

Equality Plan 2024

The goals of equality and non-discrimination in the university community are based on the values expressed in the university community's strategy. Our goal is to be a diverse community that is safe and inspiring and respects each individual.

Non-discrimination means that all people are equal irrespective of their gender, age, ethnic or national origin, language, religion or belief, opinion, disability, health, sexual orientation or other personal characteristics.

Based on the Act on Equality between Women and Men, equality refers to equality between genders. Equal opportunities refer to the goal that every person should have similar opportunities to pursue and obtain a good functional ability and social status irrespective of one's family background.

Diversity refers to various aspects of a person's identity. These include gender, ethnicity, age, socioeconomic status, physical qualities, language, sexuality, lack of disability, religion, convictions, neurotypicality or racialization.

As an equal and bias-free place for working and studying, JYU supports the development, success and wellbeing of the members of the university community. The University has the responsibility for ensuring the availability and quality of guidance and accessible, barrier-free teaching. We develop the structures and practices of administration, teaching and research to promote equality so that an assessment of equality impacts are part of the preparation and implementation of decisions in the whole community. Increasing the openness of decision-making and related preparatory work are an important cornerstone for the development of equality and non-discrimination.

The University's surveys, register data and other means of collecting information (e.g. the wellbeing-at-work survey and student surveys) include questions related to equality. They are used to monitor equality and non-discrimination, and the results are reported annually to the University Board. University management has the responsibility for implementing the planned actions. The Rector approves the Equality Plan.



EQUALITY AT JYU

Statistics about JYU staff and students

Our university community is diverse and multicultural: the community consists of students, full- and part-time staff members, employees working on an hourly basis in teaching or in other duties as well as researchers and doctoral students who conduct grant research. The community also comprises interns, persons performing their non-military service, and visiting staff and students.

The state of equality is reported annually to the University management. Earlier the number of employees was reported based on the situation on 31 December. From 2020, the amount of staff has been reported as person-years. The staff statistics of this document are based on the person-years of employees with monthly salaries in 2022. The data is collected from the staff data system.

The total number of person-years in 2022 was 2,709. Women accounted for 58.1% of these years and men 41.9%. The percentage of women's person-years is 55.1% for teaching and research staff and 65.2% for other staff. The percentage of women in the person-years of professors is 32.9% and assistant/associate professors 51.8%. In total, 48.4% of the employees have a permanent employment relationship and 51.6% are full-time employees. International teaching and research staff's share of person-years is 12.0% (324 person-years) and they represent 72 nationalities. The average age of the staff is 41.4 years; 41.6 for women and 41.1 for men. The largest age group is 40- to 49-year-olds (27.4% of person-years) and the next largest age groups are 30 to 39 (26.5%) and 50 to 59 (22.1%).

The University of Jyväskylä has around 14,900 degree students, of whom about 5% are international students (situation on 20 September 2023). The number of new bachelor's and master's degree students admitted in autumn 2023 was 2,607, of whom 66% were female. Of new students, men were in the majority only in the field of information and communication technologies (69% in 2023 according to the field classification for higher education steering). At the level of degree programmes, men were in the majority, for example, in the degree programmes of physics, mathematics, history and social sciences. In 2022, the shares of degrees completed by women were as follows: bachelor's degree 66%, master's degree 65%, doctoral degree 53% (JYU data warehouse). A study on equal pay at the University of Jyväskylä in 2006–2021 was conducted at the beginning of 2022.

Equality in the survey and evaluation results

Based on staff survey results, the state of equality has improved from 2019 to 2023.

Statement in the wellbeing at work survey	2019	2021	2023
We discuss difficult matters, and we also work them out	3.3	3.4	3.5
Equality is achieved in our unit	3.7	3.9	4.0
My supervisor is impartial and fair	4.2	4.1	4.3
My supervisor takes into consideration that people are different	4.0	4.1	4.2
I have the opportunity to advance in my career laterally (more varied tasks) or vertically (more demanding tasks), if I want	3.2	3.2	3.2

According to the teaching, research and career survey (2017), women in teaching and research find that gender influences the division of labour, salary and career development more often than they do in other tasks. Career possibilities are diminished most if the first language is something other than Finnish as well as in the case of disability and other health-related restrictions.

Based on the teaching, learning and studying survey for students (2017), gender equality is well-realised among students. According to the survey, studying was hampered especially by the indoor air problems of buildings, students' mental health problems, and factors that hindered barrier-free moving. Disability and other health-related challenges have the biggest influence on the equality of study opportunities.

