

UNIVERSITY OF JYVÄSKYLÄ EQUALITY PLAN 2016–2018



UNIVERSITY OF JYVÄSKYLÄ

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1 INTRODUCTION

The aim of the equality plan is to make the ideas of equality a proactive and natural part of all University activities. From the ethical perspective, equality is about humanity, human dignity and the uniqueness of each individual. All members of the employee and student community are respected and different abilities are given the opportunity to develop in ways that benefit the community. An open discussion environment and the community members' commitment to the equality plan are essential for achieving the targets and assimilating the principles of equality into the University's activities.

The objectives of the Act on Equality between Women and Men (609/1986) are to prevent discrimination based on gender, promote equality between women and men, and thus improve the status of women, particularly in working life. The purpose of the Act also is to prevent discrimination based on gender identity or gender expression. In the said Act, discrimination refers to direct and indirect discrimination, harassment and any order or instruction to engage in discrimination.

The purpose of the Non-discrimination Act (1325/2014) is to foster equality and prevent discrimination as well as to enhance the protection provided by law to those who have been discriminated against. The Act prohibits discrimination on the basis of "age, origin, nationality, language, religion, belief, opinion, political activity, trade union activity, family relationships, state of health, disability, sexual orientation or other personal characteristics".

The University and the members of the University community are committed to treating every individual and group with respect and dignity. The University promotes multiculturalism and does not tolerate discrimination and harassment. The goal is to offer equal opportunities for all. (Ethical principles of the University of Jyväskylä 2012, Respect for others)

This equality plan was created by the University's Equality Committee, which includes representatives of staff groups and students. The equality plan covers the staff and students of the University with the purpose of enhancing the whole University community's commitment to promoting and implementing equality. It also specifies how to reach the targets and results derived from the University's strategy. In addition, the equality plan creates a basis and guidelines for the work of the Equality Committee.

Firstly, this plan introduces targets related to the promotion of equality and non-discrimination as well as examines the current situation. Secondly, it presents actions for promoting equality and non-discrimination in 2016–2018.

The realisation of equality targets in the period 2013–2015 is described in Appendix 2. Other appendices, which have been used to make conclusions about the equality situation at the University, describe the appointing of the Equality Committee (Appendix 1), the legal basis of the plan (Appendix 3), the salary structure by gender at the University 2006–2012 (Appendix 4), student statistics (Appendix 5) and staff statistics (Appendix 6).

2 PROMOTING EQUALITY AT THE UNIVERSITY OF JYVÄSKYLÄ

2.1 Gender equality

The purpose of equality work at the University of Jyväskylä is to mainstream gender equality. This means developing administration and teaching structures and practices so that the gender equality target can be included in all preparation and implementation of decisions. Gender equality means that people can develop their skills and make choices without limitations based on gender, gender identity or gender expression.

The Act on Equality between Women and Men obliges the University to promote gender equality purposefully and systematically. One important cornerstone in the development of equality is to increase openness in the preparing and making of decisions at all levels. Moreover, this means an equal management culture in which supervisors consider equality as an integral part of work planning, work distribution, feedback, incentives and salary decisions. The purpose is to ensure that all members of the University community feel that they are appreciated and treated equally and fairly regardless of their gender, gender identity or gender expression. The University reserves sufficient resources for implementing this target and evaluating the implementation.

The Act on Equality between Women and Men requires the University to make a salary review as part of the equality plan. In accordance with the Act, the equality plan includes a specification of the placement of women and men in different positions and a University-wide salary review of the categories, salaries and salary differences between the positions of women and men. The purpose of the salary review is to ensure that the University has no groundless salary differences between men and women in positions that are equal or of equal value. If unjustified salary differences are found, the employer will start appropriate corrective measures. The goal is to have a fair and non-discriminating salary system that is used in practice. The Equality Committee promotes the implementation of the annual fixed-term employment review that also considers the gender distribution under different job titles.

In 2014, the Jyväskylä School of Business and Economics made a clarification on the salary structure between genders at the University in 2006–2013 (Appendix 4). The salary structure of 2013 and 2014 is not included in the clarification but the staff report data (Appendix 6, tables 7–10) describe the staff's placement on the requirement and personal performance levels in 2012–2014. In accordance with the salary structure clarification, the growth of average and median income has been faster for women than for men in all staff groups during the reference period. From the previous clarification for 2005–2010, the salary structure has developed to a more equal direction. In 2012, the average salary of women was 90.5% from the corresponding salary of men in teaching and research staff and 94.8% in other staff. The income distribution was still broader for men than for women. The lowest one-fourth of the income of men and that of women were close to each other and the medians of income had become closer during the last years of the clarification. Income in the highest one-fourth was higher for men than for women but also this gap has decreased noticeably. In other staff, the distribution between the four income levels was more even than in teaching and research staff. According to the clarification, the salaries of men in the whole staff were on average 5% higher considering differences between individuals in age, work experience, level of education and unit. For teaching and re-

search staff, it must be noted that the salary difference noticed between genders decreases when taking into account differences in publication activity (3.2% -> 2.4%). However, the clarification mentions possible measurement errors in employees' years of work experience and that the study was not able to fully clarify personal differences in performance.

From the perspective of equality, decrease in the gap of salary differences between women and men is a sign of positive development. Because it is still possible to notice differences in salaries, it is important to continue monitoring the salary structure by gender.

In both permanent and fixed-term staff, the gender distribution is even and there are no significant changes in 2012–2015 (Appendix 6). In teaching and research staff, the most clearly male-dominated staff group both in permanent and fixed-term staff is professors, and in other staff IT staff. There is a female majority in other teaching staff (lecturers and teachers) and other staff, especially in administration and office staff. There are also clearly more women than men in temporary teaching positions. The gender distribution of other research staff is even, excluding professors.

2.2 Sexual harassment

The University community does not tolerate any sexual or gender-based harassment towards the staff or students. The Occupational Safety and Health Act (2002/738) requires the employer to take measures if harassment or other inappropriate treatment of an employee occurs at work and causes hazards or risks to the employee's health.

The University of Jyväskylä uses a model of early intervention and support. The model provides operating instructions and defines responsibilities, for example, in case of harassment and inappropriate treatment. University is responsible for ensuring that the staff is familiar with the model for early intervention and support as well as procedures enabled by the model, and that supervisors are trained to recognise challenging situations.

The University has named harassment contact persons for staff and students. The equality contact person of the University also acts as the harassment contact person and instructs persons experiencing harassment to act in compliance with the University's procedures. Students always have two named harassment contact persons, a man and a woman, one of them being the Student Union's Specialist in Social Affairs. They provide guidance in cases of harassment, discrimination and bullying and in problematic issues refer to a competent party. Equality and harassment issues between students and staff are processed in cooperation with the representatives of the University and the Student Union. University Services ensures that instructions for problem situations and contact persons' contact information are available for all, both online and in the University units. In addition, the wellbeing at work survey of the University regularly reviews employees' experiences on equality and harassment issues.

