPR reasons, we avoid asking the respondent's gender in questionnaires and forms whenever the information is not particularly required for e.g. compiling statutory statistics. In case the gender information is required, we aim to include option "other" unless male/female categories are specifically required for e.g. compiling statutory statistics.
- The third-person pronoun in the Finnish language is gender-neutral. In English communications, we prefer the plural form (they) instead of gendered he/she, whenever possible. In interviews or profile stories that are written in English or translated to English, the Communications Services asks which pronouns the interviewee wishes to be used.
- Our campuses have gender-neutral restrooms.
- In festive occasions and official events, our Communications Services advises speakers to use neutral expressions (e.g. 'Dear audience!' or 'Dear guests!') instead of gendered ways of addressing the audience (such as 'Ladies and gentlemen!').

Combining studies and family

- We offer alternative methods of completion and opportunities for substitutions so that studies are more flexible to students in their different life situations. These options can be communicated more effectively.
- Studying regardless of time and place is supported and enabled e.g. through utilizing remote exams and online courses. The quick leap to remote studying in the spring 2020 promoted from its part the opportunities for studying remotely, wherever.
- Implementing teaching online is supported, and teaching is planned and implemented on the basis of the student barometer result analysis and feedback from student experience working groups. Turku UAS uses a diverse hybrid

model in which teaching and learning are implemented in whichever environment which is the most suitable on case-by-case basis.

Atmosphere and psychological safety

- The non-discrimination survey provided us with information on the experiences and development ideas related to atmosphere and psychological safety.
 - The respondents hoped for investing in grouping.
 - The respondents also suggested further promoting of an open atmosphere.
 - In addition, the survey answers conveyed a wish that the official policy of Turku UAS regarding equal opportunities should be communicated to students in a clearer way than previously. We should also effectively interfere with inappropriate language and opinions maintaining harmful stereotypes.
- We should actively communicate about equal opportunities, gender equality and diversity, and consider these topics as part of our daily activity. The 'Introduction' in this plan has been further edited to better respond to the students' wish for a clearer policy for non-discrimination.

Channels for reporting issues related to non-discrimination and gender equality

- At the moment, we have several feedback channels and information sources for matters related to gender equality and non-discrimination.
- It is ideal that students have access to necessary channels for giving different situation-specific feedback and for reporting both general and extremely sensitive issues.
 - However, we must review the number of surveys in which students answer regarding gender equality and non-discrimination. It may be recommended to centralize these questions in one survey, so that acquiring this information

becomes clearer and so that students do not need to experience unnecessary repetition.

- Students experience the safety notification form to be difficult to find on our intranet. Also, the safety notification form as a feedback channel available in issues related to gender equality and non-discrimination is not familiar enough for students, as the name of the form suggests towards another kind of safety. The threshold for using the safety notification form has been described as high.
 - The form will be transferred into a new system in 2023. In the context of the renewal, the name of the form will be reconsidered, and the purpose of the form will be communicated.

2.3 Upcoming measures to promote gender equality and non-discrimination among Turku UAS students and in studies

During the period of validity of the Equal Turku UAS 2023–2024 plan, the following measures will be made to promote gender equality and non-discrimination among our students and in studies:

OBJECTIVE: PROMOTING ETHNIC EQUALITY AND EQUALITY BETWEEN SPEAKERS OF DIFFERENT LANGUAGES		
MEASURE	SCHEDULE	RESPONSIBILITY
We communicate equally in English: - We publish essential documents, instructions and news that apply to the all students at the same time in English and Finnish. - We aim to publish other new contents simultaneously with the Finnish version.	continuing	Content producers, those publishing news entries, anyone asking to publish information

OBJECTIVE: PROMOTING ETHNIC EQUALITY AND EQUALITY BETWEEN SPEAKERS OF DIFFERENT LANGUAGES		
- We design new English intranet pages to be identical with the Finnish page. - In terms of events arranged in Finnish, we communicate about them in English with the information on the language of the event.		
We utilize the results of the students' Multiculturalism and Antiracism projects.	2023–2024	Future Learning Design, teaching staff, Communications Services
We enable everyone's participation in the events we organize in such a way that the language barrier does not prevent it.	continuing	event organizers
As a practice of positive action, we adopt the separate application procedure in degree education, based on the preparatory education for immigrants in Degree Programme in Social Services and Degree Programme in Nursing.	continuing	Student Services
We utilize the results of the service design project in the development of the international students' service trail.	2023	Student Services, international activities, Future Learning Design
We provide instructions for teachers for producing more diverse study materials.	2023–2024	Future Learning Design
We offer an online course in multiculturalism.	2023–2024	Future Learning Design
MEASURING THE INFLUENCE: - Non-discrimination survey results - Student barometer results - direct feedback		