Material from the Finnish Bachelor's Graduate Survey has been taken into account up to the responses of September 2021. The overall impression based on open answers is similar to the student survey of 2017. The numerical answers suggest that, based on an exhaustion indicator consisting of nine statements, the exhaustion risk of female students is greater than the exhaustion risk of male students across disciplines, and the prolonged COVID-19 pandemic seems to have increased the difference. Across disciplines, female respondents also agreed less than males did with the statement that they feel well at the University.

In spring 2023, the University of Jyväskylä and the Student Union implemented a survey, which inquired about racism in the university community. From one hundred respondents, about half had faced or noticed discrimination that could be classified as racism in some way. However, only half of the respondents intervened in or reported about noticed racism. Reasons for this included, for example, that the respondent did not know the reporting channel, considered reporting unnecessary or believed it potentially harmful to the reporter. The answers of the survey will be analysed in more detail in spring 2024, when the equality and accessibility plans are combined.

When developing the diversity of the University, the following aspects related to the members of the community are acknowledged: age, nationality, gender, language, disability and state of health as well as other person-related reasons.

The actions of the previous equality plan period (2022–2023) have been implemented.

- The equality of doctoral education has been developed, for example, by internal examinations of differences in steering practices between the faculties.
- The tenure track model has been developed further, for example, to support career progress. As a result of the development work, for example, the number of full-time, permanent employment relationships has increased.
- The position of grant researchers has also been developed, for example, by improving their occupational health services and systematizing grant researchers' contracts.
- The services and themes of student wellbeing have been taken as an established part of JYU's student communication.
- The curricula of bachelor's degrees include 60 credits of optional studies to enable individual study paths according to the student's own interest.
- Principles of high-quality guidance have been renewed. Student admission has been developed in national cooperation. SIMHE counselling has been strengthened and pre-integra training piloted.
- Student admission has been developed in national cooperation. Various paths have been created for student admission to take into account the diversity of students: certificate-based admission, entrance examination admission, and the open university path.
- The principles of high-quality steering have been revised and units are provided support for creating implementation plans for the steering. There is University-level coordination to ensure homogeneity in the preparation of individual recommendations.
- Where possible, alternative modes of completion have been developed and described in curricula and/or teaching schedules.
- The intensified support team of the Student Life concept has been strengthened. The customer service facilities of the Lähde building have been taken into use.
- Three lecturers in university pedagogy have been hired to support the development of teaching. The development of university pedagogy education has continued.
- Ensuring student representation has been acknowledged in the update of the Degree Regulations.



GOALS AND ACTIONS

The following goals and actions should be considered in all JYU activities.

Multimodal work and study environment and operating culture: Goals	
Leadership	The University adheres to a non-discriminating leadership culture. The University promotes the equality and non-discrimination of employees and students, for example, when appointing members for committees. The expertise and special know-how of persons at different stages of their career are valued equally at the University, and professional development is supported in all phases of work and study careers.
Recruitment and career development	JYU's career development model is transparent and based on clearly defined recruitment practices and job opportunities. All members of our diverse staff feel they are part of the University community and have equal opportunities to apply for various positions at JYU. The University follows open and transparent recruitment based on merits (HRS4R - OTM-R).
Orientation and competence development	As an equal and bias-free place for working and studying, JYU supports the development, success and wellbeing of the members of the university community. The University's current and future domestic and international staff and students integrate into the University and commit to the common goals of our community. Orientation is developed and a uniform employee experience is taken into account.
Work and study conditions	The whole community fosters behaviour that is in compliance with the University's values and intervenes in inappropriate behaviour. The membership of the university community is equal and non-discriminatory for staff and students. Diversity is considered a strength, and the University is able to benefit from it. JYU acknowledges the diversity of genders in its surveys, systems and statistics.
Balance of work/studying and free time	JYU helps students and staff to combine studying and work with family life and aims at offering everyone equal opportunities for parenthood and taking care of older family members. Especially men are encouraged to use their legal right to family leaves and look after a sick child at home.
A diverse work and study environment and operating culture: Actions	
A functional and caring community	JYU house rules for good practices in the work community. Supervisors lead the processing of the house rules of good practices (JYU at Work) and of good leadership (JYULead) in the work community. Defining and introducing the principles of safer space for the whole community.
A considerate and supportive community	Developing working methods for harmonising work/studying and family life, promoting the fulfilment of equal parenthood.
Multicultural community	Developing a working culture for multilingual communication, sufficient skills in Finnish and the clarity of language. Internationalisation at home: equal consideration of members of the international university community (staff, grant researchers, students) in a multicultural community. Equal student wellbeing services for all (the Student Life concept).
Equality of the working environment	Monitoring of the salary equality survey, transparency of recruitment.