According to the harassment contact persons and the occupational safety representative, there are relatively few harassment-related contacts per year. According to the audit report (Tervo 2014), the number of contacts related to discrimination is small considering the numbers of employees and recruited persons. The University's model for early intervention and support has been found to be functional. Students' readiness to report harassment cases has increased because nowadays the issue is discussed more than earlier. As part of its evaluation duties, the

Equality Committee needs annual data on the harassment and discrimination contacts from staff and students.

The Student Union surveyed the Student Union members' experiences on equality with an online survey in 2014. In total 80% of respondents found that equality between genders was implemented well or excellently and 75% had not noticed or experienced discrimination. On the other hand, 8% of respondents had either experienced or noticed and experienced discrimination. The requests for development were mostly related to the consideration of accessibility and removal of barriers, equality training and the prevention of bullying and harassment.

2.3 Harmonisation of work, studying and family life

The University helps students and staff to combine studying/work with family life and aims at offering equal opportunities for parenthood and taking care of elderly parents and close relatives. Parenthood and care may require personalised solutions such as flexible arrangements related to working time, duties and studying. Especially men are encouraged to use their legal right to family leaves and look after a sick child at home.

2.4 Equality in teaching

As an educator of future experts, the University leads the way in equality issues. In this duty, it creates equal practices and a tolerant atmosphere.

Faculties and departments develop information provided to applicants, for example, study and admission guides and websites, so that they do not reinforce stereotypical gender roles. All students regardless of their gender or gender expression are encouraged equally to apply for postgraduate studies.

In study guidance and counselling, students are encouraged to select lines of studies and careers open-mindedly. Employees responsible for student admission ensure that entrance examination material or admission criteria do not favour or discriminate against genders. When possible, the authors and evaluators of entrance examinations include both men and women. The authors of exercises and examinations ensure that applicants with different cultural backgrounds have equal opportunities to succeed.

The gender perspective is considered when developing curricula and selecting textbooks and other material. Teaching and assessment of completed studies are performed in an equal and non-discriminating manner. The relationship of staff and students is based on mutual respect that either the teacher's or the student's gender, gender identity or gender expression must not weaken. The selection of representatives for administrative bodies and the preparation of decisions promote equality and take into account the diversity of students. Any surveys the Student Union makes among its members about equality, non-discrimination and possible related problems are taken into account in the promotion of equality.

In the reference period, the gender distribution of new students at the University was the most even in 2015: 42.6% of new students were men and 57.4% women (Appendix 5). Since the proportion of men in 2014, as in many years before, was at the level of 37%, the background and durability of the shift are interesting topics. The discipline-specific gender distribution of students does not deviate from the national average.

The gender distribution of new students is even in economics and sports sciences (40%–60%). From all disciplines, natural sciences had the largest share of male students (65.7%) in 2015. Education, psychology and health sciences are distinctly dominated by women (80% female, 20% male). In addition, in humanities over 70% of new students are women.

Sports sciences and natural sciences have an equal gender distribution of master's degree graduates. On the other hand, in economics and social sciences the significantly higher percentage of women among graduates than among those who start their studies seems to indicate that men interrupt their studies.

The degree statistics also indicate that men interrupt their studies at the University more often. While the proportion of men at the start of studies is around 40%, it is around 35% in bachelor's graduates and only 30% in master's graduates.

In terms of completed doctoral degrees, the gender distribution deviates from that of master's degrees. In some disciplines, the proportion of men is higher among doctoral degree graduates than among master's degree graduates (e.g. natural sciences and social sciences). This suggests that women have a higher threshold to postgraduate studies than men. (Appendix 5)

However, based on current student statistics, it is not possible to explain reasons for differences in gender distribution between new students and graduates. This would require more in-depth analysis and more diverse statistics.

2.5 Diversity and equality

Equality at the University refers to actions that enable equal and full participation for everyone regardless of age, origin, nationality, language, religion, belief, opinion, political activity, trade union activity, family relationships, state of health, disability, sexual orientation or other personal reason. The University adheres to a non-discriminating leadership culture. In accordance with the University of Jyväskylä Language Policy (2015), multilingualism and multiculturalism are resources that are valued and systematically utilised throughout the University community. (<https://www.jyu.fi/hallinto/strategia/politiikat/kielipolitiikka/>). The University promotes the equality and non-discrimination of employees and students from different language and cultural groups, for example, when appointing members for committees.

The outlook on life, culture, language, opinions, behaviour, appearance and other characteristics vary between the members of the University community. Encountering diversity and various viewpoints is part of human interaction. The University community does not tolerate discrimination or bullying.

The expertise and special skills of different age groups are valued equally at the University, and professional development is supported in all phases of work and study careers. The interaction of the diverse experiences and competence of both older and young people is utilised for the development of the University.

2.5.1 Evaluation of the implementation of equality

According to the Non-discrimination Act, education providers and employers must evaluate the realisation of equality and have a plan of necessary measures for promoting equality. The

Equality Survey 2015 collected experiences on discrimination, the atmosphere at the University and the appreciation of being different from staff and students in Finnish and English. Based on the survey and other assessment data, the Equality Committee proposes actions for the approval of the University Board.

2.5.2 Accessibility and reachability

The University's objective is to develop services, facilities and functions that suit everyone. According to the Universities Act (558/2009), factors related to an applicant's state of health or operating ability must not obstruct admission. According to the Non-discrimination Act (1325/2014), education providers and employers must make appropriate adjustments so that persons with disabilities are able, equally with others, to deal with organisations and gain access to education, work and services, as well as to manage their work tasks and to advance their career. In the Act on Services and Assistance for the Disabled (380/1987), the word disabled refers to a person who, due to a disability or illness, has long-term difficulties in coping with normal life routines.

The Rector's decision on accessible education at the University of Jyväskylä (24 June 2014) provides guidelines for the implementation of accessibility. In the decision, accessibility refers to the implementation of a physical, psychological and social environment where each individual can, regardless of personal qualities, operate on an equal basis. The decision includes principles and responsibilities for implementing accessible environments and practices and required individual arrangements. University Services creates a plan for promoting accessibility at the University and reports the results annually to the University management and the Student Union.

3 THE EQUALITY COMMITTEE

The Rector appoints the University of Jyväskylä Equality Committee. The purpose of the Committee is to help to create conditions in which all staff and students have equal rights and equal opportunities for working and learning. In cooperation with different units of the University, the Committee monitors the implementation of actions detailed in the University's equality plan and reports to the Rector. Both staff and students are represented in the Committee (two student members and their deputies). The Equality Committee makes a proposal of an equality plan for the whole University community for a three-year period.

In addition, the Committee makes clarifications, surveys and initiatives related to equality issues for the University. The Committee monitors and makes proposals for the coordination of equality work at the University. The coordination covers different fields of administration at the University and cooperation with the Student Union. The target is to further intensify cooperation with the Student Union and collect equality data in a centralised manner. Through regular visits to departments, the goal is to make the members of the University community familiar with the principles and actions presented in the Equality Plan.

