



JYVÄSKYLÄN YLIOPISTO  
UNIVERSITY OF JYVÄSKYLÄ

Jyväskylän yliopisto | University of Jyväskylä  
Seminaarinkatu 15, P.O. Box 35  
40014 University of Jyväskylä  
Business ID: 02458947

# THE EQUALITY, NON- DISCRIMINATION AND ACCESSIBILITY PLAN OF THE UNIVERSITY OF JYVÄSKYLÄ 2025–2026



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# 1 Introduction

The University of Jyväskylä is committed to promote an equal non-discriminatory operating culture, accessibility and safety in higher education, and an accessible environment for research, teaching, study and work. According to the ethical principles of the University, our duty is to break down discriminative and restrictive structures and norms. We strive for a University that is a socially and culturally safe environment, in which harassment, inappropriate treatment, discrimination or other inappropriate behaviour is not accepted. Each member of our university community and our partners has the right to equal, non-discriminatory and respectful treatment regardless of age, origin or nationality, language, religion, belief, cultural background, opinion, political activity, trade union activity, family relationships, state of health, disability or functional capacity, sexual orientation, gender, gender identity, gender expression or other personal characteristics.<sup>1</sup>

The work for equality, non-discrimination and accessibility in the university community is based on legislation<sup>2</sup>, the vice rector's decision on accessible studying,<sup>3</sup> the University's strategy and its related development programmes<sup>4</sup>. Based on the strategy *Wisdom and wellbeing for us all*, we aim to offer high-quality student experience for everyone. Our aim is to plan and implement all our education to be accessible for students with varying backgrounds and be the best employer among universities in Finland.

This plan guides the work for equality, non-discrimination and accessibility in our university community. The plan combines the equality plan and the accessibility plan, which were separate documents in earlier years. The plan also serves as a gender equality plan (GEP) as required by the EU's Horizon Europe programme. The GEP requirements<sup>5</sup> have been taken into account in this plan.

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<sup>1</sup> [Code of Conduct | University of Jyväskylä](#)

<sup>2</sup> [Act on Equality between Women and Men 609/1986 - FINLEX®](#); [Non-Discrimination Act 1325/2014 - FINLEX®](#); [Act on the Provision of Digital Services 306/2019 - FINLEX®](#)

<sup>3</sup> [Vice Rector's decision: Accessibility of education at the University of Jyväskylä – University of Jyväskylä](#)

<sup>4</sup> [The strategy and values of the University of Jyväskylä | University of Jyväskylä](#)

<sup>5</sup> [Horizon Europe gender equality plan eligibility criterion | European Institute for Gender Equality](#)

The plan has been prepared in the Development Group for Equality, Non-Discrimination and Accessibility<sup>6</sup> by engaging the JYU community. A university trainee was hired to support the work of the development group. The plan has been prepared by organising workshops, mapping the progress of previous plans and analysing the responses to a survey on racism and equality targeted at the university community.

Approved by the Rector's decision on 18 December 2024, this Equality, non-discrimination and accessibility plan is a public document that is approved to guide the operations of the University of Jyväskylä.

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<sup>6</sup> [Equality, non-discrimination and accessibility | The University of Jyväskylä](#). Development Group for Equality, Non-Discrimination and Accessibility

## 2 Glossary

(References: The Finnish Association of People with Physical Disabilities, Kosunen 2021, the Ministry of Social Affairs and Health, the Finnish Institute for Health and Welfare, the Non-Discrimination Ombudsman)

**Accessibility:** Taking human diversity into account in the planning, implementation and maintenance of built environments in order to make the usability of facilities equal for all. An accessible environment does not differentiate people on the basis of their functional ability and enables, for example, smooth participation in studies and work. An accessible environment takes into account factors such as mobility, vision and hearing.

**Harassment:** The deliberate or de facto infringement of the dignity of a person is harassment, if the infringing behaviour creates a degrading or hostile environment towards the person. This behaviour creates an intimidating, hostile, degrading, humiliating or offensive environment related to prohibited grounds for discrimination, such as sexual orientation, origin or disability. Harassment may consist of, for example, speech, violating someone's physical or mental integrity, or displaying or distributing material that violates human dignity.