GOALS AND ACTIONS

Education: Goals	
Student admission, study guidance and counselling	The diversity of students is considered in student marketing and opportunities are expressed in an equal manner. Students are encouraged to select lines of studies and careers open-mindedly. Admission criteria do not favour or discriminate. Applicants with various cultural backgrounds have equal opportunities to succeed, with special attention given to the language skill requirements in studies. Students have equal rights to receive sufficient guidance and counselling.
Studies	Curriculum development, selection of teaching material, teaching, and assessment of completed studies are performed in an equal and non-discriminatory manner. The relationship of staff and students is based on mutual respect that should not be weakened because of any characteristic or quality of an individual. The selection of representatives for administrative bodies and the preparation of decisions promote equality and non-discrimination and take into account the diversity of students. Any results from surveys the Student Union conducts among its members about equality, non-discrimination and possible related problems are taken into account in the promotion of equality.
Doctoral studies	Students are encouraged to apply for doctoral studies equally regardless of their gender or gender expression, ethnic background, nationality or native language. Equal treatment of doctoral students is developed.
Education: Actions	
Student admission	The diversity of students is acknowledged in the development of student admission. Our student admission is fair and appropriate.
Equal guidance and counselling	The availability of guidance and counselling is ensured at different phases of studies, with special attention given to the uniform quality of individual accommodations regardless of the department.
Flexible pedagogy	When possible, individual needs and diverse life situations are acknowledged in the development of alternative and varied modes of completion.
Diversity of students	Developing communication and content that acknowledge the diversity of students. Developing Student Life activities.
Pedagogy and valuing of teachers	The continuous development of teaching skills is supported; the use of varying teaching methods is promoted and resourced. The distribution of duties and workload is reviewed to enable career progress.
Student representation	Student representation in the University's administrative bodies is ensured, with special attention given to the representation of international students in the working groups.
Research: Goals	
Researcher's career progress	The distribution of duties and workload is reviewed to enable career progress.
Grant researchers	Developing the status of grant researchers and ensuring the use of researcher agreements.
Research: Actions	
Researcher's career progress	The distribution of a researcher's workload is monitored annually on each career level.
Grant researchers	JYU has a development group for staff with no employment relationship with the University. The Capable, Creative and Healthy University Community development group prepares common practices for the whole staff group. Researcher contract data are collected at departments annually, and it is estimated how many of the grant researchers have not made a researcher agreement.



Promoting appropriate behaviour in our community

Our university community has zero tolerance for inappropriate behaviour, bullying or gender-based or sexual harassment towards employees or students. We intervene in problem situations and resolve them.

The University has principles (house rules) for appropriate behaviour as well as guidelines for intervening and preventing inappropriate treatment and harassment at the University.

The University has guidelines for the staff and students for handling serious harassment situations. Supervisors are responsible for observing and taking care of the state of wellbeing in the work community as well as for intervening in and sorting out problematic situations.

New guidelines concerning the operating model for responsible behaviour at work and serious occupational health and safety issues are available in Uno (1/2022)

[Appropriate behaviour in the work community](#)

Instructions for students

[The model for preventing and intervening in bullying and harassment faced by students | University of Jyväskylä \(jyu.fi\)](#)

Accessible, barrier-free University

The University of Jyväskylä has a separate accessibility plan 2023–2024.

[Non-discrimination and accessibility at the University of Jyväskylä | The University of Jyväskylä \(jyu.fi\)](#).



ORGANISATION OF EQUALITY WORK

Responsibility for the implementation of equality belongs to the University management, unit leaders, supervisors and each member of the university community.

The University has a development group for equality, non-discrimination and accessibility. The purpose of the group is to

- promote the goals of the Non-Discrimination Act and the Act on Equality Between Women and Men
- monitor the development of equality, non-discrimination and accessibility at JYU
- promote attitudes and operating methods that enhance equality and non-discrimination at JYU
- create a proposal for an equality and accessibility plan for 2024–2025 and monitor the implementation of the plan
- make development proposals related to equality, non-discrimination and accessibility.

Under the supervision of the development group, the equality plan and the accessibility plan will be combined in 2024.

Impact and communication

The members of the university community will be informed of the equality and accessibility plan and the progress of its key actions via the University's communications channels. The University community and interest groups will be engaged in the actions of this plan as well as in creating content for the forthcoming, more comprehensive equality and accessibility plan.

Supervisors will get induction and training concerning the content of the plan. The effectiveness of the plan is monitored as part of the Equality Committee's work and the implementation of the University's strategy.

Regulations, concepts and statistics

Regulations, concepts and statistics related to equality and non-discrimination are available on our University's [equality and accessibility](#) website.