4 ACTIONS FOR PROMOTING EQUALITY IN 2016–2018

Action 1. Equality plan for the Teacher Training School

In compliance with the updated Non-discrimination Act (Section 6) and the Act on Equality between Women and Men (Section 5a), plans for promoting equality at educational institutions must be created by 1 January 2017. The planning falls under the responsibility of education provider. The Equality Committee promotes the equality planning of the Teacher Training School whenever reasonable. Equality planning will be integrated in the curricula of the Teacher Training School.

Action 2. Equality in international mobility

The Equality Committee monitors a Nordic project which clarifies factors that promote and obstruct the international mobility of students with disabilities. The Faculty of Education at the University of Jyväskylä implements surveys for the project and the accessible learning environments project (ESOK) network coordinates Finland's part of the project. The Committee will clarify if a similar survey could be organised for the University staff.

Action 3. Monitoring the recommendations of equality audit

The Equality Committee monitors the implementation of development actions initiated on the basis of internal equality audits (equality as part of quality management; regular monitoring (equality, non-discrimination, salary); naming of equality contact persons in units; developing the work group selection process by publicising the grounds of group member selections to increase the influencing opportunities of staff).

In addition, the Committee utilises other proposals of the audit report and observations on, for example, data in the wellbeing at work survey and the staff report.

Action 4. Actions based on the Equality Survey and other sources of information

Different clarifications have recognised needs for equality training (e.g. Tervo 2014; the equality survey of the Student Union of the University of Jyväskylä 2014; Equality Survey 2015). The Equality Survey 2015 proved that the model for early intervention and support is not well known. Communication on equality must be intensified. The Equality Committee promotes the incorporation of equality issues into supervisor training, staff training and training for different staff groups. Equality training is organised for students in cooperation with the Student Union of the University of Jyväskylä.

Action 5. Developing annual monitoring of equality

The employer must monitor the implementation of equality. The Rector's decision on the appointment of the Equality Committee on 16 December 2014 obliges the Committee to monitor and annually report on the implementation of actions entered in the equality plan. The Equality Committee develops its annual report and report for the Board Review so that they clearly evaluate the implementation of actions entered in the plan and the implementation of equality during the past year. Reporting utilises the staff report data and other background material.

Action 6. Monitoring of harassment and discrimination

The surveys of the University and the Student Union have revealed some experiences on harassment and discrimination. According to its evaluation duty, the Equality Committee monitors the implementation of equality and reports to the Rector annually. In this duty, the Committee also needs information on the frequency of possible harassment and discrimination as well as intervention to them. Harassment and discrimination notifications are received by the harassment contact persons of the University and the Student Union, occupational safety representatives, shop stewards, HR specialists responsible for staff development and supervisors. The Registry Office receives expressions of opinion related to recruitment. The data of the equality audit report were collected from the abovementioned sources (Tervo 2014). In the future, information on these problems must be collected in a centralised manner so that the Committee is able to monitor the implementation of equality. Together with HR Services and the Student Union, the Equality Committee is seeking procedures to provide centralised information on the nature and frequency of harassment and discrimination cases and intervention to them. These procedures especially emphasise the protection of privacy.

APPENDIX 1. APPOINTING THE EQUALITY COMMITTEE

The Act on Equality between Women and Men (609/1986) came into effect at the beginning of 1987. The Rector appoints members for the Equality Committee for a two-year term. The Equality Committee consists of representatives of students and staff associations.

(<https://www.jyu.fi/hallinto/toimikunnat/tasa-arvotoimikunta>).

APPENDIX 2. REALISATION OF THE TARGETS OF THE UNIVERSITY OF JYVÄSKYLÄ EQUALITY PLAN 2013–2015

The University of Jyväskylä Equality Plan 2013–2015 defined ten central actions. The following list details the actions and describes their implementation:

Specific development targets

1. In cooperation with the Finnish Institute for Educational Research, University Services reviews the equality situation regularly as part of student surveys.
 - The student survey 2015 included question to clarify, for example, accessibility and the functional capacity and state of health of students.
2. In addition to the salary review required by the Act on Equality between Women and Men, the University's HR Services continues the study on equal pay together with the Jyväskylä University School of Business and Economics.
 - As a result of the collaboration, the salary structure by gender at the University 2006–2012 was available in 2015.
 - In addition, to assess the implementation of equality, the staff report 2014 includes information on the amount, structure and placement of staff on the requirement and personal performance levels.
3. In accordance with the recommendation of the Ministry of the Interior, University Services will start equality planning and organise a related background survey during 2013.
 - An equality survey in autumn 2015 for the staff and students of the University clarified the University's atmosphere from the viewpoint of equality. The survey was created by the development group authorised by the Equality Committee in cooperation with the research group of David Hoffman from the Finnish Institute for Educational Research. The survey had in total 1,142 respondents. Around 23% of the respondents were staff, 66% students. According to received answers, almost half of the staff and students found that there is a common understanding of equality and that the principles of equality are followed at the University and faculties/units. On the other hand, there have also been experiences of discrimination. Equality Survey 2015 (<https://www.jyu.fi/tasa-arvo>).
4. The level of gender-based inequality in pay will be clarified and, if necessary, measures will be taken to eliminate gender-based differences in pay.
 - For the second time, the Jyväskylä School of Business and Economics made a clarification on the University's salary structures by gender for 2006–2012. The previous clarification was for 2005–2010. Thus, we have analysis data of possible salary differences from a period of several years. According to the clarifications, salary differences between genders have developed positively, that is, decreased. In addition, University Services produce salary-related statistical data in connection of the staff report.

Other development targets

1. The Ethical Committee continues annual visits to departments to meet staff and students.
 - The Equality Committee presented actions to promote equality and got familiar with the implementation of equality during visits to the Department of Biological and Environmental Science, the Department of History and Ethnology and the Finnish Institute for Educational Research.
2. University Services maintains an equality website for students and staff. The website includes instructions on what to do in case of harassment.
 - The website is in Finnish and English. Topical matters are discussed at jyu.fi/tasa-arvo and jyu.fi/equality.
3. In cooperation with the quality management personnel of University Services, the Equality Committee observes and evaluates the realisation of equality using statistics about staff and students.
 - Internal audit is an evaluation method of quality management at the University of Jyväskylä. The Equality Audit of 2014 produced plenty of information on equality for the Committee. The Committee finds [the audit report](#) (Tervo 2014) and especially its recommendations for actions as important tools to develop equality.
4. University Services assesses the regular production of statistics at the University, aiming to provide systematic data on equality, concerning both students and staff.
 - The staff report from University Services provides systematic information on the staff's equality (including fixed-term employment).
 - The Equality Committee's working group participated in the development of equality perspective in the student survey realised by the Division of Strategic Planning and Development in 2013.
 - The Committee created an annual statement on the implementation of equality at the University for the Board Review. The equality audit report 2014 replaced the statement of 2013.
5. The International Office aims to inform exchange students, international employees and visiting researchers about equality work.
 - The International Office has promoted equal opportunities in international mobility (new accessibility grants for international interns or exchange students heading to faraway locations) and availability of information in student guidance and on websites (the 'Students with special needs' site).
6. The Equality Committee annually requests the harassment contact persons and occupational safety representatives to express their views of the situation.
 - This information was requested in connection of equality audit 2014 (Tervo 2014).