**Racism:** A way of thinking and a system, in which people or groups of people are evaluated and treated unequally based on their ethnic origin, skin colour, nationality, cultural background, native language or religion. Racism can manifest itself as intentional or unintentional behaviour between individuals and groups, based on prejudice and fear of unfamiliarity, or as discriminatory practices within the structures of society. Racism perpetuates inequality and harms both its targets and society as a whole. It is a system in which politics, institutional practices, culture and other norms maintain societal power structures and in which certain groups of people are considered inferior to others.

**Accessibility:** The organisation and implementation of a physical, psychological, social and digital environment where each individual can, regardless of personal qualities, operate on an equal basis. In an accessible higher education institution, the facilities, electronic systems, learning environments, teaching methods, and attitude atmosphere enable participation and non-discrimination for students with various personal qualities and different life situations.

**Discrimination:** Discrimination means that a person is treated worse or becomes disadvantaged based on a personal quality. The Non-Discrimination Act prohibits discrimination on the basis of "age, origin, nationality, language, religion, belief, opinion, political activity, trade union activity, family relationships, health, disability, sexual orientation or other personal characteristics".

**Equality:** Equality refers to equal rights and opportunities for all regardless of gender. The Finnish Act on Equality refers especially to equality between women and men but also prohibits discrimination based on gender, gender identity or gender expression.

**Equal opportunities:** Every person should have similar opportunities to pursue and obtain a good functional ability and social status irrespective of their family background.

**Equality in higher education:** Study admission, participation and results are based on capabilities and study achievements instead of personal characteristics, socioeconomic status, gender, ethnic origin, place of residence, age or functional capacity.

**Non-discrimination:** All people are equal irrespective of their gender, gender identity, gender expression, age, ethnic or national origin, nationality, language, religion or belief, opinion, disability, health, sexual orientation or other personal characteristics.

**Individual needs:** Individual needs may refer to needs arising from a person's health, age, linguistic or cultural background, disability, etc.

### 3 Current state of equality, non-discrimination and accessibility

#### 3.1 University of Jyväskylä as a forerunner

The University of Jyväskylä is in the vanguard of many development efforts on student admissions, such as ACRES (*Academic Readiness Screening*), which assesses academic and language skills, and SIMHE (*Supporting Immigrants in Higher Education in Finland*), which develops guidance and support services for immigrants. The University of Jyväskylä also has a policy of providing individual arrangements for entrance examinations. Providing the required infrastructure for digital admission tests and ensuring the accessibility of admission test systems are central development targets for the future.

Student and Academic Services and Student Life are responsible for activities related to the accessibility of education in Jyväskylä. Student Life<sup>7</sup> activities promote and support the study ability and wellbeing of students. The activities are preventive, versatile and easily available for all students. The model is based on three-step support, taking into account students' individual, differentiated and diverse needs in guidance and learning. The services included in this activity model are offered to all students.

The accessibility of teacher education has been improved through new programmes enabling dual qualifications. These include, for example, music subject teacher and class teacher education, teacher education to support language awareness and multilingualism (KiMo), physical education subject teacher and class teacher education (LiikLo) as well as the bachelor's and master's degree programme for mathematics and chemistry subject teacher and class teacher education. In addition, to improve the opportunities of applicants with an immigrant background to apply for teacher training, the language skill requirement of subject teacher education has been lowered to level 4. Separate special teacher education studies (ERKO) can be used to supplement studies completed abroad<sup>8</sup>.

Integra is an educational model that integrates university language and content studies for immigrants who are eligible for higher education and aim to continue their interrupted degree studies or complement a prior degree in compliance with Finnish qualification requirements. The model promotes language training in line with the needs and goals of immigrants, which is integrated in subject studies already at an early stage.

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<sup>7</sup> [Student Life activity for students | University of Jyväskylä](#)

<sup>8</sup> Finnish as a second language and literature

One of the national special tasks of the University of Jyväskylä is the Sign Language Centre. The purpose of the centre is, in cooperation with other operators of the field, to implement, develop and coordinate the highest research and education in Finnish sign language. The centre has a strong background in the research and expert training of Finnish sign language. From the beginning of 2021, the research responsibilities of the centre have also included Finland-Swedish Sign Language.