OBJECTIVE: PROMOTING AN ATMOSPHERE FOR OPEN DIALOGUE AND PSYCHOLOGICAL SAFETY		
MEASURE	SCHEDULE	RESPONSIBILITY
We invest in grouping through using different forms of tutoring and through updating the guidance model, also considering the recommendations received from the related investigation in 2022.	starting in 2023	Future Learning Design, study counsellors' team and tutor teachers
We encourage our staff and students to attend trainings and get familiar with topics related to unconscious bias.	2023–2024	HR, Communications Services, Future Learning Design
We communicate about topics related to equal opportunities and about its significance.	2023–2024	Future Learning Design, HR Services, Communications Services
We develop the safety notification form so that it is easy to find and serves as a low-threshold channel in topics related to non-discrimination and gender equality.	2023	safety organization, occupational safety and health
MEASURING THE INFLUENCE: - Non-discrimination survey results - Student barometer results - contacts through the student feedback channel - direct feedback		

OBJECTIVE: GENDER EQUALITY AND GENDER MAINSTREAMING		
MEASURE	SCHEDULE	RESPONSIBILITY
We aim at gender neutral expressions and address people without assumptions of their gender.	continuing	Content producers, Communications Services, teaching staff
We inform about trainings and learning opportunities related to gender equality and gender mainstreaming.	2023–2024	Future Learning Design, HR Services, Communications Services
<p>MEASURING THE INFLUENCE:</p> <ul style="list-style-type: none"> - Non-discrimination survey results - Student barometer results - direct feedback 		

OBJECTIVE: IMPROVING ACCESSIBILITY		
MEASURE	SCHEDULE	RESPONSIBILITY
We arrange training and/or introduction related to accessibility and encountering diversity for staff and students.	2023	Future Learning Design
We draft organization-wide guidelines for the implementation of accessibility-related individual arrangements.	2023	Future Learning Design
We forward the development wishes and needs learnt through different reports to e.g. property owners and external operators, such as student restaurants.	2023–2024	Facilities Management
We develop our online services based on the results of the accessibility report. - For instance, we make sure that our public website offers information on the available support for those who wonder about their study opportunities.	2023–2024	Communications Services, Student Services
We check the number of different surveys in which students answer questions concerning equality and non-discrimination, and if necessary, we focus these questions into one survey only.	2023–2024	Operations Management, Student Union, Student Services
MEASURING THE INFLUENCE: - Non-discrimination survey results - Student barometer results - direct feedback		

3 Communications and follow-up of the plan

3.1 Communications

- We release this plan both on our intranet and our public website.
- We inform our staff and students on the plan on our intranet.
- Staff communications:
 - We introduce the plan in our internal briefing and separately through the staff meetings arranged by faculties.
 - We guide our new employees to familiarize themselves with the plan as part of their general onboarding.
- Student communications:
 - The Student Union TUO informs students about the plan through their newsletter.
 - The plan is also introduced to the students e.g. through the orientation days and tutoring.

3.2 Monitoring the implementation of the plan

We actively monitor the progress of the measures recorded in this plan primarily through the coordination by the Occupational Health and Safety Committee and HR Services. The Occupational Health and Safety Committee annually reviews, based

on a presentation by the HR Services, the progress taking place in the implementation. In addition, after the Occupational Health and Safety Committee's handling, HR Services will present a review on the progress to the Executive Board of Turku UAS. The progress of the measures concerning studying and students will be handled according to corresponding schedule in the meetings arranged between Student Union at Turku UAS TUO and the management of Turku UAS.

We may update the plan in the middle of its period of validity, if necessary. The updates will be communicated in the most appropriate manner, depending on the topic and extent of the update in question.

4 Working group

The members of the working group responsible for the *Equal Turku UAS 2023–2024* plan, in alphabetical order based on their family name:

Kirsi-Maria Castrén-Harju (Communications Specialist, Shop Steward)

Marjo Joshi (Chief Advisor, Future Learning Design)

Ismo Kantola (Head of Student Services)

Juha Kontio (Chair of working group; Dean of the Faculty of Engineering and Business)

Anita Narbro (Senior Advisor)

Jukka-Pekka Salmela (Student Union TUO)

Markku Seppälä (Senior Lecturer, Chief Shop Steward, OAJ ry)

Elli Sillanpää (Translator)

Jaana Tomppo (Senior Lecturer, Occupational Safety Delegate)

Liisa Vallin (student representative)

Mirva Virtanen (secretary of working group; HR Advisor)

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