APPENDIX 3. LEGAL BASIS OF THE EQUALITY PLAN

More information on the University's website at

<http://www.jyu.fi/henkilosto.html>

<https://www.jyu.fi/hallinto/toimikunnat/tasa-arvotoimikunta>

Legal basis of the equality plan:

– **The Constitution of Finland** (731/1999) (updated on 1 March 2000) and the general principles of equality promotion, defined in the international agreements that are manifested in the constitution. Equal treatment of women and men and the prevention of discrimination have been recorded in the Amsterdam Treaty (signed in 1997).

– The **Act on Equality between Women and Men** (609/1986) (partly renewed on 31 December 2014) stipulates the authorities' obligation to promote equality and the prohibition of discrimination based on gender, gender identity and gender expression. The Act also stipulates some responsibilities of education providers and employers which especially touch the University.

– The **Non-Discrimination Act** (1325/2014) includes regulations on the authorities' duty to foster equality, improving access to employment and the training of persons with disabilities, the prohibition of discrimination, equality planning and the supervision of compliance with the Act. The Act also stipulates some responsibilities of education providers and employers which especially touch the University. Section 8 of the Act prohibits discrimination on the basis of "age, ethnic or national origin, nationality, language, religion, belief, opinion, political activity, trade union activity, family ties, health, disability, sexual orientation or other personal characteristics".

– The **Employment Contracts Act** (55/2001) includes stipulations on the realisation of equal treatment of employees at workplaces. The objectives of the **Occupational Safety and Health Act** (738/2002) are to improve the working environment and working conditions as well as to prevent related health hazards. The **General Collective Agreement for Universities** (1 April 2014–31 January 2017) includes the terms of employment for employees at the member universities of the Association of Finnish Independent Education Employers.

However, the agreement does not apply to persons appointed by the University to serve as the employer's representative when determining the pay and conditions of service of employees who are subject to the general collective agreement. Furthermore, the agreement does not apply to visiting lecturers or to other recipients of fees in teaching work, or to part-time hourly paid teachers in training schools, unless otherwise separately agreed.

– The objective of the **Act on Services and Assistance for the Disabled** (380/1987) is to promote equal status of persons with disabilities and to remove hindrances and barriers caused by disability (1§).

– The **Universities Act** (558/2009) defines the mission of universities.

– The **Personal Data Act** (523/1999) regulates the processing of personal data and implements the protection of private life and the other basic rights which safeguard the right to privacy in the processing of personal data.

APPENDIX 4. SALARY STRUCTURE BY GENDER AT THE UNIVERSITY OF JYVÄSKYLÄ
2006–2012

Salary structure clarification by Juho Jokinen and Jaakko Pehkonen:
<https://www.jyu.fi/hallinto/toimikunnat/tasa-arvotoimikunta/Dokumentit/artikkelit/palkkas/>

APPENDIX 5. STUDENT STATISTICS

Source: Jenni Kokko, 24 November 2015. Vipunen, the Ministry of Education and Culture; the University's data warehouse for 2015

1. New bachelor's and master's degree students by discipline 2012–2015.

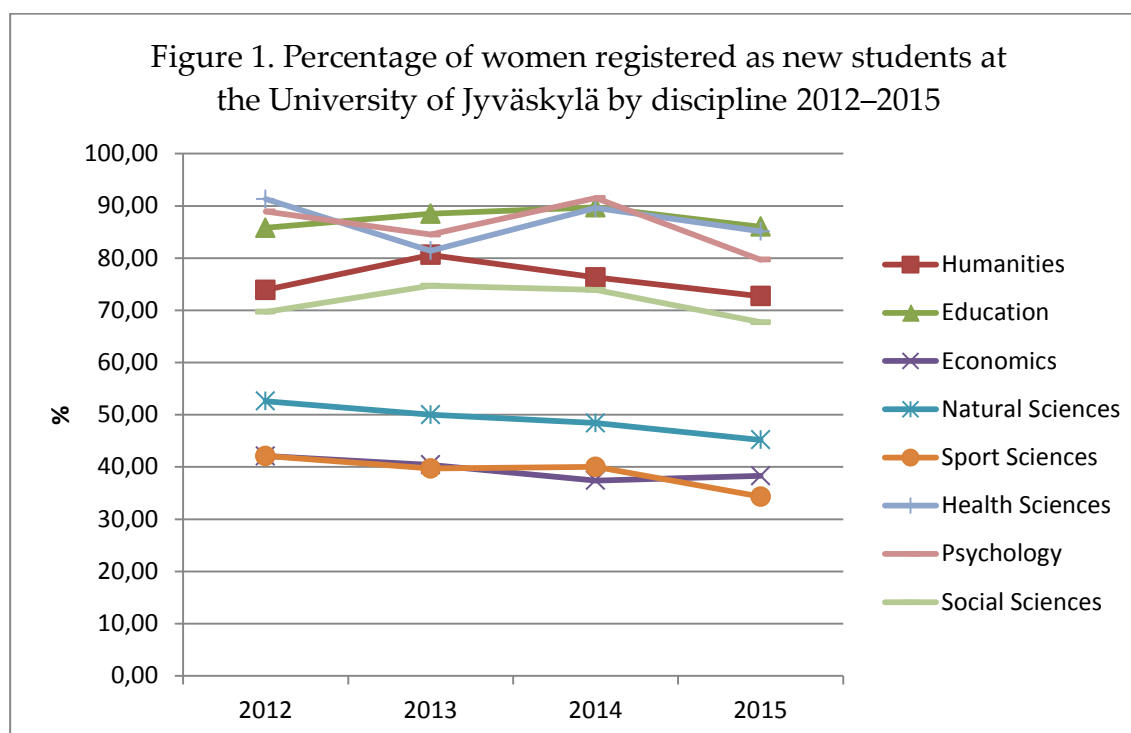
Faculty Discipline	2012			2013			2014			2015		
	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total
Humanities	105	297	402	71	295	366	93	299	392	111	295	406
Education	45	271	316	43	330	373	39	341	380	50	307	357
Economics	146	106	252	195	132	327	228	136	364	246	153	399
Sport Sciences	73	81	154	69	69	138	80	75	155	86	71	157
Natural Sciences	302	220	522	296	195	491	275	183	458	356	186	542
Psychology	6	63	69	13	57	70	8	69	77	10	57	67
Health Sciences	8	64	72	11	60	71	6	65	71	15	59	74
Social Sciences	46	106	152	47	139	186	46	130	176	63	132	195
University in total	731	1208	1939	745	1277	2022	775	1298	2073	937	1260	2197

*The students of information technology belong to either Natural Sciences or Economics.