The University of Jyväskylä participates in the Responsible Employer campaign, which has the following principles of responsibility: non-discrimination, work-life balance and well-being, investing in supervisor work, meaning of work and development, remuneration in accordance with demands of the position, and good applicant experience.

## 3.2 Statistics and figures

### 3.2.1 Students

The University of Jyväskylä has 14,950 degree students and 5.0% of them are international students. International students refer to students who do not have Finnish citizenship.

Table 1 presents the average age of JYU students by gender.<sup>9</sup>

**Table 1: Average age of JYU students by gender**

	Average age	Average age of women	Average age of men
Degree students	30.3	30.4	30.2
Bachelor's or master's degree students	29.1	29.2	29.0
Doctoral students	40.3	40.9	39.6

Of bachelor's and master's students, 43.5% are younger than 25, 36% are 25–34 years old, 11.7% are 35–44 and 8.3% are over 45. Of doctoral students, 0.7% are younger than 25, 40.9% are 25–34 years old, 27.1% are 35–44 and 31.3% are over 45.

<sup>9</sup> The distinction in the statistics is made between men and women in accordance with the Act on Equality Between Women and Men. The distinction does not reflect gender diversity but no statistics on nonbinary persons were available at the time the plan was written.



In total, 2,693 new degree students started at the University of Jyväskylä in autumn 2024. Of the new students, 65% were women and 35% men. Of the new students, men were the majority only in the field of information and communication technologies (68% in 2024). Considering the students of all classes, men were also the majority in the degree programmes of physics, mathematics, history and economics.

Table 2 presents the distribution of completed degrees between men and women in 2022 and 2023.<sup>10</sup>

**Table 2: Distribution of degrees by gender**

Degree	Women (2023)	Men (2023)	Women (2022)	Men (2022)
Bachelor's degree	66%	34%	66%	34%
Master's degree	68%	32%	65%	35%
Doctoral degree	58%	42%	53%	47%

Through the Finnish Bachelor's Graduate Survey, we collect information from students who have completed a bachelor's degree on their satisfaction regarding the University and their experiences on the progress of studies. The survey results are used in the development of education at universities and in the national steering of universities. In 2023, in total 879 students of the University of Jyväskylä responded to the survey. The average grade of the University of Jyväskylä was 3.6 (on a scale of 1 to 5).

Especially coping and succeeding in studies, prerequisites required for coping and succeeding, and useful skills learned during studies received an average score above 4 in all questions related to the topic. Based on the survey, student wellbeing has slightly improved from the results of 2022, but students continue to feel the strain of stress and the workload of their studies. Students also found it challenging to separate their studies and free time and would want more feedback on their studies. As in earlier survey results, stress and the risk of exhaustion are more common for female than male students.

<sup>10</sup> The distinction in the statistics is made between men and women in accordance with the Act on Equality Between Women and Men. The distinction does not reflect gender diversity but no statistics on nonbinary persons were available at the time the plan was written.

### 3.2.2 Staff

The staff of the University of Jyväskylä comprises teaching and research staff, grant researchers and experts of University Services who have wide-ranging responsibilities. The staff statistics presented in this plan are based on data from 2023. The amount of staff is reported as person-years.

The total number of person-years in 2023 was 2,790. Women accounted for 58.2% of these person-years and men 41.8%. The amount of staff with a monthly salary totalled 2,691 person-years. For teaching and research staff, the number of person-years was 1,655. Women accounted for 54.2% of the person-years and men 45.8%. For other staff, the number of person-years was 957. Women accounted for 63.9% and men 36.1%.

Of the whole staff, the share of employees with permanent employment was 48.2% and fixed-term employment 51.8%. The share of full-time employees was 89.7% and part-time employees 10.3%. The average age of the whole staff was 39 years, 38.9 years for women and 39.3 years for men.

In 2023, the proportion of international staff was 13% of the whole staff, 19.3% of teaching and research staff, and 2% of other staff. Their share of person-years was 333 years and they represent 80 nationalities. The amount of international teaching staff and other staff has remained almost the same from 2019. The amount of international research staff has increased with a few percentages from 2022 but decreased in comparison to 2021.

For the person-years of assistant and associate professors, women accounted for 55.1% and men 44.9%. For the person-years of professors, women accounted for 33% and men 67%.

The University's [annual report](#)<sup>11</sup> presents summaries, graphs and statistics of persons who worked and studied at the University in 2023.

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11 <https://www.jyu.fi/fi/meista/esittely-ja-avainluvut/vuosikertomukset/yliopiston-vuosi-2023-numeroina>

### **3.3 Surveys and rankings**

#### **3.3.1 Salary equality survey**

Surveys on equal pay at the University of Jyväskylä have been made since 2006. The latest survey was made in 2022 and it applies to the situation of 2021. The survey was not made in 2023 and 2024. The next survey will be extended and is planned to take place in spring 2025.

The survey examined the monthly income of female and male employees with similar background characteristics. In addition to the job title and profit centre, the considered background characteristics were age, length of employment, educational level and academic performance such as the number of publications, quality of publications, and supervision of theses. The breakdown of the survey in 2022 was similar to previous years. At the University of Jyväskylä, the difference in salary between genders is around 400 euros per month.<sup>12</sup> The survey examined employees with similar characteristics.

#### **3.3.2 Wellbeing at work survey**

A staff survey that focuses on the implementation of non-discrimination and equality is carried out every two years at JYU. The results of the latest survey are from autumn 2023 and the next one will be implemented in autumn 2025. Based on data from the surveys, the state of non-discrimination and equality at the University has slightly improved every year, excluding career development opportunities. Table 3 presents claims related to non-discrimination and equality and their average results in the latest three surveys (maximum grade is 5).

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<sup>12</sup> Women's monthly salary is on average 400 euros lower than men's.

**Table 3: Results of the wellbeing at work survey**

Claim 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

### 3.3.3 Racism survey

In March–April 2023, the University of Jyväskylä and the Student Union of the University of Jyväskylä (JYY) implemented a survey that clarified the university community’s experiences on racism and thoughts and ideas for work against racism in the community. Responses to the survey totalled 99. Of the respondents, 53 were bachelor’s and master’s degree students, 12 exchange students and 28 staff representatives.

About half of the respondents had, in one way or another, come across racism in the university community. Responses varied from racist situations between individuals to exclusionary structural factors, such as systematic ways to talk about different groups, assumptions of language or nationality based on appearance, or inaction against racism.

Almost half of the persons who had come across racism had not reported about the matter because they did not know any notification channel or felt that reporting would not be useful or would harm the informant. The process following a notification was also vague for the respondents.

The survey was implemented with an open online link and cannot be used for making statistical conclusions about the amount of racism at the University. However, it can be noted that exchange students had encountered or witnessed racism as well as acted against or reported it relatively more often than others. From the responses, JYU received valuable information on what kind of situations and structures in which racism occurs in the university community. Acting against racism is not only a matter of those who have noticed or faced racism, but equally concerns all members of the university community and visitors on the campus.

### 3.3.4 Equality, non-discrimination and accessibility survey

In the equality survey of autumn 2024, separate surveys were directed to staff and students. Of the 48 student respondents, 27% had not heard about the equality plan at all and 6% were not sure if they had or not. As many as 48% of the respondents had not heard about the accessibility plan. Most of the 97 respondents from staff had at least heard about both plans or familiarized themselves with them, but 14% had not heard of either plan. Both staff and students felt it was difficult to find information and guidelines and that the current methods are not functional or sufficient. Many people do not know how to act in case of harassment or do not report harassment because they believe reporting will have no impact or it will even be harmful to the informant.