Respectively, they are included in the figures of the Faculty of Mathematics and Science or the School of Business and Economics.

2. Gender distribution of bachelor's and master's degree students by discipline 2012–2015

Discipline	2012			2013			2014			2015		
	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total
Humanities	26.1	73.9	100.0	19.4	80.6	100.0	23.7	76.3	100.0	27.3	72.7	100.0
Education	14.2	85.8	100.0	11.5	88.5	100.0	10.3	89.7	100.0	14.0	86.0	100.0
Economics	57.9	42.1	100.0	59.6	40.4	100.0	62.6	37.4	100.0	61.7	38.3	100.0
Sport Sciences	47.4	52.6	100.0	50.0	50.0	100.0	51.6	48.4	100.0	54.8	45.2	100.0
Natural Sciences	57.9	42.1	100.0	60.3	39.7	100.0	60.0	40.0	100.0	65.7	34.3	100.0
Psychology	8.7	91.3	100.0	18.6	81.4	100.0	10.4	89.6	100.0	14.9	85.1	100.0
Health Sciences	11.1	88.9	100.0	15.5	84.5	100.0	8.5	91.5	100.0	20.3	79.7	100.0
Social Sciences	30.3	69.7	100.0	25.3	74.7	100.0	26.1	73.9	100.0	32.3	67.7	100.0
University in total	37.7	62.3	100.0	36.8	63.2	100.0	37.4	62.6	100.0	42.6	57.4	100.0



Source: University Services, Degree Statistics,
<https://www.jyu.fi/yliopistopalvelut/tilastot/tutkintotilastot/>

3. Completed bachelor's degrees by discipline 2011–2014 (31 December)

Discipline	2011			2012			2013			2014		
	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total
Humanities	63	247	310	60	264	324	80	234	314	85	224	309
Education	33	197	230	39	192	231	31	199	230	25	202	227
Economics	71	70	141	99	66	165	117	60	177	107	82	189
School of Business and Economics	46	62	108	58	52	110	74	47	121	64	66	130
Faculty of Information Technology	25	8	33	41	14	55	43	13	56	43	16	59
Natural Sciences	131	75	206	118	85	203	109	91	200	120	90	210
Faculty of Mathematics and Science	97	74	171	74	79	153	76	86	162	91	86	177
Faculty of Information Technology	34	1	35	44	6	50	33	5	38	29	4	33
Sport Sciences	31	42	73	34	34	68	42	26	68	39	36	75
Health Sciences	0	14	14	0	14	14	0	17	17	1	13	14
Psychology	9	63	72	5	68	73	7	58	65	8	64	72
Social Sciences	36	87	123	25	90	115	44	72	116	41	76	117
University in total	374	795	1169	380	813	1193	430	757	1187	426	787	1213

4. Gender distribution of bachelor's degree graduates by discipline 2011–2014 (31 December)

Discipline	2011			2012			2013			2014		
	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total
Humanities	20.3	79.7	100.0	18.5	81.5	100.0	25.5	86.8	100.0	27.5	72.5	100.0
Education	14.3	85.7	100.0	16.9	83.1	100.0	13.5	83.1	100.0	11.0	89.0	100.0
Economics	50.4	49.6	100.0	60.0	40.0	100.0	66.1	50.0	100.0	56.6	43.4	100.0
School of Business and Economics	42.6	57.4	100.0	52.7	47.3	100.0	61.2	54.9	100.0	49.2	50.8	100.0
Faculty of Information Technology	75.8	24.2	100.0	74.5	25.5	100.0	76.8	35.6	100.0	72.9	27.1	100.0

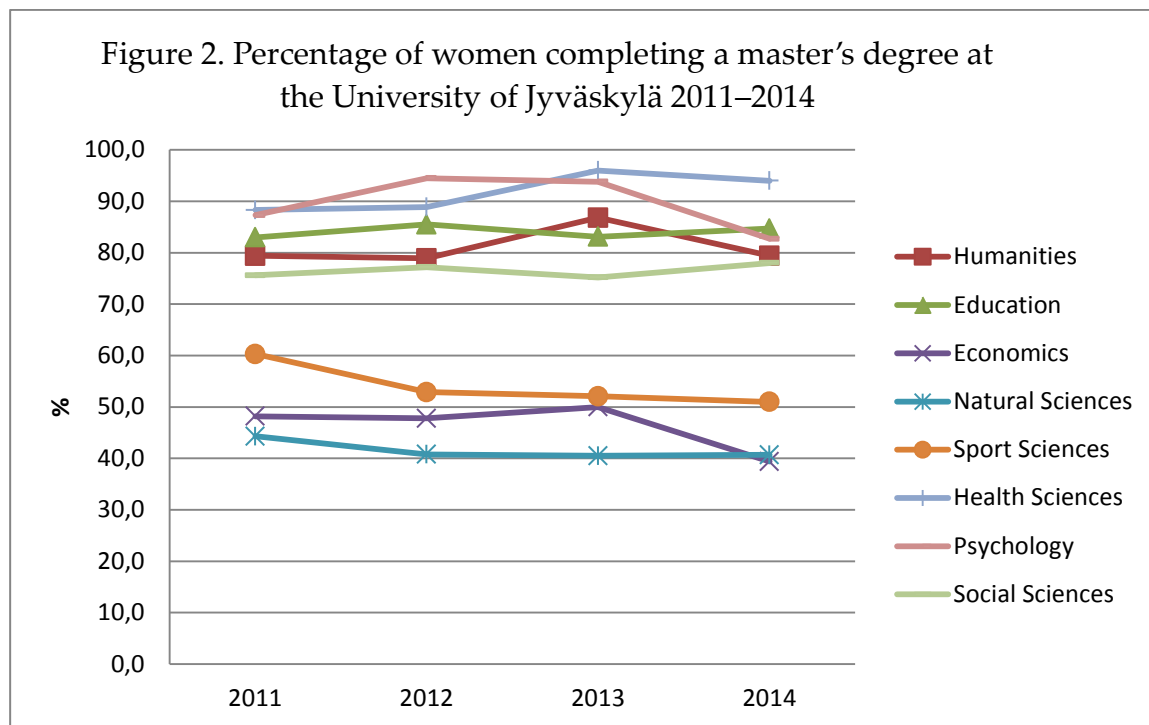
Natural Sciences	63.6	36.4	100.0	58.1	41.9	100.0	54.5	40.5	100.0	57.1	42.9	100.0
Faculty of Mathematics and Science	56.7	43.3	100.0	48.4	51.6	100.0	46.9	45.1	100.0	51.4	48.6	100.0
Faculty of Information Technology	97.1	2.9	100.0	88.0	12.0	100.0	86.8	24.5	100.0	87.9	12.1	100.0
Sport Sciences	42.5	57.5	100.0	50.0	50.0	100.0	61.8	52.1	100.0	52.0	48.0	100.0
Health Sciences	0.0	100.0	100.0	0.0	100.0	100.0	0.0	96.0	100.0	7.1	92.9	100.0
Psychology	12.5	87.5	100.0	6.8	93.2	100.0	10.8	93.8	100.0	11.1	88.9	100.0
Social Sciences	29.3	70.7	100.0	21.7	78.3	100.0	37.9	75.2	100.0	35.0	65.0	100.0
University in total	32.0	68.0	100.0	31.9	68.1	100.0	36.2	63.8	100.0	35.1	64.9	100.0