The University of Jyväskylä has continuously sought to acknowledge individual needs and diverse life situations to develop a variety of alternative modes of completion. However, many students brought up in their equality survey responses and in workshops that current modes of completion do not sufficiently respond to their needs. The amount and variety of alternatives vary a lot between different study units, subjects and degree programmes depending on degree- or course-specific objectives. This issue, among others, should be considered in the renewal process of individual accommodations. The aim should be to develop the study units of departments and degree programmes in such a way that the study units are as accessible as possible and support as many students as possible so that they can participate, complete their studies, learn and combine their studies with their life situation.

Staff felt that recruitment processes lack transparency.

Even though the University of Jyväskylä is committed to promoting an equal and non-discriminatory working culture, the work on equality, non-discrimination and accessibility still faces challenges. Adequate resources and increasing common understanding and knowledge in the community are highlighted as prerequisites for furthering the work on equality, non-discrimination and accessibility.

### 3.3.5 Times Higher Education Impact Ranking

The Times Higher Education Impact Ranking<sup>13</sup> ranks participating universities based on how they pursue the UN Sustainable Development Goals (SDG). The ranking gives both a general result and separate results for 17 goals. As for equality and non-discrimination, the monitored goals are SDGs number 5 (gender equality) and number 10 (reduced inequalities). The rankings of the University of Jyväskylä are shown in Table 4.

**Table 4: JYU's results in the Times Higher Education Impact Ranking (SDG5 and SDG10)**

SDG	JYU's ranking / number of ranked universities 2023	JYU's ranking / number of ranked universities 2024
SDG 5	301–400/1,081	401–600/1,361
SDG 10	601–800/901	801–1,000/1,108

### 3.4 Development actions on equality, non-discrimination and accessibility at the University of Jyväskylä 2023–2024

In 2024, the University of Jyväskylä has had an equality plan and a separate accessibility plan. Most actions set in the plans have progressed but some have not been advanced at all. The University is increasing resources by recruiting a new expert in equality, non-discrimination and accessibility issues. The expert will start in early 2025.

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<sup>13</sup> [Top universities pursuing sustainable development goals in 2024 | Times Higher Education \(THE\)](#)

### 3.4.1 Actions in progress

Our university has policies, guidelines and channels for reporting and addressing harassment and discrimination. The guidelines for students are available on the JYU website and the guidelines for staff on the intranet Uno.

Individual recommendations and accommodations are a significant tool to advance the accessibility of studies. However, their number and demand have increased significantly and the current process has been found rigid, slow and resource-consuming from the viewpoint of both students and staff. Information on the need of and granting of individual accommodations does not move from one person to another fluently enough, which strains students. Simultaneously, the current process takes a lot of time from many staff members, which causes strain to staff. The development of the process for individual accommodations was defined as an action in the earlier accessibility plan and started in autumn 2024. JYU has adopted a new faster handling process at the beginning of 2025. Also the updating of vice rector's decision on accessible studying at the University of Jyväskylä has been started.

The University's communications, websites and digital services have been continuously developed to be more accessible and inclusive of diversity. In the website renewal at the end of 2023, accessibility was acknowledged from the perspectives of system usability as well as content. The new pages fulfil the AA-level accessibility standards.

In recent years, the University of Jyväskylä has increased English-language communications and courses, which has resulted in positive feedback from the community. Nevertheless, not all content on the website or staff intranet is available in both Finnish and English. The University has common guidelines for accessible social media, which are available on the intranet Uno. The guidelines have been discussed in communications training sessions. All social media content directed to students is always made also in English. More attention has been paid to the accessibility of images used in social media, for example, by writing captions also in the text section of the publication. Furthermore, JYU supports the Finnish language learning of international staff and students.

Accessibility guidelines for students have been compiled in one place on the JYU website. However, users still find it somewhat difficult to find content. The content also needs to be made clearer, especially when it comes to operating models. Accessibility issues are communicated to students regularly and considered especially in communications to new students. Accessibility issues are also taken into account better in communications related to the University's events. For example, accessibility guidelines have been added to the Guide for Conference Organisers.

To promote more open and equal recruitment, JYU has clarified and developed opportunities for anonymous recruitment. However, anonymous recruitment is not applicable to all staff groups in an academic environment. With the help of a form editor that will be available soon, it will be possible to create application forms that enable anonymity. Once implemented, anonymous forms will be one of the available form options.

The University aims to support both students and staff in combining study, work, family and other life activities. According to the responses to the equality survey, this is better realised for staff and, for example, the ability to work remotely has made it easier to reconcile work and family life. However, some students feel that it is not possible, or not sufficiently possible, to combine work, parenthood or other commitments with their studies. The University aims to support opportunities to combine one's studies with other areas of life, for example, through a variety of modes of completion, but this varies between subjects and courses.

### **3.4.2 Actions not taken forward**

Only a few University units have created their own principles for a safer space, even though the creation of university-level principles was set as an action in the Equality Plan 2024. Furthermore, the goals and actions set in the accessibility plan for accessibility and removal of barriers in facilities have not been realised. Accessibility mappings have been made in 2021 and 2022 in the Main Building, Agora and University Library, but the suggested actions have not been implemented. Moreover, plans for making tactile maps of the campus, the possibility to view accessibility on the campus virtually, or making guide signs on the campus more multilingual have not been implemented. The update of the language policy has been postponed to 2026 because of the strategy renewal.

### **3.5 Bodies and persons in charge**

The University of Jyväskylä has had the Development Group for Equality, Non-Discrimination and Accessibility in 2023–2024. The purpose of the group has been 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
- create a proposal of equality, non-discrimination and accessibility plan and follow the implementation of the plan
- make development proposals related to equality, non-discrimination and accessibility.



The development group has comprised staff members and representatives from the Student Union of the University of Jyväskylä (JYY). The University will make close cooperation with the Student Union to promote equality, non-discrimination and accessibility and engage students in this work also in the future.

The accessibility contact persons at the University of Jyväskylä assist and support students to apply for individual accommodations. Each department and independent institute has a dedicated accessibility contact person.

## 4 Objectives and their indicators 2025–2026

Table 5 presents the objectives for equality, non-discrimination and accessibility and the indicators of the objectives at JYU in 2025 and 2026.

**Table 5: Objectives and their indicators in 2025 and 2026**

OBJECTIVE	INDICATORS
<b>Equality increases in the university community.</b>	<ul style="list-style-type: none"> <li>• Results of the workplace wellbeing survey</li> <li>• Results of the equality survey</li> <li>• Need for individual accommodations is reduced due to improved accessibility of studies.</li> <li>• Diversity is considered in the University's language policy and operating methods.</li> </ul>
<b>Gender equality increases in the university community.</b>	<ul style="list-style-type: none"> <li>• Salary equality survey</li> <li>• Statistics of gender distribution: proportion of female students by faculty; proportion of women in the management and development groups; proportion of women among professors</li> <li>• Times Higher Education Impact Ranking<sup>14</sup>: SDG 5 ranking.</li> </ul>
<b>Discrimination, harassment and racism are reduced in the university community.</b>	<ul style="list-style-type: none"> <li>• Equality Survey, wellbeing at work survey and racism survey</li> <li>• Times Higher Education Impact Ranking<sup>15</sup>: SDG 10 ranking.</li> </ul>
<b>Knowledge and competence in the themes of equality, non-discrimination and accessibility increase.</b>	<ul style="list-style-type: none"> <li>• Equality survey, an increasing number of respondents to the survey</li> <li>• Courses, training sessions and numbers of participants related to equality, non-discrimination and accessibility.</li> </ul>
<b>Barrier-free access and accessibility on the university campus improves.</b>	<ul style="list-style-type: none"> <li>• User surveys, the wellbeing at work survey and the equality survey</li> <li>• Monitoring the implementation of action proposals arising from accessibility surveys.</li> </ul>
<b>Accessibility perspectives are considered in digital solutions.</b>	<ul style="list-style-type: none"> <li>• The JYU website fulfils the requirements of the directive on the accessibility of the websites and mobile applications of public sector bodies.</li> </ul>
<b>The Equality, Non-discrimination and Accessibility Plan is implemented in every unit at the University.</b>	<ul style="list-style-type: none"> <li>• Action plans and reports on the implementation of actions, created by faculties, independent institutes and University Services.</li> </ul>