5. Completed master's degrees by discipline 2012–2014 (31 December)

Discipline	2011			2012			2013			2014		
	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total
Humanities	69	266	335	71	266	337	42	275	317	70	270	340
Education	39	191	230	37	218	255	46	226	272	38	210	248
Economics	88	82	170	94	86	180	116	116	232	131	85	216
School of Business and Economics	67	71	138	61	78	139	78	95	173	82	68	150
Faculty of Information Technology	21	11	32	33	8	41	38	21	59	49	17	66
Natural Sciences	123	98	221	122	84	206	141	96	237	112	77	189
Faculty of Mathematics and Science	83	89	172	76	77	153	101	83	184	76	65	141
Faculty of Information Technology	40	9	49	46	7	53	40	13	53	36	12	48
Sport Sciences	50	76	126	57	64	121	69	75	144	72	75	147
Health Sciences	7	53	60	7	56	63	3	72	75	4	63	67
Psychology	9	62	71	4	69	73	5	76	81	14	67	81
Social Sciences	30	93	123	31	105	136	32	97	129	36	128	164
University in total	415	921	1336	423	948	1371	454	1033	1487	477	975	1452

6. Gender distribution of master's degree graduates by discipline 2012–2014 (31 December)

Discipline	2011			2012			2013			2014		
	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total
Humanities	20.6	79.4	100.0	21.1	78.9	100.0	13.2	86.8	100.0	20.6	79.4	100.0
Education	17.0	83.0	100.0	14.5	85.5	100.0	16.9	83.1	100.0	15.3	84.7	100.0
Economics	51.8	48.2	100.0	52.2	47.8	100.0	50.0	50.0	100.0	60.6	39.4	100.0
School of Business and Economics	48.6	51.4	100.0	43.9	56.1	100.0	45.1	54.9	100.0	54.7	45.3	100.0
Faculty of Information Technology	65.6	34.4	100.0	80.5	19.5	100.0	64.4	35.6	100.0	74.2	25.8	100.0
Natural Sciences	55.7	44.3	100.0	59.2	40.8	100.0	59.5	40.5	100.0	59.3	40.7	100.0
Faculty of Mathematics and Science	48.3	51.7	100.0	49.7	50.3	100.0	54.9	45.1	100.0	53.9	46.1	100.0
Faculty of Information Technology	81.6	18.4	100.0	86.8	13.2	100.0	75.5	24.5	100.0	75.0	25.0	100.0
Sport Sciences	39.7	60.3	100.0	47.1	52.9	100.0	47.9	52.1	100.0	49.0	51.0	100.0
Health Sciences	11.7	88.3	100.0	11.1	88.9	100.0	4.0	96.0	100.0	6.0	94.0	100.0
Psychology	12.7	87.3	100.0	5.5	94.5	100.0	6.2	93.8	100.0	17.3	82.7	100.0
Social Sciences	24.4	75.6	100.0	22.8	77.2	100.0	24.8	75.2	100.0	22.0	78.0	100.0
University in total	31.1	68.9	100.0	31.0	69.0	100.0	30.5	69.5	100.0	32.9	67.1	100.0



7. Completed doctoral degrees 2011–2014 (31 December)

Discipline	2011			2012			2013			2014		
	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total
Humanities	14	23	37	16	21	37	10	19	29	8	19	27
Education	2	9	11	0	12	12	3	10	13	4	10	14
Economics	4	10	14	9	7	16	11	13	24	7	10	17
School of Business and Economics	3	7	10	8	7	15	9	12	21	4	10	14
Faculty of Information Technology	1	3	4	1	0	1	2	1	3	3	0	3
Natural Sciences	43	20	63	38	27	65	39	21	60	50	16	66
Faculty of Mathematics and Science	28	15	43	27	25	52	24	17	41	33	13	46
Faculty of Information Technology	15	5	20	9	2	13	15	4	19	17	3	20
Sport Sciences	5	3	8	7	2	9	3	5	8	6	3	9
Health Sciences	3	6	9	0	7	7	0	5	5	2	3	5
Psychology	1	6	7	2	6	8	1	7	8	2	8	10
Social Sciences	4	9	13	7	7	14	3	10	13	4	6	10
University in total	76	86	162	79	89	168	70	90	160	83	75	158

8. Gender distribution of doctoral degrees graduates by discipline 2011–2014 (31 December)

Discipline	2011			2012			2013			2014		
	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total
Humanities	37.8	62.2	100.0	43.2	56.8	100.0	34.5	65.5	100.0	29.6	70.4	100.0
Education	18.2	81.8	100.0	0.0	100.0	100.0	23.1	76.9	100.0	28.6	71.4	100.0
Economics	28.6	71.4	100.0	56.3	43.8	100.0	45.8	54.2	100.0	41.2	58.8	100.0
School of Business and Economics	30.0	70.0	100.0	53.3	46.7	100.0	42.9	57.1	100.0	28.6	71.4	100.0
Faculty of Information Technology	25.0	75.0	100.0	100.0	0.0	100.0	66.7	33.3	100.0	100.0	0.0	100.0
Natural Sciences	68.3	31.7	100.0	58.5	41.5	100.0	65.0	35.0	100.0	75.8	24.2	100.0
Faculty of Mathematics and Science	65.1	34.9	100.0	51.9	48.1	100.0	58.5	41.5	100.0	71.7	28.3	100.0
Faculty of Information	75.0	25.0	100.0	84.6	15.4	100.0	78.9	21.1	100.0	85.0	15.0	100.0

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Technology												
Sport Sciences	62.5	37.5	100.0	77.8	22.2	100.0	37.5	62.5	100.0	66.7	33.3	100.0
Health Sciences	33.3	66.7	100.0	0.0	100.0	100.0	0.0	100.0	100.0	40.0	60.0	100.0
Psychology	14.3	85.7	100.0	25.0	75.0	100.0	12.5	87.5	100.0	20.0	80.0	100.0
Social Sciences	30.8	69.2	100.0	50.0	50.0	100.0	23.1	76.9	100.0	40.0	60.0	100.0
University in total	46.9	53.1	100.0	47.0	53.0	100.0	43.8	56.2	100.0	52.5	47.5	100.0

APPENDIX 6. STAFF STATISTICS

Source: Staff report 2014. University of Jyväskylä 2015.

https://www.jyu.fi/yliopistopalvelut/tilastot/intra/henkilostokertomus/henkilostokertomus_2014

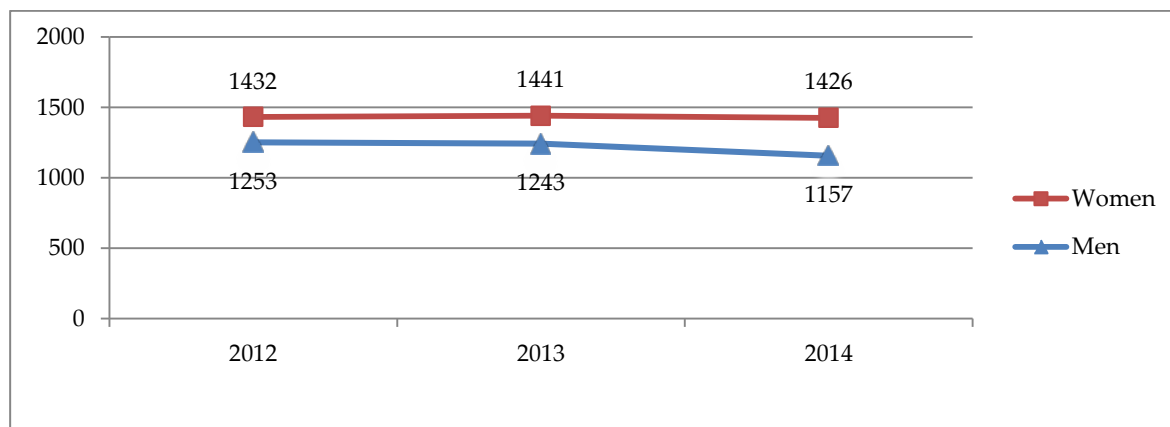
1. Permanent employees by staff group at the University of Jyväskylä (31 December)

		2012			2013			2014		
		Men	Women	Total	Men	Women	Total	Men	Women	Total
Teaching staff in total	n	280	270	550	280	274	554	288	286	574
	%	50.9	49.1		50.5	49.5		50.2	49.8	
Professors	n	129	59	188	130	60	190	131	66	197
Lecturers and teachers	n	151	210	361	150	213	363	157	220	377
Assistants and senior assistants	n	0	1	1	0	1	1	0	0	0
Research staff in total	n	46	42	88	52	46	98	41	46	87
	%	52.3	47.7		53.1	46.9		47.1	52.9	
Postdoctoral researchers	n	1	2	3	1	2	3	1	2	3
Doctoral students	n	0	0	0	0	0	0	0	0	0
Researchers	n	45	39	84	51	43	94	40	43	83
Research assistants	n	0	1	1	0	1	1	0	1	1
Other staff in total	n	256	463	719	260	498	758	245	479	724
	%	35.6	64.4		34.3	65.7		33.8	66.2	
IT staff	n	65	15	80	66	10	76	61	12	73
Administrative/office staff	n	81	327	408	80	345	425	76	329	405
Property and maintenance staff	n	39	30	69	37	53	90	39	58	97
Library staff	n	10	44	54	12	43	55	13	42	55
Additional other staff (including interns)	n	61	47	108	65	47	112	56	38	94
Total	n	582	775	1357	592	818	1410	574	811	1385
	%	42.9	57.1		42.0	58.0		41.4	58.6	

2. Fixed-term employees by staff groups at the University of Jyväskylä (31 December)

Occupational group	2012			2013			2014			
	Men	Women	Total	Men	Women	Total	Men	Women	Total	
Teaching staff in total	n	99	112	211	79	94	173	70	104	174
	%	46.9	53.1		45.7	54.3		40.2	59.8	
Professors	n	30	10	40	26	9	35	18	8	26
Lecturers and teachers	n	56	96	152	47	83	130	51	95	146
Assistants and senior assistants	n	13	6	19	6	2	8	1	1	2
Research staff in total	n	472	451	923	471	430	901	429	417	846
	%	51.1	48.9		52.3	47.7		50.7	49.3	
Postdoctoral researchers	n	127	103	230	130	110	240	127	109	236
Doctoral students	n	201	212	413	198	189	387	181	164	345
Researchers	n	108	111	219	109	107	216	102	110	212
Research assistants	n	36	25	61	34	24	58	19	34	53
Other staff in total	n	100	94	194	101	99	200	84	94	178
	%	51.5	48.5		50.5	49.5		47.2	52.8	
IT staff	n	26	1	27	26	0	26	24	0	24
Administrative/office staff	n	44	70	114	42	78	120	27	65	92
Property and maintenance staff	n	2	1	3	3	1	4	2	2	4
Library staff	n	1	1	2	0	3	3	2	4	6
Additional other staff (including interns)	n	27	21	48	30	17	47	29	23	52
Total	n	671	657	1328	651	623	1274	583	615	1198
	%	50.5	49.5		51.1	48.9		48.7	51.3	

3. Gender distribution of the staff of the University of Jyväskylä 2012–2014 on the last day of each year (31 December)



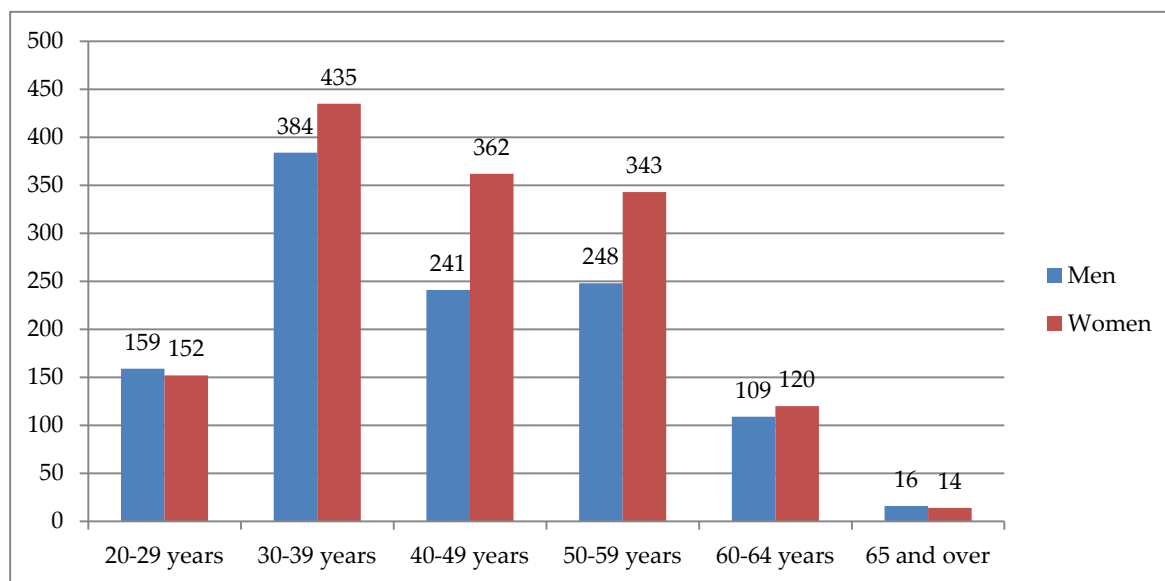
4. Person-years at the University of Jyväskylä by staff group and gender 2012–2014 (including the Teacher Training School)