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<sup>14</sup> [Top universities pursuing sustainable development goals in 2024 | Times Higher Education \(THE\)](#)

<sup>15</sup> [Top universities pursuing sustainable development goals in 2024 | Times Higher Education \(THE\)](#)

## 5 Approval and monitoring of the plan

The implementation and monitoring of the plan is challenging because of the size and characteristics of the university organisation. Policies and objectives at the university level must be reflected in the faculties, departments and independent institutions that implement them. On the other hand, smaller units' valuable work to promote equality, non-discrimination and accessibility is not necessarily noticed because it is not reported systematically.

The University of Jyväskylä is recruiting an expert in equality, non-discrimination and accessibility issues at the beginning of 2025. With the support of the Development Group for Equality, Non-Discrimination and Accessibility, the following actions at the university level will be implemented in 2025 and 2026:

- **Creating and implementing the principles for a safer space at the university level.**
- **Organising equality, non-discrimination and accessibility training for university units.**
- **Developing and clarifying notification channels and handling processes related to harassment and discrimination.**
- **Participating in various events and campaigns that promote equality, such as the Pride week and the National Anti-Racism Week.**

The implementation of the actions is the responsibility of the University. In addition, the faculties, independent institutes and University Services units will create **individual unit-specific action plans** in 2025. The creation and reporting of the action plans is supported by the Development Group for Equality, Non-Discrimination and Accessibility and the expert in equality, non-discrimination and accessibility issues. Reporting takes place as part of the annual reporting by the units. The expert makes a summary of the reports, and the summary is published in the University's annual responsibility report.

The action plans of units are recommended to include, among others, following actions:

- Increasing the amount of resource agreements with grant researchers.
- Language policy that pays attention to different user groups.
- Encouraging men to take family leave.
- Encouraging the representatives of an underrepresented gender to apply for study places.
- Developing student admission to be more accessible.
- Incorporating equality, non-discrimination and accessibility to induction materials and including education related to these themes in the induction plan.
- Training and campaigns related to equality, non-discrimination and accessibility.
- Implementing the recommendations of accessibility surveys.
- Increasing language accessibility with, for example, multilingual guide signs on the campus and supporting that international students and staff learn Finnish.
- Incorporating equality, non-discrimination and accessibility into research and teaching.

Each member of the university community must take responsibility for making the community and its procedures more accessible and equal. Table 6 clarifies the parties that are responsible for the decision, the plan and the indicators of objectives.

**Table 6: Responsible parties**

<b>DECISION</b>	<b>RESPONSIBLE PARTY</b>
Updating the decision “Accessibility of education at the University of Jyväskylä” and supplementary information when necessary.	Vice rector for education; Student and Academic Services and the digital team of University Communications are responsible for preparations and communications.
<b>PLAN</b>	<b>RESPONSIBLE PARTY</b>
Approval of the plan	Rector
Monitoring and updating the objectives set in the plan.	Development Group for Equality, Non-Discrimination and Accessibility
Implementing the plan	University management, heads of units, supervisors and each member of the university community
Reporting about action plans as part of the annual reporting of units	Persons responsible for the annual reporting of units. Making a summary is the responsibility of the expert in equality, non-discrimination and accessibility.
<b>INDICATORS OF OBJECTIVES</b>	<b>RESPONSIBLE PARTY</b>
Wellbeing at work survey	HR Services
Salary equality survey	HR Services
Racism survey	The expert in equality, non-discrimination and accessibility issues (supported by the Student Union, University Communications and the Development Group for Equality, Non-Discrimination and Accessibility)
Equality survey	University Communications, Development Group for Equality, Non-Discrimination and Accessibility and the expert in equality, non-discrimination and accessibility issues
Statistics	Data production team / Division of Policy and Planning
Language policy	Extended Management Team
Times Higher Education Impact Ranking	Sustainability and responsibility specialist / Division of Policy and Planning
Accessibility of websites	University Communications
Accessibility of applications	Digital Services
Monitoring the implementation of action proposals arising from accessibility surveys.	Facility Services