STAFF GROUP	2012			2013			2014		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
Teaching staff in total	331	343	674	329	345	674	321	342	663
Professors	146	71	217	145	72	217	137	73	210
Assistants and senior assistants	13	8	21	8	2	10	2	1	3
Lecturers and other teachers	172	264	436	177	270	447	182	268	450
Research staff	485	432	918	477	432	909	461	422	883
Other staff	357	524	881	351	562	914	334	550	884
Total	1173	1300	2473	1158	1339	2497	1116	1313	2430

5. Person-years at the University of Jyväskylä by the tenure track model and gender 2012–2014 (including the Teacher Training School)

Categories of tenure track model (teaching and research staff)		Year								
		2012			2013			2014		
		Men	Women	Total	Men	Women	Total	Men	Women	Total
Level 4	Professors	146	72	218	145	72	217	139	75	214
Level 3	Senior researchers, senior lecturers, lecturers	196	205	401	206	207	413	206	206	412
Level 2	Postdoctoral researchers, senior assistants, research coordinators	136	102	238	129	109	238	131	117	248
Level 1	Doctoral students, assistants, university teachers, untenured teachers, other researchers	309	371	680	304	367	671	288	339	627
Level 0	Other teaching and research support staff (incl. research assistants)	30	26	56	23	21	56	19	26	45
Total		817	776	1593	807	776	1595	783	763	1546

6. Age distribution at the University of Jyväskylä by gender on 31 December 2014



7. Distribution of teaching and research staff (%) by requirement level and gender at the University of Jyväskylä 2012–2014

Requirement level	2012			2013			2014		
	Men n=811	Women n=752	Total n=1563	Men n=780	Women n=733	Total n=1513	Men n=740	Women n=738	Total n=1478
OV01	9.0	5.3	7.2	3.2	2.3	2.8	1.5	2.0	1.8
OV02	9.1	10.8	9.9	13.7	14.2	13.9	15.5	13.3	14.4
OV03	9.4	13.3	11.3	9.1	11.6	10.3	8.2	12.2	10.2
OV04	9.4	16.1	12.6	9.5	12.7	11.0	7.7	12.6	10.1
OV05	21.6	25.0	23.2	21.8	28.8	25.2	23.6	28.9	26.3
OV06	16.5	16.2	16.4	17.1	16.0	16.5	17.4	16.4	16.9
OV07	5.8	4.1	5.0	5.8	4.9	5.4	5.5	4.5	5.0
OV08	10.1	4.9	7.6	10.3	5.0	7.7	10.5	6.0	8.3
OV09	6.3	4.0	5.2	6.8	4.1	5.5	7.0	3.7	5.3
OV10 - OV11	2.8	*	1.6	2.8	*	1.7	2.8	*	1.7
Total	100	100	100	100	100	100	100	100	100

* Less than 5 cases

Distribution of other staff (%) by requirement level and gender at the University of Jyväskylä 2012–2014

Requirement level	2012			2013			2014		
	Men n=339	Women n=535	Total n=874	Men n=341	Women n=572	Total n=913	Men n=307	Women n=547	Total n=854
MV02 - 03	6.8	5.2	5.8	3.8	8.7	6.9	3.9	10.1	7.8
MV04	9.7	7.5	8.4	10.0	6.6	7.9	11.4	6.9	8.5
MV05	10.3	21.9	17.4	9.7	20.1	16.2	9.4	18.3	15.1
MV06	15.0	15.9	15.6	15.5	15.0	15.2	14.0	15.4	14.9
MV07	12.7	11.2	11.8	13.8	10.0	11.4	13.7	9.5	11.0
MV08	14.7	17.8	16.6	14.1	18.9	17.1	14.7	19.4	17.7
MV09	12.7	10.7	11.4	14.4	10.8	12.2	15.0	11.3	12.6
MV10	12.4	4.9	7.8	12.6	4.9	7.8	12.1	4.8	7.4
MV11	3.2	3.0	3.1	4.1	2.6	3.2	3.6	2.2	2.7
MV12 - 13	2.4	2.1	2.2	2.1	2.3	2.2	2.3	2.2	2.2
Total	100	100	100	100	100	100	100	100	100

8. Distribution of teaching and research staff (%) by personal performance level and gender at the University of Jyväskylä 2012–2014

Personal performance level	2012			2013			2014		
	Men n=811	Women n=752	Total n=1563	Men n=780	Women n=733	Total n=1513	Men n=740	Women n=738	Total n=1478
OS01 - 02	1.9	2.7	2.2	2.2	2.5	2.3	1.9	2.0	2.0
OS03	16.3	15.7	16.0	17.2	18.4	17.8	18.6	20.6	19.6
OS04	20.1	24.7	22.3	19.0	22.8	20.8	19.3	24.5	21.9
OS05	18.1	20.3	19.2	17.1	19.6	18.3	18.0	18.4	18.2
OS06	22.2	20.9	21.6	20.5	20.6	20.6	18.0	20.2	19.1
OS07	13.4	11.2	12.3	15.1	10.5	12.9	14.9	9.3	12.1
OS08	6.5	3.9	5.2	7.3	4.8	6.1	7.4	4.2	5.8
OS09	1.5	0.7	1.1	1.7	0.8	1.3	1.9	0.7	1.3
Total	100	100	100	100	100	100	100	100	100

* Tapauksia alle 5

9. Distribution of other staff (%) by personal performance level and gender 2012–2014 at the University of Jyväskylä

Personal performance level	2012			2013			2014		
	Men n=339	Women n=535	Total n=874	Men n=341	Women n=572	Total n=913	Men n=307	Women n=547	Total n=854
MS01 - 02	*	7.1	2.0	*	*	*	2.6	1.5	1.9
MS03	4.7	4.7	4.7	4.1	5.7	5.7	6.2	6.6	6.4
MS04	8.3	8.8	8.6	7.9	10.6	10.6	6.2	13.3	10.8
MS05	20.1	16.8	18.1	19.9	18.0	18.0	16.9	17.2	17.1
MS06	38.3	30.1	33.3	35.2	31.3	31.3	35.5	27.6	30.4
MS07	18.3	27.9	24.1	20.8	23.7	23.7	21.8	24.7	23.7
MS08	8.6	8.0	8.2	9.4	8.6	8.9	9.8	8.0	8.7
MS09	*	1.3	1.0	*	1.0	1.0	*	1.1	1.1
Total	100	100	100	100	100	100	100	100	100

* Less than 5 cases